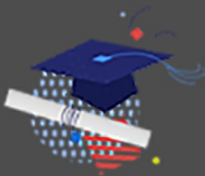




# **SUSTAINABLE DEVELOPMENT: MODERN THEORIES AND BEST PRACTICES**



Teadmus OÜ

# **Sustainable Development: Modern Theories and Best Practices**

Materials of the Monthly International Scientific and Practical  
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# FINANCIAL AND ECONOMIC ISSUES OF SUSTAINABLE DEVELOPMENT

## CHANGING THE VALUE OF ROYALTIES IN THE MUSIC INDUSTRY

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External factors and, accordingly, trends in the development of royalty in the music industry affect the earnings of artists and their careers not in such a positive way as it could be.

The relevance of the study of the potential of intangible assets is evidenced by the publications of leading foreign and domestic economists: V. Podolna, O. Zakharchuk, T. Matsybora, V. Nechitaylo, V. Antonenko, K. Sokol, R. Bilyk, K. Yakymchuk, L. Vysochyna, S. Romanenko, O. Mandrul, D. Gregory, K. Murphy, G. Busser, who developed theoretical and practical measures to prevent bankruptcy [1].

The purpose of the study is to analyze the change in the amount of royalties and determine the factors what it depends on.

A royalty is a legally binding payment made to an individual or company for the continued use of their assets, including copyrighted works, franchises and natural resources [2].

Royalties are a great way to make money on intellectual and creative property innovators, creators, etc. Royalties are also a great instrument in order to repeatedly earn on their assets. Let's take into account the music industry. The cost of fees changes and decreases over time: some time ago, radio stations were the most profitable, because a certain song is constantly scrolling. Today everything has changed. Fees for public performances is the biggest part of income for every musician now. There are the following types of musical royalties:

- Mechanical royalties. Creation and distribution of copyrighted music compositions. They have all kinds of formats from records to digital development on social networks and more. Mechanical royalties are paid, by a record label or music distribution service, each time a song is played or sold;

- Performance fee. Royalties are created by performing, recording, reproducing or broadcasting copyrighted songs that are broadcast on radio, television, government agencies, concerts and live, that is, anywhere where the composition is heard in public;

- Royalty synchronization. Synchronization, or short-term royalty synchronization, is carried out by combining original music with visual means: advertising, films, video games, television, namely all means of mass visualization of information;

- Printed musical royalties. Royalty, which is used for copyrighted compositions, is a

translation into a printed work, such as music, which is then distributed through various publishers of printed music. This royalty is charged to the owner of the printed works based on the number of copies created [3].

Therefore, the analysis of changes in the amount of royalties in recent years gives an idea of the income received from various sources in the music industry (fig. 1).

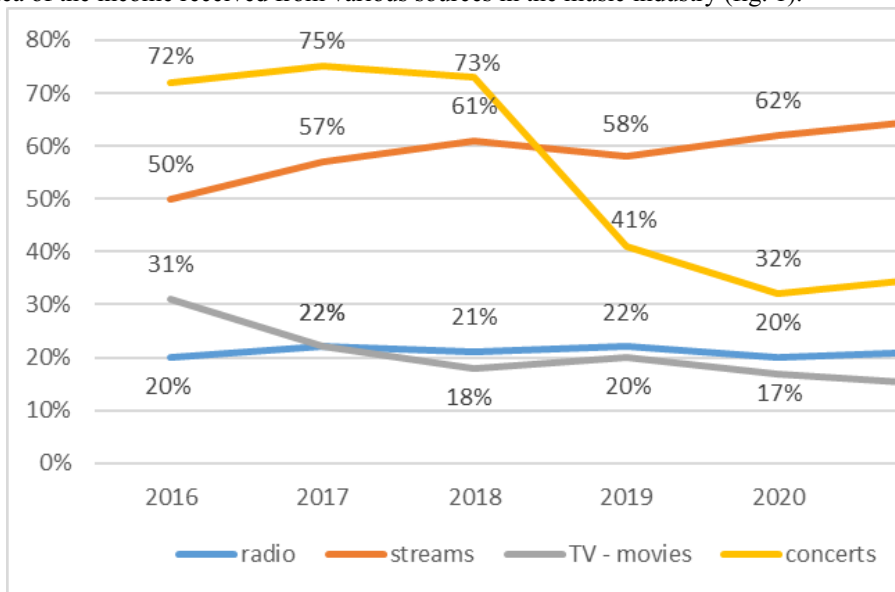


Fig. 1 – Sources of income from royalties in the music industry for 2016-2021

Source: [4]

Analyzing the schedule, we can conclude that the leading position in 2016 occupy: streams (live broadcasts) 50% and concerts (live performances) 72%, but over time, the two leaders exchanged seats in 2019. Then, in 2019-2020, live broadcasts came out on top with 65% and live concerts take second place with 35%. From 2019-2020 and beyond there is a sharp decline in live performances, due to the COVID-19 pandemic. This pandemic had a direct impact on the work of artists and their fees. Therefore, the cost of royalties has changed towards live broadcasts on their social networks, rather than live performances, radio and TV, because the last had lost its value and demand.

Royalties also depend on the age of the song, the person of the performer, kind of music genre, general characteristics of the audience. We can say that royalties are not stable, they depend on factors that will always affect on them. Obviously, the music industry has changed its direction - most went offline, which is, of course, caused by external factors. Unfortunately, it is impossible to influence.

Thus, in the long run, the main value chain of the music industry is likely to remain unchanged. Due to the pandemic that has adapted humanity to the new realities of life, there is a possibility that in time live performances will become rare and valuable events, as today theaters, which also once had a wild popularity.

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## **DETERMINANTS OF FORMATION OF SOCIO-ECONOMIC COMPONENT OF NATIONAL SECURITY**

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A preliminary analysis of the theoretical aspects showed that at present there are different approaches to the interpretation of economic security. It is considered as a process of meeting public needs, protecting the national interests of the state, economic stability and stability of the economic system, the state of the national economy in which the state does not lose sovereignty, the state of protection from a certain type of threat.

The main determinants of the formation of economic security are its relationship with the external and internal environment of the functioning of the state at the macroeconomic level and economic entities at the microeconomic level, as well as with the level of its protection from market dangers and economic threats. However, consideration of economic security solely from the point of view of protection from threats does not reflect the totality of cause-and-effect relationships and components that are embodied in it as a component of national security. That is why we propose to consider economic security in its dialectical relationship with the development of the economic system of the state and its balance in the temporary space of economic activity.

The growth of domestic economy in the pre-crisis period, determined by the combined action of both internal and external favorable factors, had a restorative nature and was not accompanied by critically needed progressive structural changes and technical progress. The Ukrainian economy remained poorly diversified and, therefore, vulnerable to the world market volatility, it was characterized by a low level of innovations and resource efficiency. The economic dynamics was determined by the combined effect of both internal and external favorable factors, however, no stable uptrends were formed, but the economic growth was characterized by high volatility of macroeconomic dynamics, not accompanied by systemic reforms, thus exacerbating the existing imbalance.

The dynamics of the Ukrainian economic structure does not correspond to the general laws of structural changes, which presently occur in the world's developed economies and consist in increasing the share of high-tech processing industry, telecommunications, financial and business services, as well as socially oriented economic activities, and in the advanced development of knowledge-intensive high-tech industries. Instead, Ukraine has an inefficient economic structure with highly resource-intensive and energy-intensive production, overextensively developing mining industry,

economically backward agribusiness, low level of innovative production, lagging infrastructure development, financial sector non-correlated with the real economy, inefficient operation of the sectors involved in social development. The high level of integration of the country's economy into raw materials markets based on price competition, rather than competition between technologies and innovations, poses a significant risk to the stable operation of the economy.

In general, the trends specified are consistent with the global economic structural transformations, are characteristic primarily of emerging economies and step-by-step bring the structure of domestic economy closer to the ratios typical of highly developed countries. However, the decrease in the role of the real sector economy is to be followed by a significant growth in labor productivity through the introduction of innovative technologies, which is not observed in Ukraine. The growing role of the financial sector is not accompanied by an adequate improvement of lending conditions in the real economy and by intensification of investment processes. Each sector of the social sphere has accumulated a number of significant structural problems.

In recent years, Ukraine has been facing increasing social tensions, lowering demographic indices, deterioration of living standards and quality of life, especially in rural areas, together with stagnation in the innovation area, especially in small and medium-sized businesses. It requires closer attention, well-balanced management decisions and management focused on these factors as sources of future comfort of living, new job openings and a quality boost for the economic growth of business entities.

It is this structural transformation of the economy that ensures the adaptation of domestic business to the global operating environment in order to meet social needs and socio-economic growth. Diagnostics of structural transformations of the economy by its main types indicates the presence of significant imbalances, which poses a threat to achieving the goals. In order to optimize and improve the efficiency of the national economic structure, it is necessary to pursue an active structural policy involving the potential of all state institutions. The structural policy should be based on a detailed analysis of the impact of basic market and social institutions on the structure of the domestic economy.

We can supplement the theoretical understanding of the content of economic security, which is still considered mainly from the standpoint of countering risks and threats and achieving competitive advantages in an unstable environment. In general, the socio-economic security component of national security should provide for the effective operation of life support systems on their territories, production of necessary material goods, positive demographic changes, provision and restoration of all conditions necessary, first of all, for the activities of rural population, careful attitude to resources, and progress in the field of production, innovation and information. This set of security elements is also systemic, requiring the same systemic impact.

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## **DEVELOPMENT OF TECHNOLOGICAL ENTREPRENEURSHIP IN AN ERA OF UNCERTAINTY**

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The personifications of innovative theories of technological change in entrepreneurship are theories of technical determinism and convergence (J. Galbraith), the theory of technotronic society (Zb. Brzezinski), the theory of industrial-technocratic society (D. Bell), the theory of intellectual technology (F. Hayek), etc. Rapidly changing periods of scientific formation of innovation theory, new thinking, intensive implementation have changed to the modern period of nanotechnological transformation.

So, today all over the world high-tech areas of innovation, which are a priority for all countries, are cybersecurity, geoengineering, bio-, nano- and information technologies, alternative energy sources, creative industry, microelectronics, modern engineering, ecology. Even today, in the harsh conditions of the Russian-Ukrainian war, the gross value added of these high-tech industries shows more or less satisfactory performance.

Modern entrepreneurship is a technological entrepreneurship that has little in common with traditional (Balashova, E. S. & Gromova, E. A., 2016).

Technological entrepreneurship can be characterized as the interaction of well-established, related fields – entrepreneurship and technological innovation. (Mosey, S. et al., 2017). As you know, technological innovation (process-innovation) is the introduction of a new method of production.

In geographical terms, it is worth noting that the most ready for technical innovation according to the index of readiness for technical innovation in Europe is Switzerland, in Asia – Singapore, in North America – USA, Latin America and the Caribbean – Brazil, Oceania – Australia, Africa – Saudi Arabi. The developed index of readiness for technical innovation in the report on technology and innovation for 2021, which includes 5 components: ICT implementation, skills, R&D, industry and access to finance, among European countries ranked Ukraine higher than countries such as

Belarus, Montenegro, Northern Macedonia, Georgia, Bosnia and Herzegovina, Moldova, Albania, and in the east below – Bulgaria, Romania, Latvia, Greece, Hungary, Slovakia, Slovenia, Cyprus and other countries.

The share of exports of goods used in the production of high and medium-high technologies in total exports of goods (such as chemical products and related industries, polymeric materials, machinery, machinery, electrical equipment, land vehicles, aircraft, floating means, the 90th subgroup of the group of instruments and optical and photographic apparatus) decreased in Ukraine from 19.2% in 2015 to 16.4% in 2019. Undoubtedly, in the postcovidperiod, war and, of course, post-war, it will decrease. And here high expectations, of course, are placed on the startup industry, small and medium enterprises as growth points for technological entrepreneurship in conditions of uncertainty.

It should be noted that unlike traditional entrepreneurship, where it is assumed that «demand creates supply», in the current technological entrepreneurship – «supply creates demand» (Omelyanenko, V., 2020). In practice, this works very well: more and more people are interested in innovations and willingly to become potential and actual consumers of innovation.

Moreover, in times of uncertainty and crisis, innovative entrepreneurship is becoming an effective mechanism for technology transfer.

One of the urgent tasks of economic policy is to introduce social control over structural and institutional factors of inflation, which will provide appropriate conditions for intersectoral competition and redistribution of profits in favor of high-tech industries. Technological renewal of traditional industries and priority development of industries that form new technological systems will contribute to the recovery of Ukraine's economy on a qualitatively new basis and create conditions for full participation of our state in the system of world economic relations.

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## **DIRECTIONS OF IMPROVEMENT OF MARKETING SYSTEM OF THE GRAIN INDUSTRY OF UKRAINE**

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In 2018-2021, the annual total gross harvest of crop and oilseeds in Ukraine exceeded 90 million tons. Since 2011, grain production of cereals and legumes has increased by 14.4%, while corn for grain - by 32.6%. On the other hand, the increase for wheat fluctuates at the level of 1%, and for barley, conversely, there is a decrease of 16%. The results indicate a reorientation of economic activity of producers from more traditional cereals to corn, which is associated with higher yields and ample opportunities for export, in contrast to barley. With regard to the oilseeds, there is an increase in production on an even larger scale - 48.6%. At the same time, the key crop is sunflower, which accounts for about 70% of grain and which has been a traditional activity for many years for agricultural producers. On the other hand, rapeseed and soybeans have recently received increased attention. This situation is largely due to the availability of appropriate processing capacity. Thus, almost all sunflower is processed in Ukraine, soybeans are partially processed, and rapeseed is almost all exported in the form of seeds.

Assessing the growth of the volumes of production of these crops, it should be noted that it occurred both extensively (increasing sown areas) and intensively (increasing yields). However, in the future, a significant increase in grain production is possible only due to increased yields, as the size of sown areas under the studied crops has stabilized. Thus, over the last 12 years, the area under cereals is almost stable and fluctuates these years in the range of 2-2.5. However, if we increase the study period to 20 years, we get an increase of 2 million hectares. The wedge under oilseeds began to grow actively during the same period, but this mainly applied only to sunflower. However, during the studied decade, this rate did not decrease, and only in 2017, the area stabilized at around 9 million hectares, where 2/3 of the resource is used for sunflower.

The main grain production in Ukraine is concentrated in the central, eastern and north-eastern regions (Forest-Steppe zone), and oilseeds - in the south, as well as Poltava, Kharkiv and Khmelnytsky regions. Over the last five years, the capacity of grain elevator companies has increased significantly due to their construction, both by grain traders and medium-sized, by the land bank, agro-producers. The most common type of elevators in Ukraine are linear (logging), which receive grain from producers (their capacity ranges from 10 to 488 thousand tons). In general, there is a shortage of grain elevator capacity in Ukraine, but it has a clear tendency to minimize. The situation across regions in Ukraine is heterogeneous - there is a clear trend of compliance of capacities of Odessa and Mykolayiv regions with the transport foreign trade flows of Ukrainian grain, as well as their concentration in traditionally more powerful areas producing grain and oilseeds, but there are regions where this rate is quite low.

Grain elevators on the territory of Ukraine according to the policy of work can be divided into the following types: work only with their own grain; work only with give-and-take raw materials; work both with own grain and give-and-take raw materials. For a

particular grain elevator, it is determined by the following factors: the owner's mission, location, the volumes of production capacities. Grain elevator companies of Ukraine (in the presence of the most complete list of services) have a width of goods-mix 3 positions, and a length of 5.0. They provide services for a wide range of crops, but most of them specialize in those whose production volumes are the largest. At the same time, across regions, grain elevator services cover those crops that are specific to a particular territory. Tariffs of Ukrainian granaries periodically increased for all major operations during the study period. Today we have a variety of tariffs, which are agreed only in the general trend. The most expensive for grain elevators were energy and wages. Increased competition between granaries in some regions has contributed to the activation of marketing efforts of grain elevators to promote both their own services and self-promotion. The main tools were: personal sales, website management, outdoor advertising, loyalty programs, posting information on special Internet sites.

It is established that the elements of marketing have a significant impact on the competitiveness of the grain elevator company. However, depending on the client's requests and its scale, there are differences in assessing the importance of this or that parameter. For small producers, the cost of services and the location of the grain elevator are relevant, and for medium, by land bank, producers and traders, without their own capacities for storage - the quality of services, speed of work, logistics opportunities. Common to both categories is the presence of previous experience with a particular grain elevator, which in the long run requires the latter the development and implementation of various loyalty programs and the formation of marketing partnerships with customers.

Promising areas for improving the marketing activities of Ukraine's grain elevators are the introduction of marketing partnerships and the HACCP system in their activities and adjusting the logistics functions of individual enterprises. Thus, within the first proposal, it is advisable to implement the concept of partnerships for such types as direct, indirect and intra-company, in addition it is important to identify priority groups of customers. A key element of marketing of partnership relations that are formed in the field of services is the employee who is responsible for cooperation with a particular client and building a system of marketing communications with him. To this end, it is advisable to create a marketing department (if it is an independent legal entity) in the organizational structure of the grain elevator or to introduce the position of marketer (depending on the capacity of the enterprise that store grain). At the same time, the basic construction will be on a functional basis, where a special role will be given to marketing research and communications. Regarding the implementation of the second proposal, in addition to meeting the requirements of current legislation and customer requests, the implementation of HACCP will undoubtedly increase confidence in the product or grain stored at the enterprise, positively affect investment attractiveness, enter new or expand existing distribution markets, increase competitiveness. The relevance of the third proposal stems from the reformatting of the logistics chains of grain movement from farm elevators in the near future. These changes will lead to the formation of demand from producers for the service of transshipment of grain from road to rail or river transport. Grain elevators that have such capabilities and will be able to increase the volume of providing this service and its speed, will receive significant profits.



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## **INTEGRATION OF SUSTAINABLE FOREST MANAGEMENT APPROACH INTO BUSINESS MODEL OF STATE FORESTRY ENTERPRISES IN UKRAINE**

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Integration of the Sustainable Forest Management (SFM) principles in the activities of forestry enterprises in Ukraine is envisaged and framed by the state strategy of forest management until 2035, adopted on December 29, 2021 by the Ukrainian Parliament.

The main goal of the entity in the field of forestry should be to build a transparent and efficient management system of forest enterprises and to develop profit-oriented business models, considering the need to preserve and increase the country's natural resources and forestry development according to the SFM principles (State strategy, 2035).

Business models connected to the forests of protective and recreational categories should take into account the priority functions of these forest categories, in particular the sustainability of permanent forest cover (Melo et al, 2017).

Consideration of the factor of increased competitiveness in business models oriented on forest-based products and services should be performed through fulfillment of legality requirements (the state certification procedure of wood origin, forest management and chain of custody certification, due diligence system). Technical,

medicinal and other forest products should be harvested by avoiding unsustainable practices as well..

To enable the efficient functioning of business models of forestry enterprises it is necessary to increase public awareness of the need to adhere to the principles of sustainable development. To achieve this, in the field of research and education, the main priority of training future professionals should include an option to form their vision and principles, to provide a sufficient level of professional theoretical knowledge and relevant practical skills to ensure understanding of sustainable forest management, including the implementation of the whole complex of forestry and other necessary measures, which will ensure the formation of process of sustainable and productive forestry practice in the face of climate change and other unforeseen challenges of the future based on the use of information technology and the latest scientific knowledge about the nature of forest ecosystems (Tsehelnik N, 2021).

Sustainable forestry development is based on a harmonious combination of ecological, economic and social functions of forests. The advantages of improving and implementing business models based on the concept of sustainable development are that forestry is one of the most important segments in the country's economy. Ukraine has joined international agreements in support of sustainable forestry development. (Kvatyrko, 2021).

As of 2022, the state of forestry enterprises in Ukraine is characterized by a low level of entire structural elements of value added in products and services, especially the presence of a significant percentage of unprofitable enterprises and the number of losses received. Thus, in economic terms, forestry performance is low. Despite the significant potential of the forest sector, its management and use are not effective, does not meet modern requirements and needs to be improved (Melo et al, 2017).

As of spring 2022, the forestry sector is largely in a situation of force majeure because of Russia's military aggression on the sovereign territory of Ukraine, numerous forest fires have been recorded, including in the Chornobyl Radiation and Ecological Biosphere Reserve, numerous cases of mined area of forests have been recorded, munitions that pose a danger, stolen or destroyed fixed assets of forestry enterprises, as a result of which the issue of search of legal mechanisms to determine the amount and recovery of possible compensation for environmental damage, including in the field of forestry in international bodies, becomes relevant (Ecology, Law, People, 2022).

Integration of forest ecosystem services (FES) into business models of state forest enterprises can open a window of opportunity for implementing SFM principles. This aim can be achieved by developing new financial mechanisms that present valuable opportunities for income generation, advancing sustainable business, and replication. Bundling of multiple FES can provide possibilities to increase incomes from the forests.

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## **PROVIDING SECURITY AND GREENING OF ECONOMY: PRECONDITIONS FOR NATIONAL POLICY DEVELOPMENT TOWARDS SUSTAINABILITY**

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Ukraine has joined the process of UN Sustainable Development Goals implementing in order to meet global challenges and build its own national and regional sustainable development policies. During last few years the pandemic threatened decades of development gains, further delaying the urgent transition to greener, more inclusive economies, and throwing progress on the SDGs even further off track (Caichun et al 2021)). This year brought another, even greater threat to realizing the promise of the SDGs – especially in Ukraine due to the Russian invasion (Rogers 2022).

The United Nations has warned that Russia's invasion of Ukraine could be the largest humanitarian crisis in Europe since World War II. As of April 1, 2022, the Kyiv School of Economics (Institute) estimated the damage to Ukraine's infrastructure from the war in the country at \$ 68.2 billion. Later this value estimation increased over \$100 billion (<https://minprom.ua/news/284373.html>). At least 533 educational institutions, 300 kindergartens, 196 medical institutions, 129 factories and enterprises were damaged, destroyed or seized. The Ministry of Community and Territorial Development estimates that 6,800 residential buildings were damaged or destroyed.

According to the Geneva Convention crimes against the environment are also part of war crimes. From the first days of war shelling and bombing of industrial and energy facilities, burning of forests, sabotage of oil depots, pollution of the Black and Azov Seas (primarily due to flooding of ships) were recorded. According to the Ministry of Environment of Ukraine, over the past two weeks, more than 30 fires have been recorded in the Chornobyl zone on an area of more than 9 thousand ha. 44% of the most valuable nature protected areas are in the war zone, were under the temporary control of Russian invaders or are inaccessible.

Sustainable economic development of the state is a balanced, controlled development of the national economy, which provides for qualitative economic growth, structural changes in the economy, meeting the vital needs of society, poverty eradication through efficient use of available and potential financial resources. Balance means the optimal ratio of development components, and the basis of control is a systematic approach that allows one to model different options for development, plan their results and choose the most optimal ones. Sustainability of the economic system indicates the

ability to maintain movement along a positive growth trajectory due to its negative components (Krupiak et al 2020).

The economic potential is a basic characteristics of the country's economy, the basis of its competitiveness, security and sustainable development. Modern scholars interpret economic potential as the combined ability of the country's economy, its industries and households to carry out production and economic activities, produce products, goods, provide services, meet social needs, and ensure the development of production and consumption. An important component of the country's economic potential is financial potential (Tolubiak 2018).

The sustainability of the state's economic development is largely determined by the efficiency of its financing. Adequate financing for development implies macroeconomic balance and allows for a high standard of living in the long run. An important direction in this area is investment support for country's economy sustainability. Attracting funds from foreign investors contributes to the investment process intensification, the introduction of new green technologies, the development of small and medium-sized sustainable businesses, and the growth of investment potential of the state.

The experience of leading European countries shows that greerinnovation today does not stand on the way of economic growth, but rather stimulates it. However, in order to achieve essential progress towards sustainability, Ukraine has a long way to go and change the traditional economic model to the sustainability oriented "green" economy. This requires national sustainable development program with mandatory regional components (Orlovskaya and Khlivitska 2021).

Sustainable development policy should be based on a combination of economic, social and environmental measures to optimize economic activity while preserving and managing sustainably natural resources. Its components include the policies on renewable energy, environmentally friendly industrial and agricultural technologies, "green building", as well as programs to clean the air, water and soil from pollution, introducing recycling and waste management programs.

Analysis of the principles of national environmental and economic policies that have already achieved some success on the path to sustainability, shows that a universal tool for implementing the principles of sustainable development in the national economic system has not been developed yet (Orlovskaya and Khlivitska 2021). Each country chooses its own set of measures depending on the existing environmental problems, economic and natural resources, and, ultimately, its own socio-cultural characteristics. However, the most significant results are achieved by those countries where there is a combination of tax burden on the producer using unsustainable production methods, unsustainable consumption patterns and financial and economic government stimuli for "green" innovations.

**Conclusions.** Thus, ensuring the sustainable development of the state implies the need not only to attract investment in new technologies, but also create preconditions for the emergence of green and social innovations, green financing and development of ecosystem services markets, changing priorities and development goals. The Russian war against Ukraine destroys the social, economic and environmental foundations of sustainable development. Ukrainian victory is essential for retaining peace and then – not only local but also European and global sustainability. According to UNDP's recent scenario modelling, up to 90 percent of the population could be facing poverty and extreme economic vulnerabilities in the event of protracted war, *setting the*

*country – and the region – back decades and leaving deep social and economic scars for generations to come.* Due to present circumstances, Ukraine could lose 18 years of socio-economic achievements with substantive spill-over effect in other countries. Alarming food and fertilizer prices globally will exacerbate poverty and hunger challenges, causing malnutrition levels to rise and worsening income inequality around the world. This is partially due to the fact that many developing countries get their wheat imports from Ukraine [5]. Rethinking in nowadays context the very basic values of the European countries - Human dignity, Freedom, Democracy, Equality, Rule of law, and Human rights is also essential for building ethical dimension of sustainability.

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## **PRIORITY DIRECTIONS OF FORMATION OF THE MARKETING SYSTEM OF UKRAINIAN PRODUCERS OF MINERAL FERTILIZERS**

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The modern development of agriculture in Ukraine can not be imagined without the use of mineral fertilizers. After all, the effect of nitrogen fertilizers is aimed at improving the growing conditions of cereals and other crops. Complete rejection of the use of any mineral fertilizers leads to a rapid decline in yields.

In 2023-2024 yrs., according to IFA estimates, world consumption of mineral fertilizers will grow slowly to 1% annually and will amount to 203.5 million tons. Almost 80% of global consumption will occur to Latin America, South Asia, Africa and Eastern Europe. During this period, it is planned to attract \$ 110 billion investments in fertilizer production and put into operation 70 new production facilities, which will increase the total supply by 1.3%.

The market of mineral fertilizers in Ukraine in recent years has a tendency to reduce the volumes of production and export of products, the volumes of import have multidirectional dynamics. The market of mineral fertilizers in Ukraine was negatively affected by the fact that the purchasing power of nitrogen fertilizers fell to its lowest level in 10 years in Russia in 2018, which led to pressure on producers and, as a result, increased imports of nitrate and carbamid alternatives to neighboring countries, including Ukraine. In addition, the unstable economic and political situation in Ukraine, the complication of relations with neighboring countries have led to a reduction of the market of mineral fertilizers, the shutdown of domestic enterprises, reduced the volumes of production. The rapid rise in gas prices in 2021 has jeopardized not only fertilizer producers but also the profitability of agribusiness in crop production.

In recent years, domestic chemical companies have faced many obstacles in their activities:

- unstable political situation. The conduct of hostilities in the eastern territory of Ukraine has significantly affected the chemical industry: the activity of chemical industry enterprises was stopped in the conflict area; trade and economic relations with Russia have deteriorated (about the supply of raw materials for chemical products, export-import relations, relations on gas supplies, etc.);

- unstable legislation (leads to vulnerability of the chemical industry to possible changes and affects the implementation of strategic planning; causes an outflow of investors, etc.);

- general economic factors (rising inflation, price instability, anti-dumping policy).

The specific problems of development of the chemical industry are the following:

- increase in the cost of raw materials and energy resources (which affects the cost of production);

- fluctuations in prices for mineral fertilizers on the world market;

- pressure from importers of chemical products, provided with cheap raw materials;

- seasonality of consumption of certain types of products of chemical industry (basically this applies to mineral fertilizers).

Marketing today is seen as an organic component of any economic activity. Depending on the type of market in which the company operates, the specifics of products, business culture and many other factors, the arsenal of used marketing tools differ and peculiarities of marketing activity occur.

Given that a significant part of the chemical industry, including producers of mineral fertilizers, focused on intermediate consumers, their marketing activity has certain specifics. In the practical terms, B2B marketing operates with other tools and priorities that must be taken into account when making management decisions.

Among Ukrainian enterprises - producers of mineral fertilizers, the sales concept of marketing dominates, which determines the content of their marketing activities. This situation is due to the oligopolistic structure of the market, where large players have the opportunity to abuse their position in pricing and manipulating supply volumes, to use lobbying tools against competitors. At the same time, the growth of competition from foreign producers threatens their further efficient functioning.

Considering the fact that the chemical industry is a specific branch of the processing industry, which has its own features: the location of enterprises in the industry, mainly tied to raw materials or consumers; high energy costs of production and costs of goods; production is dangerous for the environment; great need for scientific and technical

development, etc., the marketing activity of the enterprises of the branch should take into account the postulates of socially responsible marketing.

The concept of socially responsible marketing provides for the orientation and focus of activity of the enterprise first of all on the benefit of society, promotion of improvement of quality of its life and environment in general. Its supporters assess the marketing system not only by their own profits and level of consumer satisfaction, but also by the impact of their activities on the economic development of the country and the social well-being of the population, also concerning about environmental protection.

And the turbulence of the environment requires long-term strategic decisions to level or mitigate the impact of negative factors. Therefore, for the chemical industry it is advisable to use adaptive marketing planning, which is focused on formulating goals and prospects for changing the controlled parameters, a deep understanding of what to do in the face of constant changes in the market situation. In this case, it determines the ability of the enterprise to adapt to a constantly changing market environment.

The analysis of theoretical bases of marketing activity and peculiarities of chemical industry enterprises allows to assert that it should be based on the concept of socially responsible marketing, with the tools of B2B marketing prevailing, and the criterion of its effectiveness is high level of adaptability to changes of the environment, which provides stable competitiveness.

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# **PROBLEMS AND PROSPECTS OF CREATING AN EFFECTIVE TRANSPORT AND LOGISTICS SYSTEM FOR THE DISTRIBUTION OF AGRICULTURAL PRODUCTS**

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The logistics system of agricultural distribution in the current global economy is the main topic of discussion in society and in the scientific literature, and food security is considered in close connection with the concept of sustainable economic development. Logistics, as a science and practice of management of material and related flows of financial resources and information is becoming increasingly popular in the agro-industrial complex.

Agro-logistics is directly related to the distribution of agricultural products, and in a broader sense – with the creation of the most optimal system of movement of all types of agricultural products in the distribution network with high standards of service in the field of consumption. Accordingly, in management of transport and logistics systems, the supply of agricultural products should be primarily aimed at transforming the supply chain into a single, efficient system of customer service – the population [1].

Analysis of literary source allows forming the main problematic issues on the way to the formation of an effective transport and logistics system of distribution of agricultural products and possible options for their solution (table 1).



Table 1

Table 1 – List of the main problematic issues of creating an effective transport and logistics system for the distribution of agricultural products and ways to solve them

Problematic issues	Solutions
Infrastructure	Invest in joint logistics centers that will create a scale effect that will increase logistics efficiency by reducing routes, distances and transportation times
Information Technology	the implementation of information technology will help reduce losses and increase competitiveness.
Integrated logistics systems	Increase efficiency of agri-food supply chain management is aimed at uniting all participants in the supply chain into a single, efficient system
Qualified staff	Training of specialists in the field of logistics management and employees specializing in the finishing of products with a limited shelf life.
Specialized vehicles	Involvement of refrigeration equipment in the supply chain of agricultural products increases its quality and freshness and prolongs shelf life.
Services of logistics companies	Involvement logistics service operators.
Packaging	Improving packaging technologies that minimize losses and ensure appropriate product quality.
Monitoring and traceability	Improving monitoring of product identification and measures to maintain its proper quality

Despite all the problems and shortcomings of the agro-industrial complex, according to the World Bank, GDP growth, which is driven by agricultural growth, is at least twice as effective in reducing poverty as GDP growth in other sectors, and it is the innovative development of this sector that provides a large-scale reduction in rural poverty in recent years in many countries [2].

In addition, the calculations of scientists show that one percent of additional products produced in the agricultural sector, provides an increase in production of industrial infrastructure by 2.5%, respectively, manufacturing by 1.4%, transport services – by 0.33%, adequate trade – by 2.7%.

Therefore, accelerating the growth rate of agricultural production on the basis of increasing its competitiveness is a priority of economic policy. If we add to this that the reduction of logistics costs by about 1% is equal to an increase in sales by 10%. It becomes clear that a well-built transport and logistics system at an agricultural enterprise can provide more income than the traditional extensive business development scheme.

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## **REASONS AND PRECONDITIONS FOR CREATING A FINANCIAL INTELLIGENCE (MONITORING) SYSTEM IN UKRAINE**

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Of course, many legal institutions in our country began their formation after the proclamation of Ukraine's independence as an independent state. At the same time, there is a process of the regulatory framework developed to clearly and qualitatively regulate public relations. Despite this, as in most member states of the USSR, the so-called "shadow" economy grew quite rapidly. This was due to several factors: unpreparedness for radical changes in the economic sector and the lack of a regulatory framework in its formation that properly regulated the procedure of financial intelligence (monitoring). Thus, the precondition for the emergence of a financial intelligence (monitoring) system should be determined by the growth of the "shadow" economy, which directly left an imprint on all spheres of public life. It is also necessary to agree with S. Yehorycheva, who very aptly notes that in modern conditions, the creation and effective functioning of a full-scale system of combating money laundering and terrorist financing, called financial intelligence (monitoring), is primarily a national security issue of each state.

The problem of legalization of proceeds from crime, the so-called criminal proceeds, is gaining global scale and is of concern to the world community. In Ukraine, counteracting the legalization of criminal proceeds began with a legal attack on entities that carried out such activities, with the entry into force of the Law of Ukraine "On Prevention and Counteraction to Legalization of Proceeds from Crime" June 12, 2003 (repealed). Due to this legal act, the nature of the functioning of financial institutions has changed significantly. Because of this, financial intelligence (monitoring) should be considered one of the most effective means of counteracting and, in some way preventing the legalization of proceeds from crime. In our opinion, the period from the declaration of independence to the adoption of the law, as mentioned earlier, should be considered as the period (stage) of the formation of the financial intelligence (monitoring) system.

We believe that one of the main reasons for creating a financial intelligence (monitoring) system was its absence. This means that its functions were divided between the National Bank of Ukraine and law enforcement agencies. The very prevention and fight against corruption were, in a way, political.

We also single out the control over cross-border financial transactions as one of the reasons for creating a financial intelligence (monitoring) system. With the reform of the domestic financial and economic system, the volume of such operations gradually increased due to strengthening some integration and globalization processes of economic life. In turn, this could lead to using such funds to finance criminal activities and money laundering.

In our opinion, we must not forget about another important reason for forming such a system. With the development of Ukraine's independence, it begins the process of interaction with various world financial institutions and organizations: the International Monetary Fund, Interpol, and others. Because of this, there is a need to create an

effective domestic system of financial intelligence (monitoring), taking into account the peculiarities of the state's legislative regulation of economic aspects.

In this context, we agree with the team of authors consisting of Ya. Dropa, S. Teslia, and M. Pikhotska that at this stage, even with a significant number of adopted regulations and the activities of global organizations of, the universal system to combat organized crime in the segment AML / CFT does not exist.

We note that the decision of the Financial Action Task Force in September 2001 to include Ukraine in the list of countries and territories that do not cooperate in the fight against money laundering had significant negative consequences for our country. In particular, all financial institutions that conducted operations with the countries included in the list were advised to be vigilant and take the necessary measures to promptly control and prevent suspicious transactions. In our opinion, this was the impetus for developing and adopting the relevant legislation, which introduced mandatory financial control over all financial transactions identified as significant or doubtful and carried out in Ukraine by individuals and legal entities. In turn, the Cabinet of Ministers was instructed to establish a State Department of Financial Monitoring (SCFM) within the Ministry of Finance in the status of a governmental body of public administration.

Another defining step in this direction was Ukraine's ratification on November 17, 2010, of the Council of Europe Convention on Laundering, Search, Seizure, and Confiscation of the Proceeds from Crime and on the Financing of Terrorism. According to it and the FATF International Standards, each country should have a Financial Intelligence Unit (FIU), the national center for receiving and analyzing reports of suspicious transactions and other information related to internal control related to predicate offenses of terrorists financing and to disseminate the results of this analysis. According to the Law of Ukraine, "On Ratification of the Council of Europe Convention on Laundering, Search, Seizure, and Confiscation of the Proceeds from Crime and the Financing of Terrorism", the State Financial Monitoring Service of Ukraine is the body authorized by Ukraine to perform financial intelligence functions (Financial Intelligence Unit, FIU).

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## **THE FRANCHISING IN NATURE RESERVE FUND: ECONOMIC AND INVESTMENT DEVELOPMENT**

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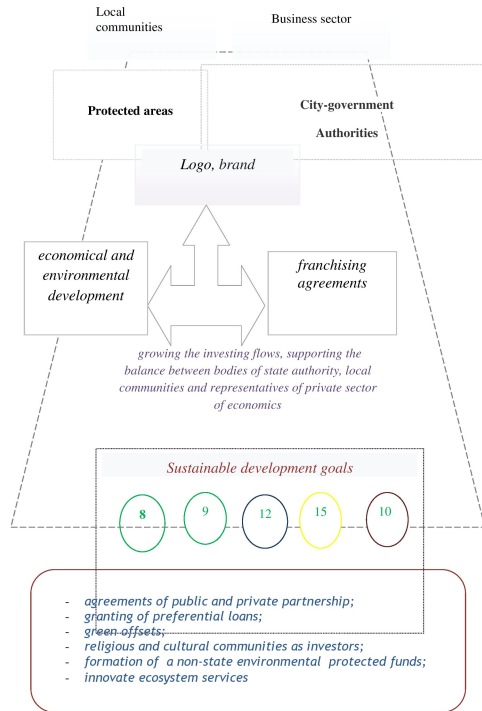
Ukraine is so rich with natural resources and recreational zones, there are lots of funds of inland waters (rivers, lakes, estuaries, access to two seas), a wide range of landscapes with rich flora and natural reserved fund objects, which can be used for recreational services. One of the contractual types of public private partnership in various spheres of the national economy is franchising.

In Ukraine, there are already many different foreign franchises, their number could be higher, but many foreign franchisors are eyeing to our terms of business vision, there is no secret that they are still very different from European standards, starting from the registration of its business to all kinds of inspections, made by government agencies.

Currently, many local businessmen are negotiating the purchase of promoted and popular franchises in the world, since they have already had positive experience in the local market and need to diversify its business. By buying a franchise of developed foreign business, they save time and money to create a "bicycle" (Naychuk-Khrushch, Ploska, 2013).

Another number of scientists (V. Tankov, 2012) treats the term «relations» from the standpoint of the resource approach, as reserve opportunities or resources in the idle state.

Relationship marketing is most revealing in the distribution, promotion and marketing of products. V. Lozinsky (Lozinsky, 2010) note that distribution «is a complex system in which a producer of products and various intermediaries are involved, which on a contractual basis jointly ensure the implementation of a set of activities for the promotion of products to the final consumer and sale». It is the franchising agreements that can also become the form of environmentally oriented entrepreneurial activity, the vector of developing cooperation of the natural reserved fund institutions and representatives of private sector, who want to perform their activity considering environmental imperatives and to produce truly ecologically pure products (Figure 1).



Source: author's development

Fig. 1. Figure 1. The place of franchise in the Nature Reserve Fund: economic and investment development

As a "eco+" start-up concept, franchising, in the realm of reserved case, has effective advantages both for the franchiser in the person of a public partner, and for the franchisee in the person of a private partner (Nikolaychuk, 2019).

For representatives of the private sector of the economy (franchisee) - such kind of contractual cooperation is a means of rapid and successful beginning to execute environmentally oriented or (eco+) entrepreneurial activity, an instrument of state support for economic activity, in the portion of receiving preferences and privileges from the side of the state, possibilities of carrying out economic activity under the state brand (logo), obtaining additional guarantees for business development.

The franchise distribution system for light industry goods (clothing and footwear) is characterized by a low degree of partnership in the relations of the concerned parties, since the franchisor determines the conditions and principles of cooperation and franchisees cause little influence on the development of the network. Franchising in the sphere of clothing trade is more uniform in terms of the amount of investments

(especially the segment «youth clothing»), personnel and technological requirements of doing business.

National government, in the person of NRF institutions, has to create and register national and regional logotypes of the nature reserved fund, that will have certain historic-cultural, public symbol, social-economic content for the population, easy to recognize, a sign access. All private sector representatives, who have intention to take part in competitions under SPE programs and conclusion of the agreements on cooperation, they have the right to carry out their entrepreneurial activities using the appropriate logo, since the release of any products with the using of raw materials collected in the territories, that belongs to the reserve fund has to have its own brand.

The tool of franchising in the environmentally protected realm of Ukraine may become one of the type of private activity, that includes an active behavior of the right holder ( franchisor) directed for the creation of public offer transferring the rights to law enforcer ( franchisee) to the object of property (franchise), which is privately owned by the right holder on a contractual basis with the essential terms of the contract in the form of: temporal boundaries, the object of the agreement, the subject structure, the payment for use, the geographical area of the economic activity. As franchising is a form of cooperation agreement, it may become an effective form of cooperation between the public and private sectors of the economy and the implementation of SPE projects in the area of natural-reserved fund ( Figure 2).

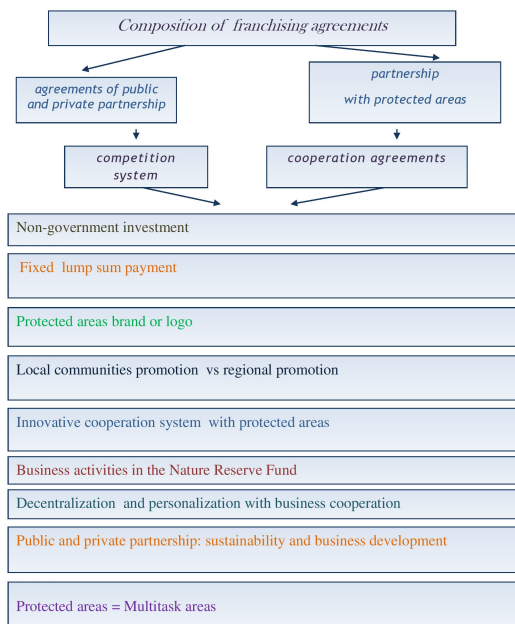


Fig. 2. Figure 2. The main development's components of franchise agreements

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# **THE INFLUENCE FACTOR OF DISPROPORTIONATE SOCIO-ECONOMIC DEVELOPMENT OF THE COUNTRIES ON THE SUSTAINABLE DEVELOPMENT CONCEPT IMPLEMENTATION**

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In modern conditions, the question of readiness of the whole world equally for transformations is fair, which involves the implementation of the generally accepted concept of sustainable development based on complex modified socio-economic processes: transition to green, low-carbon, circular economy based on eco-innovation and decoupling, which is designed to minimize the dependence of economic growth on the cost of non-renewable natural resources.

The concept of sustainable development is considered universal, as it was adopted by 189 countries during the 70th session of the UN General Assembly in New York in September 2015, as set out in the document "Transforming our world: the sustainable agenda development until 2030" [4]. This concept provides a clear focus of the world economy on sustainable development, namely: economic growth with a low degree of involvement of natural resources in the economic system; transition to a green, low-carbon economy with a predominance of renewable energy and eco-innovation in industry; development of a circular, closed economy aimed at zero-waste production, recycling and extending the life cycle of goods, etc.

However, anti-globalization movements in the world, aggravation of global problems and contradictory experience of green economy development in Ukraine, which, in our opinion, is characterized by lack of strategic integrated approach to this issue, and instead - fragmentary practice of waste sorting more expensive green tariff for electricity produced by solar power plants, which makes the issue of economic benefits for consumers open, increase scientific interest in the problem of determining the degree of readiness of countries around the world to transition to sustainable development.

Successful implementation of the concept of sustainable development involves the participation of all countries in this process, because the problem of preserving the planet cannot be solved by one or several even the most powerful states, but whether all countries are equally ready for such transformations, or equally benefit from sustainable development remains unexplained. Given the fact that the proportionality of socio-economic development of the world has never been discussed before, and many scholars agree that the benefits of globalization are reaped only by the richest countries in the world, the so-called globalist countries, in this case the hypothesis that the world's leading states with a high standard of living are more involved in sustainable development, whose dominant needs of the population, according to the theory of needs, are not primary basic physiological needs, but much higher in the hierarchy, which allows them to actively participate in processes greening the economy to save our planet for future generations.

Great interest in the problem of inequality between countries in terms of living standards is shown in the scientific works of Opalko V. [6], Sulima E. [7], Kolot A. [5], Gerasimenko O. [5], van der Weide, Roy, and Milanovic B. [8] and others. The



relationship between the standard of living and the degree of its involvement in sustainable development remains unexplored, but is extremely important in terms of the generality of the concept of sustainable development in the world, effective implementation of which requires in-depth study this process.

We propose to assess the degree of the country's involvement in sustainable development processes by global indices that reflect and characterize the economic, environmental, innovation and social components of these processes, namely:

1. KOF Index of Globalization includes an assessment of the degree of involvement of the country in the processes of economic, social and political integration. The higher the country's rating on this indicator, the deeper its involvement in sustainable development, as this concept is effective in a globalized world, provided the whole world community unites to solve global problems of humanity to save our planet [3].

2. Environmental Performance Index, which measures the effectiveness of environmental policy, including assessing the viability of the ecosystem by determining the degree of effectiveness of natural resource management, as well as environmental health through analysis of the impact of the environment on human health. Since sustainable development involves the greening of all spheres of the economy and maintaining a healthy planet in harmony with man is his general goal, the country's leading position in this indicator demonstrates its high readiness to take an active part in this process [1].

3. The Global Innovation Index, which measures the country's innovation performance, as well as government action to encourage support for innovation. Since sustainable development cannot be achieved without the introduction of innovations, eco-innovations to intensify decoupling processes, it is clear that the leaders in this indicator have the best chance to successfully implement this concept and, accordingly, become more competitive in the world market [2].

Studies on these indicators prove the interdependence of living standards of the population and the degree of their involvement in sustainable development. This state of affairs, when the readiness for transformation in the framework of the concept of sustainable development: deep integration into the world economy, greening the economy, strong innovative development and mature social awareness of the need for such changes will be the prerogative of only highly developed countries, puts in unequal conditions the subjects of international economic relations and only exacerbates the problem of disproportionate development of the world and a number of other global problems, which, in turn, may lead to rejection and resistance to such relevant in today's society metamorphoses and international economic security in the world, etc.

The problem of disproportionate socio-economic development in the world as an obstacle to the effective implementation of the sustainability concept is relevant, and therefore should be taken into account when developing strategies for implementing the concept of sustainable development at the supranational and national levels. A clear understanding of inequality as an obstacle to the effective transition of the world economy to sustainable development, as a threat to the harmonious development of mankind on a healthy and green planet encourages the development of preventive measures, new regulatory mechanisms and effective ways to overcome socio-economic disparities.

Thus, the results of our study will form the basis for further study of this topic, the need for which is unquestionable, as underestimation of inequality may in the near future

lead to the deployment of new socially dangerous processes, such as mass migration to developed countries, the emergence of strong resistance processes of globalization, etc., which will exacerbate a number of global problems of mankind, going against the concept of sustainable development.

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# ВОЙНА В УКРАИНЕ КАК ПРЕПЯТСТВИЕ УСТОЙЧИВОМУ РАЗВИТИЮ И ОТРАЖЕНИЕ ЕЕ ПОСЛЕДСТВИЙ В ОТЧЕТНОСТИ ПРЕДПРИЯТИЙ

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В ответ на вооруженную агрессию Российской Федерации в отношении суверенного государства Украины Президентом Украины был издан указ «О введении военного положения в Украине» (Президент Украины, 2022). Соответственно Торгово-промышленная палата Украины признала данную ситуацию форс-мажором (обстоятельствами непреодолимой силы) (ТПП Украины, 2022). Сложившиеся условия, начиная с 24 февраля 2022 года до их официального окончания, являются чрезвычайными, неотвратимыми и объективными для субъектов хозяйственной деятельности и/или физических лиц по договору, отдельным налоговым и/или другим обязательством/обязанностью, исполнение которых/-го наступило согласно условиям договора, контракта, соглашения, законодательных или иных нормативных актов и выполнение которых/-го стало невозможным в установленный срок вследствие наступления таких форс-мажорных обстоятельств.

Введение на территории Украины военного положения значительно отразилось на ведении хозяйственной деятельности её предприятий и организаций. Ниже представлены факты и события, не свойственные обычной текущей деятельности отечественных предприятий, а возникшие в результате военных действий:

- утрата или уничтоженного, или находящегося на временно оккупированных Российской Федерацией территориях имущества;
- консервация производственных мощностей на территориях, подконтрольных Украине, но на которых временно невозможно продолжать деятельность вследствие разных причин, например, из-за вынужденного переселения сотрудников;
- перемещение производственных мощностей с временно оккупированных территорий в более безопасные регионы;
- снижение объемов производства и реализации;
- нарушение логистических цепочек деятельности;
- отчуждение у предприятий транспортных средств в пользу Вооруженных Сил Украины;
- существенные колебания цен на сырье и валютные курсы и т.д.

Кроме того, вследствие постоянно обновляемых национальных и международных списков санкций в отношении субъектов хозяйствования Российской Федерации и Республики Беларусь украинским предприятиям необходимо осуществлять:

- идентификацию контрагентов, являющихся резидентами России и Беларуси;
- анализ деятельности и структуры собственности покупателей и поставщиков на предмет выявления их прямых или косвенных связей с известными политическими

значимыми белорусскими или российскими физическими и юридическими лицами, попадающими под санкции;

- прогнозирование последствий возможных торговых ограничений экспортно-импортных операций и эмбарго.

Вышеизложенные факторы препятствуют достижению целей в области устойчивого развития (далее – ЦУР), установленные ООН на период до 2030 года.

Ниже предлагаем рассмотреть, как военные действия в Украине могут вызвать экономический и социальный кризис, ставящий под угрозу реализацию большинство ЦУР как на региональном, так и на глобальном уровнях.

Достижение целей по ликвидации нищеты (ЦУР 1) и голода (ЦУР 2) может быть затруднено серьезными убытками, которые понесли продовольственный и сельскохозяйственный секторы Украины. Следует отметить, что Украина и Россия обеспечивают 30 процентов мирового производства пшеницы и ячменя, одну пятую часть производства кукурузы и более половины производства подсолнечного масла. Снабжение всех этих товаров по всему миру вследствие военных действий продолжают прерываться. Так, закрытие черноморского судоходства из Украины привело к сокращению около 90% экспорта зерна и половины общего экспорта страны. Кроме того, в аграрном секторе Украины наблюдается сдвиг от экспортоориентированных культур к выращиванию продовольственных культур для внутреннего потребления. По оценкам первого заместителя министра аграрной политики Украины Тараса Высоцкого, сокращение посевной площади в Украине весной 2022 года может уменьшиться на 30%, что негативно отразится на продовольственной безопасности стран, которые традиционно импортируют украинскую аграрную продукцию, в первую очередь, стран Северной Африки, Ближнего Востока и Юго-Восточной Азии (В. Моисеев, 2022). Таким образом, «война в Украине может привести к бедности, нищете и голоду до 1,7 миллиарда человек – более пятой части человечества» (А. Гутерриш, 2022). В самой же Украине по прогнозам Мирового банка доля населения страны, живущего за чертой бедности (для стран с сопоставимыми доходами этот порог составляет 5,5 доллара в день), может существенно увеличиться с 1,8% до 19,8%.

Получение образования закладывает основу для улучшения социально-экономических условий жизни людей и играет ключевую роль в обеспечении выхода из нищеты. В условиях войны РФ против Украины беспрецедентное количество детей одновременно были лишены возможности посещать учебные заведения. Это, во-первых, обусловлено разрушением соответствующей инфраструктуры. Так, к концу апреля 2022 года повреждено 1 138 учебных заведений (в том числе 14 университетских зданий), из них 99 полностью разрушено. По предварительным подсчетам, ущерб от российской войны для образовательной инфраструктуры достиг 5 млрд долларов (С. Шкарлет, 2022). Во-вторых, не способствует качественному учебному процессу вынужденная вследствие военных действий внутренняя и внешняя миграция учащихся и студентов. В-третьих, сложившая ситуация существенно затруднит проведение вступительной кампании в высшие учебные заведения из-за оттока потенциальных абитуриентов за рубеж. Совокупность указанных выше факторов имеет настолько далеко идущие последствия, что они могут поставить под угрозу все успехи, достигнутые в плане улучшения глобального образования. Это, в свою очередь, препятствует реализации ЦУР 8 в части поиска достойной работы.

Экономический рост должен носить инклюзивный характер с тем, чтобы обеспечивать устойчивые рабочие места и равенство. Однако в настоящее время в Украине наблюдаются следующие негативные тенденции, которые обозначены в официальных заявлениях пресс-службы Национального банка Украины (НБУ), Министерства финансов Украины и опубликованных прогнозах Мирового банка (В. Коломієць, 2022; Минфин, 2022).

1. Доля предприятий Украины, прекративших деятельность, в первые недели марта составила более 30%. К началу апреля процент уменьшился до 23. К началу апреля процент уменьшился до 23. Несмотря на постепенное восстановление экономики в будущем, валовой внутренний продукт Украины по итогам 2022 года может упасть на 45,1% по сравнению с предыдущим годом. 2. Несмотря на сдерживание роста цен, который будет контролироваться на государственном уровне, в т.ч. благодаря временной фиксации обменного курса гривны, согласно оценкам НБУ по итогам 2022 года инфляция может превысить отметку 20%. 3. По оценкам экспертов объемы экспорта постепенно возрастут благодаря частичному решению проблем с логистикой. Однако, экспортообеспечивающие отрасли экономики Украины (металлургия, коксохимические и нефтеперерабатывающие предприятия, а также машиностроение) наиболее пострадали в результате военных действий, а общая сумма прямого задокументированного ущерба промышленности по состоянию на середину апреля 2022 года достигла \$6,25 млрд (Минфин, 2022). Поэтому на ближайшие периоды наиболее стабильными источниками валютных поступлений в Украину станут финансовая поддержка международных партнеров Украины, переводы трудовых мигрантов и доходы IT-индустрии. Окончательная оценка потерь экономики от полномасштабной агрессии России против Украины в первую очередь будет зависеть от продолжительности военных действий

Для достижения устойчивого развития крайне важны инвестиции в инфраструктуру, что предусмотрено ЦУР 9 «Индустриализация, инновации и инфраструктура». Общая сумма прямого задокументированного ущерба инфраструктуры на середину апреля 2022 года достигла \$80,4 млрд или 2,4 трлн грн: в целом из-за полномасштабной российской агрессии в Украине повреждены, разрушены или захвачены по меньшей мере 23 тыс. км дорог, 37 тыс. квадратных метров жилого фонда, 1 138 учебных заведений, в том числе 319 детских садов, 205 учреждений, 145 заводов и предприятий, 54 административных здания, 277 мостов и мостовых переходов, 10 военных аэродромов, 8 аэропортов и 2 порта (Минфин, 2022). Поэтому в Украине эта цель будет реализовываться специфически, так как государству предстоит не столько улучшать качество инфраструктуры, сколько воссоздавать ее заново.

Боевые действия имеют катастрофические последствия для морских экосистем и экосистем суши (ЦУР 14 и 15). Постоянные артиллерийские обстрелы и использование взрывчатки оставляют после себя не только мертвые тела, но и землю, отравленную множеством химических веществ и засоренную обломками металла. Это послужило причиной повышения содержания тяжелых металлов и фосфора в почвах и загрязнение атмосферы опасными газами. Кроме того, повышенную экологическую опасность представляет повреждение коммуникаций, предприятий и других объектов, связанных с атомной энергетикой и химическим производством. Так, например, в зоне отчуждения в районе Чернобыльской атомной электростанции из-за боевых действий было зафиксировано более 30

пожаров, которые охватили площадь более 10 тысяч гектаров лесов, что привело к повышенному уровню радиоактивного загрязнения воздуха не только в Украине, но и в Беларуси и странах Европы (Экономическая правда, 2022). Дрейфующие морские мины, обнаруженные в акватории Черного моря, а также потопленные военные корабли несут непосредственную угрозу морским экосистемам

Таким образом, военные действия в Украине привели к разрушению целостных природных ландшафтов. Загрязнение воды, почв, атмосферного воздуха, уничтожение биоресурсов огромны и во времени реабилитация этих объектов окружающей среды будет длиться довольно значительный период.

Конфликты, отсутствие безопасности и ограниченность доступа к правосудию остаются серьезной угрозой построению миролюбивого и открытого общества в интересах устойчивого развития (ЦУР 16). В Украине, по данным ООН, число людей, спасающихся бегством от войны, составило 11,7 млн, в том числе 4,6 млн выехало в другие страны (Слово і діло, 2022). После освобождения ряда территорий наблюдается обратная тенденция. Однако, миграция назад в Украину создает новые экономико-социальные проблемы, поскольку людям нужна поддержка для реинтеграции в свои сообщества или поиска соответствующих принимающих сообществ, если возвращение в свои дома невозможно или нецелесообразно.

Отдельно следует отметить принудительное переселение в депрессивные районы РФ более 500 тысяч украинцев, в том числе 121 тысяч детей, без возможности их покидать в течение двух лет. Кроме того, депортированных детей разлучают с родителями и направляют на незаконное усыновление в российские семьи. Это прямое нарушение прав и свобод человека, которое одновременно будет иметь и экономические последствия: лишение Украины трудоспособного населения и потенциальных трудовых ресурсов.

В Украине нефинансовая отчетность представлена отчетом об управлении, в котором влияние выше описанных форс-мажорных обстоятельств должны быть раскрыты в большинстве разделов, рекомендуемых Минфином Украины. Ниже представлены некоторые примеры, отображающие наиболее значимую для будущей деятельности информацию.

В разделе, касающемся организационной структуры и описания деятельности предприятия, уместно отметить изменения сферы ее деятельности, географического размещения производственных мощностей, ассортимента производимой продукции и оказываемых услуг.

В разделе, где отражаются результаты деятельности предприятия, следует пояснить, как война повлияет на динамику ее развития в последующих периодах: уменьшения/увеличения цены, увеличение/уменьшение объема реализуемых товаров и услуг, прекращение производства отдельной продукции и/или услуг.

При раскрытии в отчете об управлении информации о ликвидности и обязательствах предприятия целесообразно отобразить изменения в структуре заимствований, а также в составе наиболее ликвидных активов, что объяснит потенциальное снижение ликвидности и дефицит оборотного капитала.

Снижение объемом деятельности и прибыли предприятий приведет к уменьшению их возможностей по созданию фондов стимулирования сотрудников, а также сворачиванию программ, касающихся обучения и повышения квалификации сотрудников. Эти и другие негативные явления должны быть

представлены в разделе «Социальные аспекты и кадровая политика».

Специального раскрытия требует информации о планах в отношении управления операционными и финансовыми рисками, особенно тех из них, которые возникли после начала военной агрессии РФ.

Данные финансовой отчетности должны содержать соответствующее отражение фактов и событий, связанных с военными действиями на территории Украины, которые влияют как на признание и оценку элементов финансовой отчетности, так и на раскрытие информации относительно:

- классификации элементов Баланса (Отчета о финансовом состоянии) и Отчета о финансовых результатах (Отчета о совокупном доходе);
- обесценивания и выбытия активов и их возмещение;
- погашения текущих обязательств;
- потенциального снижения выручки в результате падения спроса на продукцию или услуги;
- зависимости от влияния колебаний обменных курсов валют;
- резервов и обеспечений (в т.ч. выплат персоналу);
- консолидации финансовой отчетности и метода участия в капитале в результате потери контроля, совместного контроля или возможности влиять на объект инвестирования;
- отложенных налоговых активов и обязательств и т.д.

Украинские предприятия, составляющие финансовые отчеты по МСФО, в отличие от тех, кто работает по национальным положениям (стандартам) бухгалтерского учета Украины (далее – НП(С)БУ), формируют примечания не только к годовой, но и к промежуточной отчетности. Таким образом обеспечивается возможность постоянно предоставлять пользователям актуальную информацию.

Согласно НП(С)БУ 1 «Общие требования к финансовой отчетности» предприятия, составляющие финансовую отчетность и консолидированную финансовую отчетность по национальным положениям (стандартам) бухгалтерского учета, готовят промежуточную финансовую отчетность только в составе баланса и отчета о финансовых результатах (Министерство финансов Украины, 2013). Такой подход не согласуется с принципом полного отображения, подразумевающий, что финансовая отчетность должна содержать всю информацию о фактических и потенциальных последствиях хозяйственных операций и событий, способных повлиять на принимаемые на ее основе решения. Таким образом, промежуточная финансовая отчетность по НП(С)БУ не в полной мере выполняет свое задание: обновление информации, раскрываемой в финансовой отчетности по результатам предыдущего года. Следовательно, актуальная информация, позволяющая пользователям своевременно оценивать последствия войны, не будет освещаться до выпуска годовой финансовой отчетности за 2022 год. Для обоснованного принятия решений пользователи финансовой информации должны быть обеспечены подробной информацией для подтверждения или корректировки своих оценок, сделанных в прошлом. Например, последствия повреждений различных групп основных средств будут оказывать разное влияние на осуществление основной деятельности предприятия в будущем. Поскольку только обобщенной числовой информации по итогу года недостаточно для оперативного освещения последствий войны, на законодательном уровне уместно обязать

предприятия составлять дополнительные специальные примечания к промежуточной финансовой отчетности, касающиеся описания влияния рассмотренных выше форс-мажорных обстоятельств.

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## РЕШЕНИЕ ПРОБЛЕМ ФИНАНСОВО-ЭКОНОМИЧЕСКОГО РАЗВИТИЯ УКРАИНЫ В ПОСЛЕВОЕННЫЙ ПЕРИОД

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Война в Украине нанесла огромный ущерб экономике страны. Российскими захватчиками, по предварительным подсчётам, нанесены убытки в 1 триллион долларов, разрушена инфраструктура, крупные предприятия, города, в результате ВВП в 2022 году сократится приблизительно на 40-50 %.

Произошёл серьёзный отток населения из Украины. Беженцы составили примерно 4-5 млн. человек.

Всё это существенно снизило жизненный уровень населения, что ведёт к инфляции.

Следует отметить, что последствия войны ощущают и, ещё почувствуют в ближайшее время, буквально все страны мира, особенно развивающиеся, которые остро нуждаются в продовольствии. Из-за военных действий, Украина не может экспортировать зерно, муку, подсолнечное масло и другую сельскохозяйственную продукцию, что создаёт угрозу голода в некоторых африканских государствах. Это заставит население этих стран эмигрировать в Европу, что ещё больше обострит проблему беженцев. Вынужденные санкции в отношении России, отказ от российских энергоресурсов и других сырьевых ресурсов привело к росту инфляции и снижению уровня жизни в Европейском Союзе и даже в США. Вот почему, в скорейшем завершении захватнической войны Россией и установлении мира на территории Украины, возвращении её законных земель, заинтересованы не только украинцы, но и все цивилизованные страны мира. Тем не менее, даже в условиях войны экономика Украины не останавливалась.

В первые дни войны были приняты меры по переходу экономики на военные рельсы, уменьшению налогообложения. Так, физические лица, которые имеют оборот до 10 млрд. грн. могут платить налог в размере 2% от оборота без уплаты налога на прибыль и налога на добавленную стоимость. Существенно снижены проценты по кредитам. Кредиты выдаются под 0%, в других случаях – под 5, 7, 9%. Предприняты меры местными органами власти по возобновлению работы бизнеса, эвакуации предприятий с восточных регионов в западные и даже за рубеж.

Всё это привело к тому, что экономика Украины, даже в это сложное время не останавливалась и продолжала работать.

В настоящее время сложно предсказать, когда закончится война. Рано или поздно придётся восстанавливать разрушенную экономику Украины. Для её восстановления придётся использовать все экономические рычаги, определив заранее приоритеты развития страны, с учётом международного разделения труда.

Во-первых, важным источником инвестиций должны стать арестованные активы России, а также регулярные платежи, предназначенные для возмещения ущерба Украине от войны.

Во-вторых, необходим украинский план «Маршалла», направленный на восстановление экономики Украины, который бы предполагал привлечение в инвестировании развитых стран, прежде всего ЕС, США, Канады. Создание отдельных двухсторонних программ, совместных компаний между Украиной и отдельными государствами по восстановлению предприятий, регионов и городов позволило бы быстро восстановить разрушенную экономику и заинтересовать инвесторов.

В-третьих, важное значение в возрождении Украины сыграло бы создание инвестиционного банка развития страны, который бы кредитовал и оказывал финансовую поддержку инфраструктурных и инновационных проектов.

В-четвёртых, необходимо создать механизм возврата беженцев в страну, создав им необходимые условия для проживания (хотя бы в первое время временные) и рабочие места, благоприятные условия для развития бизнеса, стартапов (например, налоговые каникулы, льготные кредиты и т.д.).

В-пятых, позволит существенно привлечь инвестиции (кроме кредитов под низкие проценты, которые уже есть) и выпуск государственных облигаций в гривне и в иностранной валюте. Это позволит с одной стороны повысить доходы населения, купивших облигации, а с другой – привлечь значительные финансы для развития страны.

В-шестых, наряду с восстановлением экономики (инфраструктуры, предприятий и т.д.) крайне важно сделать акцент на инновационное (авиационное, ракетостроение и т.д.), аграрное, экологическое развитие страны, обеспечив энергетическую безопасность и независимость.

В-седьмых, скорейшему восстановлению экономики будет способствовать и вступление в ЕС, создание благоприятных, льготных условий для экспорта украинской продукции.

На наш взгляд, реализация сделанных предложений позволит восстановить обескровленную страну за 3 – 4 года и превратить её в европейского экономического тигра. От восстановления разрушенной Украины выиграют как развивающиеся страны, которые получают продовольственную безопасность, так и европейские, обеспечив себе стабильность и мир на континенте.

Александра Кознова. ЛІГА:ЗАКОН Бизнес. ТОВ "інформаційно-аналітичний центр ЛІГА", 1991-2022. (2022). Дата обращения: 15.04.2022. URL: [https://biz.ligazakon.net/ru/news/209981\\_edinyy-nalog-2-vmesto-nds-i-naloga-na-pribyl-zakon-prinyat](https://biz.ligazakon.net/ru/news/209981_edinyy-nalog-2-vmesto-nds-i-naloga-na-pribyl-zakon-prinyat)

## УПРАВЛЕНИЕ НОВЫМИ ТЕХНОЛОГИЯМИ В УСЛОВИЯХ НЕОПРЕДЕЛЕННОСТИ

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Индустрия высоких технологий является постоянно меняющейся отраслью, основными характеристиками которой являются короткий жизненный цикл продукта, быстрое развитие технологий и высокий бизнес-риск. В ответ на изменения в технологиях, ресурсах и т. д. компании обычно применяют различные методы стратегического планирования и трансформации. Например, все больше и больше компаний переходят к стратегическим альянсам, которые могут достигать взаимодополняющих эффектов за счет различных преимуществ каждой компании, чтобы они могли лучше работать в своих специализированных областях. Изменения во всей окружающей среде и развитие технологий побуждают отрасль искать лучшие и более эффективные методы управления, чтобы помочь компаниям расти и получать прибыль. Видно, что возникающий субъект управления технологиями играет чрезвычайно важную роль в высокотехнологичной отрасли.

При стратегическом планировании большинство компаний надеется составить план своего будущего развития и достичь организационного консенсуса. Другими словами, цель традиционного стратегического планирования состоит в том, чтобы иметь четкое представление о масштабах будущего бизнеса, чтобы каждый знал, как он выглядит сейчас и как будет выглядеть будущее. Но в индустрии высоких технологий эта попытка наметить видение сталкивается с серьезными проблемами. Неопределенности, с которыми сталкивается технологическая отрасль, можно описать следующим образом.

Некоторые рынки сначала кажутся маленькими, но внезапно становятся большими, а затем исчезают. Например, для первого привода CD-ROM потребовалось семь лет с момента запуска до продажи 10 миллионов единиц. Но вторые 10 миллионов единиц заняли всего 7 месяцев, а третьи 10 миллионов единиц — всего 5 месяцев. CD-ROM от запуска до двойной скорости, от двойной скорости до четырехкратной скорости, от четырехкратной скорости до восьми скоростей, среднее время составляет всего около 6 месяцев. В то время многие тайваньские компании с энтузиазмом разрабатывали и заказывали многие ключевые компоненты у восходящего производителя Philips. Когда они начали производство, они обнаружили, что рыночная цена внезапно упала, в результате чего стоимость оказалась выше продажной цены, что вызвало трудности в деятельности компании.

В прошлом жизненный цикл продукта представлял собой кривую от рождения, роста, зрелости до упадка, например, в форме перевернутой буквы S. Но теперь жизненный цикл продукта подобен строке цифровых символов. Пик быстро упадет в прошлое, и у компании должны быть новые продукты, прежде чем можно будет достичь следующего пика.

В традиционных отраслях продукт может продаваться 50 или даже 100 лет,

например, автомобили, телевизоры и кока-кола. Таким образом, традиционная промышленность делает упор на улучшение и постоянное совершенствование, чтобы добиться эффективности производства. Но в индустрии высоких технологий эта логика сталкивается с большими трудностями. Сами по себе улучшения опасны, потому что трудно сказать, какие продукты будут популярны сегодня, а какие станут стандартом в будущем.

Например, ослабление Закона о связи и связи позволяет производителям кабельного телевидения управлять отраслью связи, а операторам связи - управлять кабельным телевидением. В сознании обывателей это два совершенно разных продукта, но из технического анализа, изначально они передавали сигналы, но в прошлом один из передаваемых сигналов был звуком, а другой видео. Теперь возможность обработки звуковых и видеосигналов становится все ближе и ближе. Как только кабельное телевидение и индустрия связи будут соединены, появится новый товар услуг - помощь другим в загрузке видеосигналов в Интернете. В прошлом границы между продуктами и продуктами были очень четкими, но теперь они очень размыты, что делает продукты очень неопределенными, и никто не знает, где находятся конкурирующие продукты.

В последние десятилетия основной движущей силой развития отрасли был прогресс в области полупроводниковых технологий. Двадцать лет назад во всем мире преобладали металлы и сталь, такие как автомобили, корабли и самолеты, которые составляли основные виды экономической деятельности всего мира. Но в последние 20 лет наши экономические товары полагались на кристаллы кремния и полупроводники в качестве основных материалов.

Продукты на основе интегральных схем (ИС) достигли очень быстрого прогресса в технологии. ИС появились в 1970-х годах. Через 10 лет эффективность ИС того же размера увеличилась в 10 раз. Однако в 1980-х годах это произошло только через 5 лет. Добавлено 10 раз. К 1990-м годам он увеличивался в десять раз каждые три с половиной года. Ожидается, что в 21 веке эффективность будет увеличиваться на ноль каждые два года, так что мы можем себе представить, насколько большим будет это влияние.

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## ЭФФЕКТИВНОСТЬ МЕНЕДЖМЕНТА MICROSOFT CORP

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Актуальность. Каждый год поступают тысячи заявлений в поисках опытного менеджера, который наладит работу и сделает ее более эффективной по результатам прибыли. Для эффективности работы предприятия необходимы высокая скорость принятия решений и слаженность между отдельными структурными единицами. Сегодня большинство компаний не так легко выстроить эффективную коммуникацию между своими департаментами. Эффективность менеджмента мировых лидеров не теряет своей актуальности потому, что успешная деятельность команды – успешность руководителя, а мощных руководителей в настоящем мы можем наблюдать не так уж много.

Актуальность исследования в особенности менеджмента международных компаний свидетельствуют публикации ведущих зарубежных и отечественных экономистов: Р. Гафаров, П. Куратник, Я. Глуха, А. Старостенко, В. Губенко, А. Згурский, В. Цыбок, Н. Цыганова, Ю. Якименюк. И. Поддубная, В. Иваниенко, Б. Гемант, Роб Венгржин, Алиса Афуса Могре, Ван Жуан, Кимберли Леонард, разработавшие план по теоретическому обоснованию и применению эффективного менеджмента [1].

Цель исследования – рассмотреть организационную структуру управления компаний и проанализировать факторы, влияющие на их успеваемость в своей деятельности.

Основная часть. Менеджмент – это особый вид деятельности, превращающий неорганизованную толпу в эффективную, целенаправленную и продуктивную группу [2].

Microsoft Corp является одной из самых успешных компаний мира по производству программного обеспечения и смежных продуктов. Численность сотрудников компании составляет более ста двадцати тысяч и размещены они по всему миру, однако даже при наличии такого большого штата работников и особенностей их территориального размещения компания продолжает увеличивать свои прибыли и пытается выстраивать максимально эффективную деятельность команды и согласовывать направления их деятельности.

В данной компании довольно часто можно наблюдать такие ситуации, как отделение команд от общих процессов работы и функционирования предприятия в целом, в результате которого впоследствии команда изолируется и работает только над усовершенствованием своего отдела, а не над усовершенствованием компании, то есть такие команды теряют определенное представление о деятельности другой части сотрудников.

Из существующих организационных структур управления предприятием рассмотрим Microsoft Corp на фоне конкурентов: Amazon, Google, Facebook, Apple и Oracle.

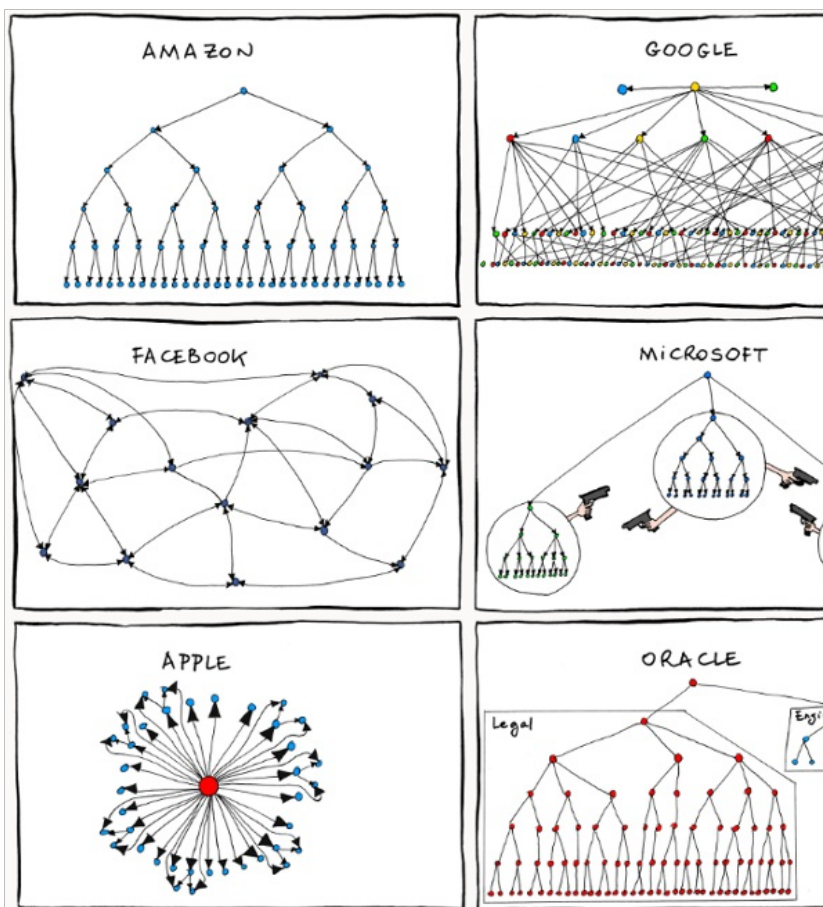


Рис. 1. Типы организационных структур мировых компаний [3]

Анализируя рис. 1 и, судя по всем типам, наименьший уровень коммуникабельности есть именно в компании Microsoft Corp, отделы которых отделяются друг от друга, а именно находясь в «пузыре» своего коллектива. Тип организации Microsoft Corp в большей степени напоминает вертикальную структуру, распределяющую подразделения по типам продукции. Подобны Amazon и Oracle, но есть существенное отличие в том, что составляющие структуры компании Microsoft Corp практически полностью разграничены между собой и взаимодействуют минимально.

Компании Facebook и Google наиболее коммуникабельны, причем каждый сотрудник имеет возможность связаться с любым другим, хотя и Google тоже имеет определенные отличия в организационной структуре компании. Компания Facebook – это единственный отдел сотрудников, которые также по-разному отвечают за проделанную работу, но всегда сотрудничают. Компания Google имеет подобную

структуру для компаний Amazon, Oracle и даже Microsoft Corp, но они взаимодействуют как одно целое, а не как отдельные отделы, работающие четко по правилам.

Также организационная структура Apple характеризуется тем, что подчиняются одному руководителю, а не создаются руководители отделов, отчитывающихся перед топ-менеджерами.

Итак, без межличностных отношений и самая агрессивная компания - Microsoft Corp, на фоне чего появятся такие проблемы, как непонятность поставленных задач, уменьшение ресурсов для их выполнения, недоразумение с руководителями, дезинформация развития и функционирования компании, что в результате ухудшает эффективность работы отделов и, как следствие, компании в целом. Но это не мешает Microsoft Corp быть лидером в 2021г. по рейтингу компаний института Друкера.

Таблица 1

Рейтинг эффективности компаний 2019-2021гг. [4]

	Удовлетворенность клиентов			Инновации			Финансовая сила			Эффективность		
	2019	2020	2021	2019	2020	2021	2019	2020	2021	2019	2020	2021
<b>Microsoft Corp</b>	59.4	62.1	55.4	102.4	114.7	136.2	90.3	90.9	88.6	97.6	103	105.5
<b>Amazon.com Inc</b>	60.6	52.8	53.6	212.3	135.9	155	91.5	90.1	77.5	120.2	93.9	94.3
<b>Apple Inc</b>	68.1	65.2	57.2	100.1	113.7	111.8	85.9	90.3	89.3	92.1	96	91.6
<b>Facebook</b>	41.6	26.3	27.3	83.5	91.7	81.7	90.7	83.8	84.4	80.8	77.2	69.4
<b>Google</b>	62.2	54	54	76.7	89.8	81.6	90.5	84.2	84.5	85.5	86.4	76.1

Анализируя табл.1, выводим, что по состоянию на 2020-2021гг. Microsoft Corp является лидером эффективности функционирования компании через качественный менеджмент. Менеджмент обеспечивает 95% успеваемости работы коллектива и соответственно, предприятия.

Лидерами 2019г. по эффективности были компании Amazon, Microsoft Corp и Apple, составлявшие 120.2 ед; 97.6 и 92.1 ед. Amazon стал лидером №1 из-за того, что отличился высоким показателем в сфере инноваций - 212.3 ед., из-за возросшего уровня эффективности компании.

В 2020г. лидерами обнаружены компании Microsoft Corp, Apple и Amazon. Amazon с №1 снизился на третью позицию из-за уменьшения эффективности в сфере инноваций на 76.4 ед., что отразилось на общей оценке эффективности, но компания Microsoft Corp по сравнению с 2019г. повысила свои показатели по каждому критерию оценки успеваемости компании.

В 2021г. снова изменились позициями Apple и Amazon, причиной изменений в компании Apple произошли по всем критериям эффективности по сравнению с 2020г., а компания Amazon снова возобновила развитие в сфере инноваций на 19.1

ед., что, соответственно, позволило ей занять второе место в рейтинге. Что касается компании Microsoft Corp, то ее показатели также больше всего изменились в критерии инноваций на 21.5 ед., но снизились по критериям: удовлетворенность клиентами и финансовая сила и все же осталась лидером №1.

Итак, Microsoft Corp уникальная компания, которая ежегодно совершенствуется и меняется. За последние несколько лет корпорация создала несколько платформ для большей коммуникации между сотрудниками и осуществления контроля за рабочими процессами, также проводят анонимные опросы по работе отделов или осуществлению проектов, в результате вводимых изменений. Выше перечисленные изменения, внедрения и инновации были инициированы менеджерами разных уровней, что, несмотря на многочисленные недостатки и несовершенство организационной структуры компании, позволяет ей оставаться одним из лидеров не только своего сегмента, а всего мирового бизнеса в целом и позволяет продолжать руководить «армией» работников численностью более ста тысяч.

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# MANAGERIAL AND LEGAL ISSUES OF SUSTAINABLE DEVELOPMENT

## CONSOLIDATION OF AGRICULTURAL LAND

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Land consolidation is a legally regulated procedure conducted by state bodies and used to adjust the ownership structure in rural areas of the regions through a comprehensive redistribution of land plots. This action is in agreement with landowners and users in order to reduce land fragmentation, promote the consolidation of agricultural enterprises, and/or achieve other public goals, including the restoration of natural objects and the construction of infrastructure.

In the current conditions of agricultural land use in Ukraine, the main problem is the fragmentation of land ownership and the alienation of landowners from the use of their land. The reform of land relations in agriculture in our country was based on the equal distribution of land, the main instrument of which was land shares. At the beginning of the transformation, it was assumed that the instrument should fulfill its mission during a short transition period, and after the completion of the distribution of land among the rural community, it should go down in history. Unfortunately, decades after the adoption of the reform, this institution continues to function on a significant scale and is increasingly becoming a factor in slowing down the development of agricultural production [1].

In fact, the land reform cannot be completed while the land shares exist in their current form. The land reform cannot be considered complete until the end of the transformation of land shares into land plots. Unfortunately, until now, the consolidation of land shares, both theoretically and practically, has not been considered a tool for transformation. But the issue of consolidation of agricultural land remains relevant.

Consolidation of land shares is a set of measures that ensure the formation of land plots on the basis of the unification of land shares and the creation of conditions for their effective use. The content of the consolidation of land shares includes measures for:

- study of the legal and economic status of land shares;
- development of alternative options for their combination;
- preparation and adoption of design decisions;
- project implementation;
- transformation of the aggregate of united land shares into land plots [3].

A very important position of the land consolidation is the legislative fixing of the period during which the owners of land shares are obliged to dispose of them. The main

mechanism for implementing the proposed organizational and legal model for the consolidation of land shares should be territorial land management.

Land management is interconnected with the location of the territory of collective agricultural enterprises, since they ensure the formation of peasant farming of rational sizes and crop rotations. Therefore, it is necessary to take into account the plots of owners of land shares who want to create peasant farms and place them next to the land redistribution fund or with lands transferred to agricultural enterprises for use and lease. In this case, the size of the farms themselves must meet the conditions of efficient production and rational land use [2].

It has been proved that the exchange, unification, purchase and sale of land plots can be considered as ways of consolidating land only if they are used together with several other land management measures and redistribution of land aimed at organizing the territory within the project landmass to be consolidated. There is a need to improve the Law of Ukraine “On Land Management” by introducing a new land management measure, namely land redistribution as an integral and complex process of rural land consolidation.

Conclusions. Land consolidation improves the structure of agricultural and farming enterprises, increasing their economic and social efficiency and bringing benefits to both land users and society as a whole. It can contribute to the allocation of new land for special non-agricultural purposes, for example, for the placement of public infrastructure facilities or the protection and restoration of nature.

The implementation of land consolidation projects can be useful from different points of view, both within the framework of the land consolidation project itself, and more broadly: on a regional and national scale.

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# INNOVATIVE MANAGEMENT AT THE ENTERPRISE AS ONE OF THE COMPONENTS OF SUSTAINABLE DEVELOPMENT STRATEGY

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The concept of sustainable development was described in 1987 by the Brundtland Commission Report as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” and now it has become the overarching paradigm of the United Nations [1]. One more definition of the sustainable development describes it as an approach to developing or growing by using resources in a way that allows for them to renew or continue existing for others [2].

There are four dimensions to sustainable development – society, environment, culture and economy – which are intertwined, not separate [1].

In 2015 were adopted the Sustainable Development Goals (SDGs), also known as the Global Goals, by all United Nations Member States as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. In our opinion, the effective innovative policy of the enterprise will help to reach such SDGs as: decent work and economic growths, as well as: industry, innovation and infrastructure [3].

Leading role in the concept of sustainable development belongs to the problem of assessing the long-term environmental consequences of current economic decisions. The main task is to promote economic growths, in particular at the level of an individual enterprise. Therefore one of the main ways to form a mechanism for sustainable development of the enterprise is the introduction of innovative management policy.

Many domestic and foreign scientists devoted their works to the study of innovation: V. Algina, T. Vasilieva, S. Valdaytseva, V. Gerasimenko, A. Grechan, T. Davila, F. Drucker, V. Efremov, S. Idelmenov, B. Twiss, M. Rozdolsky. However, the importance of innovative technologies in the development of the enterprise in terms of sustainable development has come to the fore recently and that determines the relevance of the study.

Innovative activity of the enterprise is a process of creation, application and dissemination of innovations in order to gain an advantage over competitors, and also increase the company's profit. In economics, the innovative activity of enterprises is presented as one of the most important levers that allow enterprises to have competitive advantages [5, p.236].

The need for innovation in different enterprises also differs. First of all, innovations are in demand in high-tech industries (IT, telecommunications, electronics, aviation and shipbuilding). In conditions of fierce competition, the emergence of new technologies can lead to a change in the industry leader. Untimely introduction of new technologies can lead to an irreversible loss of competitive position, up to complete or partial loss of customers and partners.

In medium-tech industries, core technology is not changing, however the range and volume of production of products and services increases. Therefore in the conditions of competition such enterprises are forced to resort to innovation to strengthen its position

in the market [4, p.23].

All over the world, the main source of innovative ideas are innovative small businesses. Thanks to their flexibility and ability to fast adapt to change, which is associated with the need to meet consumer needs, the new products are created based on the latest developments and technologies. From the availability of these enterprises and the quality of their innovative developments depends on the level of the country's economy. That is why modern Ukrainian politics aimed at rapid growth and providing benefits to these small business innovative enterprises. Timely and effective cooperation of enterprises with small innovative business ensures their effective development [4, p.23].

Analysis of the enterprise in order to determine the need of the implementation of innovations should be carried out at least in the context of the following aspects:

1) analysis of financial stability - if the results of the assessment of financial condition of the enterprise show that it is in crisis or critical situations, the introduction of innovations is required;

2) analysis of demand for products of the enterprise - can be studied dynamics (at least for the last 5 years) of demand for products in general and by individual assortment and product groups, if there is a steady decline in demand for products, it is necessary to innovate.

3) analysis of innovation through the calculation of a group of indicators. Indicators are assessed through the determination of technology update rates, product upgrades, the scientific level of the enterprise, the share of implemented innovative technologies. Each of the coefficients is determined on the basis of the ratio of the share that characterizes the innovation of the indicator to its total number [4, p.24].

According to Svinarova G.B., recently in the domestic economy there is considerable interest in the digitalization of management processes, which affects the innovative changes that must take place in the system of enterprise management to use this trend by developing and the introduction of appropriate information and smart technologies for ensuring constantly and rapidly growing consumer demands of the enterprise.

Digitalization of business processes of the enterprise accelerates the process of decentralization of its management system. Increasing the skills of employees, reducing the volume of routine operations determines the nature of management at a new stage. Due to the emergence of huge amounts of information about suppliers, customers, partners the need to use information technology by creating corporate information systems are becoming a key success factor in business development.

To collect, store and use the accumulated information in any moment of time and space in modern conditions of information systems development the use of cloud technology is spreading, which promotes the creation of a single information space of the enterprise management system, in which all levels of government are covered in order to generate management information and centralized access to it, which speeds up and improves the quality of the process of making managerial decisions. Quick access of management system of the company to the necessary and timely information becomes one of strategic goals of the enterprise and provides certain competitive advantages on market [6].

So, in the context of global sustainable development, the implementation of which is becoming increasingly popular in Ukraine, innovation at the enterprise is becoming

one of the key factors, which allows not only to withstand a difficult period, but also in confidently hope for growth and profitability in the future.

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## **MODERN TRENDS IN PUBLIC ADMINISTRATION IN THE CONTEXT OF THE DEVELOPMENT OF BIOTECHNOLOGY**

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### ***Abstract***

Modern strategies for the biotechnological development of states radically change their internal and external processes, which in general requires the reconceptualization of public administration. The article is devoted to one of the most pressing topics of modern science of public administration of national security - the management of biosafety of the state. The inclusion of topical issues of biotechnological in the process of public administration allows us to trace the transformation of approaches of public authorities to the formation of effective strategies and tactics in using the achievements of biomedicine and bioengineering in the interests of protecting the national security of the state and preventing the threat of bioterrorism. In this regard, the legislation of a number of countries is analyzed, positive management practices and experience in solving this issue at the national and international levels are highlighted.

Scientific intelligence on this issue is based on the use of a comparative approach to studying the political and legal aspects of international experience in studying the

achievements of biomedicine and bioengineering, as well as effective mechanisms of government politics. The proposals of the states of the international political system in the context of combating bioterrorism are generalized. This article also actualizes the problems related to bioethics, which have not yet been sufficiently studied in domestic science, thereby focusing on the social aspect of the state policy of national security. The mechanism of using positive international management experience by politics of states for Ukraine is analyzed. **Key words:** public administration, biomedical law, biotechnologies, national security, biomedicine, bioengineering, bioethics.

### **Introduction**

The twenty-first century is characterized by tremendous discoveries in the field of science and technology, including in the spheres of biology and medicine. Today, new biotechnologies are being developed; they open up new perspectives for people in solving the problems of curability of diseases, extending human life, and solving social problems. Cloning, genetic engineering, reproductive technologies, cellular technologies and other up-to-date technologies globally changed medicine and, thus, initiated the development of certain law standards by international organizations. This process determined the start of the formation of international biomedical law. A characteristic feature of international legal norms that govern biomedical relations is the integration of the principles of bioethics into these international regulations (Beyleveld D., and Brownsword R., 2001).

### **Sources**

Some aspects of the legal regulation of the use of biotechnologies were studied by the following researchers: Beyleveld D., Brownsword R., Feiler W., Kravchuk M., Ruggiu D., Sasson A., Plomer A.

### **Methodology**

The methodological basis of this study was general scientific and special legal methods of scientific knowledge. In particular, historical and legal method provided an opportunity to analyze the preconditions of formation bioterrorism as a socially negative phenomenon. Find out categories and delineation of the range of essential characteristics of biotechnology and biological risks carried out using methods of analysis and synthesis. Systemic and structural-functional methods helped to form the internal structure of the mechanism of administrative and legal support for combating bioterrorism and the separation of major institutions public authorities on the implementation of systemic measures for effective organization biosafety of the state. Using the comparative method legal research allowed the analysis of international experience administrative and legal support for combating biological threats.

### **Results**

Emergence of bioethics and its further integration into law is due, on the one hand, to the possibility of realizing the achievements of medical and biological science in practice, on the other hand, the absence of a legal regulation in this area. The legal doctrine actively discusses the role of bioethics in modern society, because the law, as an institutional regulator, cannot cover all social relations. In particular, it is limited in its ability to solve the problems of regulating relations arising during abortions, organ transplantation, DNA modification and other relations related to the protection of the right to life and health.

Traditionally, there are three main models of the relationship between law and bioethics:

– the sociological model, according to which the law is recognized to be incapable of solving ethical problems and, as a result, the standards of bioethics are considered to be the only regulator in the use of biotechnology;

– a formalistic model where the law plays a major role in regulating any biotechnological issues, since the law establishes sanctions for violation of regulatory prescriptions.

Supporter of the formalist model A. Sasson points out that most international regulations that govern the use of biotechnology, reflect mainly ethical principles. In his opinion, such a mixture of norms of law and ethics creates the threat of legal uncertainty (Sasson, 2005 : 37).

For this reason, it is necessary to rethink the role of ethics in the regulation of biotechnology. It is necessary to define clear boundaries of the legal regulation of biotechnology. D. Ruggiu takes the similar position. He believes that great amount of blanket law applied to the principles of ethics does not allow increasing the level of legal regulation. This state of affairs makes it difficult to implement the protective function of the law, and in the conditions of a low legal culture of the society, it contributes to the violation of legal regulations; (Ruggiu, 2018:19).

– the liberal model, according to which the right confirms only some general bioethical principles. The ideas of the liberal model are presented in the works of A. Plomer. (Plomer, 2015:35). The researcher assumes that the principles of bioethics in relation to the of law act as legal custom, and the provisions of the law outline the framework in which the principles of bioethics apply. Plomer A., emphasizes that the principles of bioethics are a special source of bioethics. Practice shows that despite differences in opinions regarding the benefits of bioethics and its significance, the principles of bioethics are included in national and international legal acts.

Moreover, the degree of their integration is determined by the scope of application of biotechnology. So the cross - boundary move of GMOs is regulated by a universal international legal act such as the Cartagena Protocol. It contains a minimum of references to the principles of bioethics. At the same time, the regulation of biomedical technologies is mainly carried out by the norms of bioethics, since this sphere of social relations objectively cannot be completely regulated by the norms of law. The great importance of bioethics norms while regulating the biotechnology makes difficulties in creating a single legal act at the international level, since the principles of bioethics are determined by the worldview as a system of generalized knowledge of the objective world, people's attitude to the surrounding reality from the standpoint of their ideals, principles and beliefs. But principles and beliefs are various among citizens of different countries.

The need to unify activities in the field of biomedical technologies was the main reason for the adoption of legal acts in the field of bioethics. The first laws were: the Nuremberg Code (August 1947, Nuremberg), the Helsinki Declaration of the World Medical Association “Ethical Principles of Medical Research with Human Participation as a Subject”, adopted at the 18th Assembly in 1964, “International Ethical Guidelines for Biomedical Research on Human Beings”, adopted by the Council of International Scientific and Medical organizations in 1982 (amended in 1993 and 2002), and others laws.

At present, only the Nuremberg Code is in force. The regulation of biotechnology is effected by above mentioned international legal acts, such as the “Universal Declaration

on the Human Genome and Human Rights” (1997), “the Convention on Human Rights and Biomedicine” (1996).

A number of conventions and international treaties reinforce the common ethical issues of medical research using biotechnology. Among them are: the UN Convention on Human Rights (1989), the Convention on the Prevention and Punishment of the Crime of Genocide (1948), the International Covenant on Human Rights (1966).

The basic biotechnological principles were formulated in 1998 at the IV International Congress on Bioethics, held in Tokyo. They include recognition of the autonomy of the individual, the human right to self-resolution of issues relating to his psyche, emotional status, securing the right to free informed consent; the principle of justice as equal access to social benefits; the fulfillment of the Hippocratic oath and its expansion - not only do no harm, but also do good.

At present, the Universal Declaration on the Human Genome and Human Rights in the CIS enshrined the principle of preventing practices that are contrary to human dignity - prohibiting the practice of cloning for the purpose of reproducing a human individual. States are encouraged to take measures at the national level, consistent with the principles outlined in the declaration. However, taking into account that specific obligations are not reflected in the declaration, one can be concluded that the international act is only a recommendation.

A similar principle is confirmed in the UN Declaration on Human Cloning (2005), which is a statement to Member States and contains “a call to ban all forms of human cloning to the extent that they are incompatible with human dignity and protection of human life...” (A. b). It creates the opportunity for human cloning “to the extent that cloning is compatible with human dignity.”(Declaration, 2005).

The most important document in the field of regulating biomedical research at the international level is the Council of Europe Convention on the Protection of Human Rights and Dignity in Connection with the Application of Biology and Medicine: Convention on Human Rights and Biomedicine.(Convention, 1997). The document contains the real obligations of states. The Convention calls the priority of the interests and benefits of the individual in comparison with the interests of society and science as the main principle of medical intervention in the human body.

The Model Law “On the Protection of Human Rights and Dignity in Biomedical Research in the CIS Member States”, adopted by the Inter-Parliamentary Assembly of the CIS Member States, is in force. The law extends to citizens of states participating in biomedical research and applies to all institutions and individuals involved in conducting this type of research.

According to Article 10 of the Law, all projects involving human biomedical research must undergo an independent ethical review by the ethics committee. Thus, the normative act contains the mechanism of moral evaluation of the technologies being developed before they are put into practice.

The 1994 UN Cairo Convention on Democracy and Development, the World Conference on Women (Beijing, 1995) and other international instruments enshrined a number of reproductive rights, including the right to make decisions regarding the reproduction of offspring, the right to achieve the highest possible level of reproductive health, including through the treatment of infertility.

In the field of assisted reproductive technologies, like other biomedical technologies, there is no single international legal act. It often causes serious problems.



As a result, it seems reasonable of adopting a single international law in the field of biotechnology applications (including in the field of assisted reproductive technologies, or at least in the field of legal regulation of surrogate maternity common principles for conducting medical biotechnological research. It will help to solve the problem of controversial situations.

At the 1992 conference in Rio de Janeiro, the countries of the UN recognized the international need for regulating activities related to biotechnology. A committee was created to draft an act, which was later named the Cartagena Protocol. This law is to regulate the issues of protected the move across state borders, the processing, and use of products of modern biotechnology, including organisms modified at the gene level.

Despite the importance of this document, it was signed by only 57 states. In addition to the medical field, biotechnology is now widely used in other sectors of the economy. The most significant branches are agriculture, food and pharmaceutical industries.

Since 1996, seeds of genetically modified plants are available for sale. Taking into consideration the solving global food problems in the world, the most significant results in obtaining products using biotechnology, in our opinion, were achieved precisely in the agro-industrial complex (AIC).

Genetically modified fruits and vegetables, legumes have already been represented on world markets. At the same time, there are more and more questions on ensuring environmental and food security, since the consequences of prolonged use of GMOs are not fully understood.

In addition, agricultural crops with new consumer properties, resistant to viruses and parasites, new agricultural plants and animals are being created by using biotechnological developments; genomic certification is being introduced to improve the quality of breeding work. New veterinary biologics are being produced.

Another, no less important area of application of biotechnologies in the agro-industrial complex is the improvement of the feed base for farm animals. Nowadays it is difficult to imagine modern livestock farming without the use of various biologically additives to animal feed and vitamins.

The pharmaceutical industry accounts three quarters of the total sales of a product obtained using biotechnology. It is, above all, the production of drugs and vaccines, diagnostic tools. Thanks to the widespread use of biotechnology in the pharmaceutical industry, a new concept of “personalized medicine” has emerged, when a patient is treated on the basis of his genetic characteristics, including the creation of individual medical products.

The development of biotechnology, the introduction of their achievements into practice has identified the problem of ensuring the safety of human health and the environment. The use of modern biotechnology in practice requires proper legal regulation, because this sphere of social relations is new and not previously regulated by the rules of law. At the same time, it is necessary to take into account not only the positive effects of the development of biotechnologies (combating hunger, protecting the environment, new possibilities for treating diseases), but also all possible risks of the negative consequences of using these technologies on human health and the environment.

Another, no less important area of application of biotechnologies in the agro-industrial complex is the improvement of the feed base for farm animals. Since at present, modern livestock farming is difficult to imagine without the use of various

biologically additives to animal feed and vitamins. The pharmaceutical industry accounts for up to of the total sales of a product obtained using biotechnology.

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At the same time, it is necessary to take into account not only the positive effects of the development of biotechnologies (combating hunger, protecting the environment, new possibilities for treating diseases), but also all possible risks of the negative consequences of using these technologies on human health and the environment. Based on the above, legal regimes have the following provisions:

Biotechnology research takes place in two directions: regulatory and protective;

It will be correct to distinguish between legal studies of biotechnology on the basis of the subject (substantive, structural) and functional criteria;

The study of biotechnologies on the basis of the objective criterion (elements of biotechnologies) should be limited to the legal regimes of the regulatory orientation, with emphasis on static patterns, based on the inductive method;

Studies of biotechnology with the application of the law, occur on the basis of functional criteria (scope) require translational and variability in terms of temporal relevance;

It is necessary, on the one hand, to determine the identification of the most significant object elements and process elements (actions) in each individual area of application of biotechnology.

And on the other hand, it is necessary to limit the research to the framework that establishes legal norms, protective focus, with the identification of dynamic patterns.

**Conclusions.** The analysis of the study is resulted into the following conclusions:

First, the analysis of the history of emergence of legal regulation of biotechnologies allows us to conclude that because biotechnologies are understood in a broad sense, and cover many areas of the economy, and there is no clear definition of biotechnologies, it is necessary a multilateral development of legal regulation of the performing and implementation of biotechnologies both into a separate state and into the entire global community.

Secondly, international acts, mainly, are declaratively aimed solely at protective legal regimes (preservation of biological resources), and permits for the use of biotechnologies are simultaneously combined with restrictions and prohibitions.

Ukraine has not acceded to some international regulations governing the use of biotechnology yet. Thus, it is necessary to improve domestic legislation, taking into account international experience in creating a legal framework for regulating the use of biotechnologies in various areas of the economy.

Moreover, the great importance of bioethics while regulating of biotechnology makes difficulties in creating a single legal act at the international level. The principles of bioethics are determined by the worldview as a system of generalized knowledge of

the objective world, people's attitude to the surrounding reality from the standpoint of their ideals, principles and beliefs. The principles and beliefs are various among citizens of different countries. Thus, having analyzed the international legal acts that regulate the sphere of biotechnologies, it can be concluded that the international community requires developing cooperation and international relations in this area.

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# **PREREQUISITES FOR THE SUCCESS OF INNOVATIVE DEVELOPMENT STRATEGIES IN THE CONDITIONS OF TECHNOLOGICAL TRANSFORMATIONS**

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The fourth industrial revolution and the current transformation of waves of innovation are radically changing the technologies of production, industries and markets, up to the disappearance of existing and the emergence of new ones, which creates many problems for economic entities. In these conditions, scientists and practitioners are actively searching for development strategies both at the level of individual enterprises and at the level of industries and national economies. Previous experience of human development shows (Schumpeter, 1992) that in periods of technological transformations and changes of waves of innovation the strategies of economic development at the different levels should be based on innovation and innovation activity. Accordingly, there is a problem of analysis of the existing prerequisites for the possibility of innovative development of specific enterprises, industries, economies of the state as a whole. Its decision will increase the validity of the choice of promising strategies for innovative development.

Thus, on the basis of a systematic analysis of literature sources and the practice of innovation, the main prerequisites for ensuring the success of strategies for innovative development of the industry and the individual enterprise are identified. The set of prerequisites is systematized and divided into three groups:

- prerequisites that are formed in the international environment: global trends in the development of STP, the achievements of which can be used as a basis for innovation that solves existing problems; trends in the development of the international business environment, including its individual components, etc.;

- prerequisites that are formed at the state level: trends in the development of STP in the state, their compliance with the world; innovative culture of society; the level of development of the state's innovation infrastructure; mechanisms for regulating and stimulating innovation, etc.;

- prerequisites that are formed at the level of the industry / individual enterprise: the potential for innovative development (Shypulina, 2006); innovation culture; mechanisms for regulating and stimulating innovative development, etc.

The generalized scheme of the analysis and an estimation of groups of prerequisites of success of strategies of innovative development is developed: national economy; industries; enterprises. Structural formulas and a methodological approach to calculating the level of sufficiency of the prerequisites for innovative development for each of the

selected groups, as well as for their overall integrated assessment are proposed.

The table of decisions for an estimation of prospects of realization of strategies of innovative development of branch, proceeding from existence of the corresponding preconditions is made. Based on the results of the evaluation, a set of actions aimed at the formation of effective strategies for innovative development is proposed.

An algorithm for analyzing the sufficiency of prerequisites for ensuring the success of innovative development strategies of an individual enterprise is developed. The proposed aggregated algorithm allows to reasonably choose the preferred type of strategy for innovative development of a particular enterprise (Illiashenko, 2019): catching up; leading (moderately offensive); outstripping (aggressive-offensive).

The obtained scientific results develop the theoretical and methodological foundations of innovation management in terms of developing a sequence and content of formalized procedures for assessing the adequacy of the prerequisites for the success of innovation development strategies: enterprises, industries, groups of industries (state economy). Their practical implementation will increase the validity of the choice of promising strategies for innovative development and reduce the associated risks.

Further research should be aimed at forming the methodological foundations of the organizational and economic mechanism for managing strategies of innovative development of economic entities at various levels.

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## **ТЕОРЕТИКО-ИСТОРИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ КОНЦЕПЦИИ УСТОЙЧИВОГО РАЗВИТИЯ**

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Во второй половине XX века человечество осознало необходимость перехода к новой модели развития. Проблемы, которые предстали перед человеческой цивилизацией в XX веке, а именно уменьшение материального баланса биосферы, увеличение численности народонаселения, социальное неравенство, требуют нового подхода для своего решения. Беспрерывное усугубление кризисных явлений во многих сферах мирового развития обусловило необходимость коррекции его целей и приоритетов, обоснование новых ценностных и морально-этических критериев, формирование нового мировоззрения.

Осознание этого побуждает государство к поиску принципиально новых подходов при решении вопросов социально-экономического развития и

эффективного природопользования. Одним из таких подходов является концепция устойчивого развития, которая интерпретирует коренные изменения жизнедеятельности общества.

Теоретическую основу исследования составляют научные разработки отечественных и зарубежных ученых, в частности: Л. Браун, М. Бринчук, К. Гамильтон, С. Горшков, К. Даниэлян, В. Данилов-Данильян, Н. Картер, Д. Кортмен, В. Лося, К. Лосев, М. Моисеев, Л. Наумов, В. Писарева, Ф. Раянов, А. Урсул и другие.

Уже двести лет тому назад выдающиеся личности осознали, что общество должно формировать свою политику в соответствии с имеющимися ресурсами. Изменение взглядов мирового сообщества в отношении развития общества связано с именами великих умов – англичанина Томаса Роберта Мальтуса и украинца – В. Вернадского.

Идеи выдающегося ученого-экономиста Томаса Мальтуса опередили время, но для большинства его имя остается неизвестным. Скандальную славу ему принес его труд «Опыт закона о народонаселении» [4], который появился в 1798 г. Учение Т. Мальтуса казалось современным ученым безрадостным, а выводы просто жестокими. Английский ученый теоретически доказал, что чем больше увеличивается численность населения, тем больше используются природные ресурсы, что приводит к их истощению. Он впервые доказал, что человечество живет в мире ресурсов, которыми необходимо научиться управлять, иначе цивилизация может прийти в упадок. Сегодня уже никого не удивят такие взгляды ученого, но не следует забывать, что впервые они были высказаны более двух столетий назад в эпоху великих открытий в области техники, открытия местонахождений угля и железной руды, расцвета промышленности.

В своих первых работах английский ученый выделял одну из главных проблем, которая раньше не обсуждалась, а именно – половое влечение, стремление к рождению себе подобных. Т. Мальтус приходит к такому выводу – чем лучше материальное положение человека, тем большим является данное влечение, таким образом, увеличивается численность населения на земле и тем самым ухудшается материальное положение всего человечества. И только нищета, войны, болезни и голод сдерживают увеличение населения.

Таким образом, Т. Мальтус был первым, кто открыл несоответствие увеличения населения запасам природных ресурсов. В его книге затрагивались острые вопросы и давались верные, а может не совсем верные, решения, но безусловно, достаточно оригинальные. Его заслуга состоит в том, что он впервые обозначил, что природные ресурсы исчерпаемы; из его учения исходит, что существование цивилизации зависит от количества различных природных ресурсов; еще одним важным аргументом Мальтуса является демографическая стратегия – увеличение численности людей следует держать под контролем.

Последователем рассматриваемой концепции был ученый широкой эрудиции В. Вернадский. Он разработал учение о ноосфере, впервые определил размеры биосферы. Без сомнения, учение Вернадского о биосфере имеет большое значение, но стоит отметить, что в начале XX в. ученый непрерывно размышлял о роли человека в развитии всех процессов на планете Земля. Толчком к этому, в определенной мере, стали «умонастроения» В. Соловьева, Н. Лосского, И. Кириевского, Н. Федорова и других, которые достаточно широко обсуждали

проблему взаимодействия природы и человека. Выдвигалось положение, что человек и природа не могут рассматриваться отдельно, а только в единстве. Речь шла об ответственности человека за природу, о необходимости создания нового правопорядка [10, с. 85]. Именно в такой обстановке общественных настроений появилось учение о ноосфере – вершина научных достижений В. Вернадского.

В 1923 г. ученый выдвинул одно из главных своих положений – человек и его разум являются самой важной геологической силой на планете [2, с. 89].

В лекциях, начиная с 1921 по 1925 гг. в различных французских университетах, В. Вернадский особенное внимание уделял роли живого организма в природных процессах, говорил о постоянно увеличивающемся уровне ответственности человека перед природой. Ученый на своих парижских лекциях постоянно размышлял о роли человеческого разума в эволюции биосферы. Постепенно в своих размышлениях он возвращается к вопросу о том, что процессы, которые происходят, являются закономерными и объективно обусловленными, и что роль разума в дальнейшем будет только увеличиваться. На лекциях ученого присутствовал его почитатель – французский философ и математик Эдуард Леруа, который после возвращения В. Вернадского на родину продолжил его дело. В своей книге «Происхождение человека и эволюция разума» Леруа отсылает своих читателей непосредственно к представлениям В. Вернадского о биосфере. Кроме этого, французский ученый объявляет себя не только автором ноосферной концепции, но и подчеркивает особую заслугу и соавторство геолога, палеонтолога и философа Пьера Тейяра де Шардена. В соответствии с разработанной французами концепции, появление человека неминуемо при развитии Природы. Природа создала новое средство дальнейшего развития – разум.

Но В. Вернадский не сразу воспринял новое название проблемы, которую раньше сам впервые обосновал и вывел. Только в 1931 г. он начнет использовать термин «ноосфера» и напишет: «Я принимаю идею Леруа о ноосфере».

Стоит отметить, что авторы понятия «ноосфера» больше ничем себя не проявили, и с 30-х годов XX в. В. Вернадский самостоятельно развивает идею ноосферы. В. Вернадский связывает развитие человечества с существенным влиянием коллективного разума на производственную и другие виды деятельности, которые меняют окружающую среду и условия человеческого существования. К последним он относил увеличение численности населения на земле, накопление отходов бытовой и производственной деятельности и их влияние на окружающую среду и т.д.

Увеличение степени управленческого влияния людей на природу и на свое собственное существование постепенно предусматривает условия для превращения биосферы в ноосферу. Ситуация, когда все мысли Разума сосредоточены на удовлетворении личных потребностей и выгод, которые в дальнейшем могут обернуться вредом как для самого человека, так и для других людей, содействуют разрушению окружающей человека среды, причиняют вред биосфере в целом. Именно эта ситуация, в соответствии с учением В. Вернадского, является первой ступенью ноосферогенеза. Для полного завершения формирования ноосферы необходимо достичь единства всем человечеством и согласования действий, направленных на преобразование окружающей среды и реализации устойчивого развития в нашем понимании. Предсказывая будущее, ученый высказывал

уверенность, что в будущем ноосфере, этой тонкой пленке разума на поверхности биосферы, принадлежит решающая роль в развитии последней, а тем самым Земле и ее обитателям.

Существенный вклад в разработку проблемы устойчивого развития составляют доклады Римскому клубу, в которых кризис цивилизации рассматривается как комплекс взаимосвязанных кризисов: экологического, экономического, социального, культурного, демографического, ресурсного та политичного характеру. Основателем Римского клуба был талантливый и опытный организатор – Аурелио Печчеи. Из-за своей профессии А. Печчеи много путешествовал и это дало ему возможность видеть страшную действительность отсталых стран мира. Именно в это время итальянец поставил себе вопрос: «Что лично я могу сделать, чтобы искоренить социальное неравенство?». И как практик начал искать единомышленников. Именно в апреле 1968 г. около тридцати ученых – математиков, социологов, экономистов и специалистов в сфере планирования получили приглашение в Рим. Часть из них стали первыми членами клуба. Так был создан Римский клуб.

А. Печчеи считал, что главное назначение Римского клуба – привлечение внимания мировой общественности к дрящимся и острым проблемам человечества. Члены Римского клуба обозначили определенный круг проблем, связанных между собой: «бесконтрольное расселение людей по планете; неравенство и неоднородность общества; социальная несправедливость, голод; значительное распространение бедности; безработица; инфляция; энергетический кризис; уже существующая или потенциальная нехватка природных ресурсов; распад международной торговли и финансовой системы; протекционизм; необразованность и устаревшая система образования; бунт среди молодежи; отчуждение; упадок городов; преступность и наркомания; всплеск насилия и жестокость полицейской власти; пытки и терроризм; пренебрежение законом и правопорядком; ядерное безумство; политическая коррупция; бюрократизм; деградация окружающей среды; упадок моральных ценностей; потеря веры; чувство нестабильности и, наконец, неосознание всех этих составляющих и их взаимосвязи» [9, с. 120].

Первый доклад Римскому клубу был подготовлен специалистом в сфере системной динамики Денисом Медоузом, который получил название «Пределы роста» [6]. Именно эта работа показала серьезные недостатки современной цивилизации и научно доказала, что в случае сохранения нынешнего отношения к окружающей среде и потребительских тенденций человечеству угрожают катастрофы [3, с. 183]. И хотя доклад жестко критиковали за преувеличение и достаточно жесткие выводы, тем не менее он достиг своей главной цели – «разбудить» общество, поставил главные вопросы и стал первым масштабным исследованием, посвященным этой глобальной проблематике.

Михаил Месарович и Эдуард Пестель, готовя второй доклад Римскому клубу под названием «Человечество на перепутье», учли недостатки работы Д. Медоуза и применили дифференцированный подход к исследованию различных регионов. Они обратили внимание на противоречия современной системы международных экономических отношений. В этом докладе признавалось, что стихийное развитие экономики является нерациональным, она требует управления на глобальном уровне. Концепция «нулевого роста» уступает место «ограниченному росту».



Доклад Э. Пестеля и М. Месаровича, так же как и доклад Д. Медоуза, не предлагал каких-то решений и предложений – в нем только еще раз обращалось внимание мировой общественности на экономические, энергетические, продовольственные и другие проблемы, и было показано, что действовать нужно уже тогда.

До начала 90-х гг. XX в. было подготовлено около 20 докладов по самым разным вопросам. При анализе их содержания можно увидеть, что красной линией в них проходит идея планетарной зависимости. В них содержались предложения, обращения к правительствам, общественности, народам, как слаборазвитых стран, так и стран с развитой экономикой. Что касается стран третьего мира, то авторы докладов призывают их к рациональному использованию природных ресурсов, к внесению изменений в систему образования, к планированию семьи с целью уменьшения численности населения, что касается развитых стран – предоставление финансовой, медицинской, продовольственной и других видов помощи слаборазвитым странам.

Еще ближе к пониманию устойчивого развития были А. Кинг и Б. Шнейдер у докладе «Первая глобальная революция». Эта работа, кроме детального рассмотрения проблем перехода к устойчивому развитию, содержала критику рыночной экономики. Главной особенностью этой работы от предыдущих докладов является то, что в ней учтены региональные отличия и подчеркнуто, что каждая часть мирового сообщества может сделать свой вклад в улучшение экологической ситуации: Юг – за счет снижения рождаемости, Запад – за счет преодоления потребительства, Восток – экологически ориентированными технологическими совершенствованиями.

Особого внимания заслуживает доклад «За пределами роста», который появился в 1992 г. [5]. В нем анализировалось, что изменилось за двадцать лет с момента опубликования первого доклада Римскому клубу «Пределы роста». Авторы не только опять подтвердили вывод о том, что тенденции экономического и популяристического роста – это путь, который ведет к коллапсу, но и показали возможности для человечества, не останавливая экономический рост и не снижая уровня жизни в развитых странах, перейти на модель устойчивого развития.

Важную роль в формировании представлений об устойчивом развитии сыграл новый доклад Римскому клубу Э. Вайцзеккера, Э. Ловинса, Л. Ловинса «Фактор четыре. Затрат – половина, отдача двойная» [1]. Авторы допускают, что если бы эффективность использования природных ресурсов увеличилась в четыре раза, а материальное производство – в два, то это позволило бы вдвое уменьшить нагрузку на окружающую среду.

Авторы одного из последних докладов Римскому клубу «Пределы роста. 30 лет спустя» подчеркивают, что человечество уже превысило некоторые параметры пределов устойчивости биосферы и что только разумная политика может уменьшить негативные последствия для общества и окружающей среды. По мнению авторов, всем жителям планеты следует задуматься про отдаленные последствия собственных действий и решений, которые к этим действиям приведут [7, с. 26].

Доклады Римскому клубу хотя и не лишены определенных неточностей в прогнозировании событий взаимосвязанного развития общества и природы, однако сыграли определенную просветительскую роль, всколыхнули общество, привлекли внимание к глобальным проблемам. Основные идеи, сформулированные Римским

клубом, безусловно, повлияла осознание гражданами и правительствами стран мира неотложности изменений жизненной парадигмы. И первым шагом на пути построения общества устойчивого развития стала первая Всемирная конференция по окружающей среде в Стокгольме в 1972 году, в которой приняли участие 113 государств мира.

Стокгольмская конференция впервые определила общие действия международных организаций по вопросам окружающей среды, согласовала финансовые и процедурные вопросы общих действий. Участники конференции пришли к выводу, что дальнейшее развитие и существование человеческой цивилизации является возможным, если они будут происходить при условии безубыточного использования природных ресурсов. Итогом конференции стало принятие двух важных документов: Декларации принципов, которая включала 26 принципов, которые отображают отношение мировой общественности к окружающей среде, и План мер, который состоял из 109 пунктов политического, социального, экономического и организационного характера по вопросам окружающей среды [11, с. 382]. Важно отметить, что на Стокгольмской конференции был утвержден постоянный действующий орган ООН по окружающей среде (ЮНЕП), создан фонд окружающей среды со штаб-квартирой в Найроби (Кения) и установлен Всемирный день окружающей среды (5 июня).

После Стокгольмской конференции проводились разнообразные форумы по вопросам окружающей среды. Но переломный характер имел доклад Международной комиссии по окружающей среде и развитию под названием «Наше общее будущее», которую возглавляла премьер-министр Норвегии Гру Харлем Брундланд. Комиссия начала свою работу в 1983 г., а в 1987 г. представила доклад. Целью деятельности этой комиссии была разработка целей и стратегий действий по обеспечению устойчивого развития до 2000 г. и на более продолжительный срок. Комиссия отмечала, что она «не прогнозирует будущее; наша задача – выступить с предупреждением, срочным предупреждением, основанным на последних и самых надежных данных, о том, что настало время для принятия соответствующих решений, которые гарантируют сохранение ресурсов, необходимых для нынешнего и будущих поколений. Мы не предлагаем конкретный план действий, в только указываем направлении, в котором народы мира могут расширить свое сотрудничество» [8, с. 78].

В этом докладе впервые дается определение устойчивого развития. Авторы доклада достаточно четко демонстрируют невозможность решения экологических проблем без их непосредственной связи с социально-экономическими и политическими проблемами. При этом экономика должна удовлетворять потребности людей, но их увеличение должно учитывать и не превышать экологических возможностей биосферы. Можно, даже, сказать, что были сформулированы основные положения концепции устойчивого развития.

Можно также сказать, что в докладе Г.Х. Брундланд впервые шла речь об ответственности нынешних поколений перед будущими: «Мы занимаем «экологический капитал» у будущих поколений, совсем не пытаемся и не имея возможности вернуть долг... Мы так ведем себя по той причине, что некому заставить нас вернуть этот долг: будущие поколения не голосуют, они не имеют ни политической, ни финансовой власти; они не могут обжаловать наши решения. Нынешнее расточительство быстро ограничивает возможности будущих

поколений» [8, с. 125].

Программа устойчивого развития, разработанную Комиссией Г.Х. Брундланд, была поддержана многими известными учеными и политиками, что стало толчком для проведения в 1992 г. Международной Конференции ООН по окружающей среде и развитию в Рио-де-Жанейро. Конференция была действительно международной, поскольку вне ее приняли участие 179 стран мира, приблизительно 1600 неправительственных организаций и большое количество журналистов.

Основным результатом Конференции было принятие документа «Повестка дня на XXI век», которая содержала предложения по вопросам совместного сотрудничества в 150 отраслях науки и производства. Приняв этот документ, международное сообщество разработало политико-правовую основу защиты окружающей среды. Это дало возможность отдельным государствам мира взять их за основу своей собственной национальной политики и права. Еще до недавнего времени в большинстве стран мира не существовало самостоятельной экологической политики, а вопросы использования и охраны объектов окружающей среды принадлежали к экономической сфере или вообще считались вторичными.

С целью предоставления нового импульса реализации «Повестки дня на XXI век» в период с 26 августа до 4 сентября 2002 г. в Йоханнесбурге прошел Всемирный саммит по устойчивому развитию. На этом саммите еще раз подтвердили, что идее будут дано большее развитие, доказательством чего стало принятие нового документа – Плана осуществления решений на наивысшем уровне.

Именно этот План, в отличие от «Повестки дня на XXI век», впервые установил временные рамки интервала движения мирового сообщества на пути к устойчивому развитию. Практическая реализация концепции устойчивого развития начинается с 2005 г. [14, р. 6]. Именно к этому времени государства должны подготовиться: разработать концепции, планы действий, стратегии, программы, создать органы, для того, чтобы реализовать новый курс социально-экономического развития. Десятилетие с 2005 до 2015 г. становится декадой начала перехода к обществу устойчивого развития.

Еще одной особенностью Всемирного саммита по устойчивому развитию является то, что, в отличие от Конференции ООН по окружающей среде и развитию в Рио-де-Жанейро, внимание на нем акцентировалось не только на проблемах окружающей среды, а на первый план были вынесены социально-экономические вопросы: в центре внимания оказались вопросы человеческого достоинства, возможности удовлетворения основных жизненных потребностей людей, продовольственная безопасность и охрана биологического разнообразия. Они, по словам Генерального секретаря ООН, составили ту разумную основу для инициатив, которые должны привести к ощутимым результатам [13, с. 25]. На саммите было обозначено, что искоренение бедности и нищеты, изменение моделей потребления и производства, а также охрана и рациональное использование природных ресурсов являются не только главными целями, но и общими составляющими устойчивого развития.

На встрече в Йоханнесбурге внимание было уделено, в частности, и образованию, которое необходимо для реализации цели устойчивого развития. Не безосновательно ученые полагают, что одним из главных приоритетов, долгосрочной основой устойчивого развития должно стать образование, главным

фактором экологизации человеческой деятельности – экологическое образование, а сама экологизация – первоочередным заданием глобального значения. Согласно точке зрения молдавского ученого А. Урсула: «...необходимо во всех странах мира тему устойчивого развития определить новой, важной и полноценной учебной дисциплиной» [12, с. 8].

Подводя итог, следует вспомнить слова древнеримского писателя Колумеллы, который изучал очень важную сферу деятельности – сельское хозяйство: «сельское хозяйство нуждается в человеке, который знает, хочет и может». В свою очередь, основатель Римского клуба Аурелио Печчеи отмечал: «Современный человек, который решил в наше время взяться за беспрецедентное мероприятие – создание глобальной империи, нерассудительно отбросил эту логическую последовательность, потому что он хочет, но пока что не может, потому что не знает» [9, с. 85]. Главное задание – сделать все возможное, чтобы человечество смогло построить цивилизацию устойчивого развития. Человечеству необходимо понимать положение реального мира, а также оценивать свое место в нем.

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# **SOCIAL AND CULTURAL ISSUES OF SUSTAINABLE DEVELOPMENT**

## **CULTURE AS THE KEY TO SUSTAINABLE DEVELOPMENT OF SOCIETY**

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Since the beginning of the XXI century, the main strategic task of the world community is to ensure the stable and effective existence of modern civilization based on the integrity of the natural environment, as well as economic viability and social justice for present and future generations. Solving these issues became possible when the strategy of sustainable development was implemented in social and educational policy. Today, the growing role of culture as a strong and important aspect of promoting economic, social, and environmental components of development is recognized. Culture is seen as a key element of the sustainable development concept, as it shapes people's attitudes towards art and the environment. And sustainable development itself is seen as part of society and culture and affects all processes in the artificial environment [3].

The role and place of culture in sustainable development are studied mainly by foreign researchers. Scholars and practitioners abroad state that despite the work carried out by public administrations of different countries, there are still problems with including culture, as a separate domain, in the sustainable development tasks of the UN Agenda. Most believe that this would help solve many problems related to the development of culture in all its manifestations and would contribute to the impact of culture on socioeconomic processes in the regions.

According to Polish researcher Richard Janikowski, progress and development are always based on values. "As for sustainable development, the values stem directly from the basic elements of culture" [7]. Thus, culture "can be a powerful driver of development", and "cultural heritage, cultural and creative industries, balanced cultural tourism, and cultural infrastructure can serve as strategic tools" [4] for socioeconomic development. Culture is projected in sustainable development in three dimensions: culture as a purpose of development (governments support culture because it provides income and jobs, promotes economic growth, strengthens social cohesion and regional and local development); culture as a means of development (provides tools to reduce poverty and improve living standards); culture as a determinant of development (culture and its elements determine the direction and pace of development).

UNESCO's current approaches are based on the systematic integration of cultural characteristics into a concept in which local people are involved in sustainable development activities to achieve the desired result. Emphasis is placed on the development of sustainable tourism, cultural and creative industries, as well as urban revival through the use of preserved cultural heritage, which is a powerful economic subsector. It stimulates local development and promotes creativity, as well as creates conditions for employment [2].

The focus is on local systems of knowledge and management practices, which are considered to be valuable information and tools for solving several problems, from environmental to cultural. The latter is understood in terms of preserving cultural heritage through the creation of 'green tourism' systems, which not only produce sustainable development for tourism that affects the economic condition of cities and regions, but also solve environmental problems, prevent loss of bioresources, reduce land degradation, and mitigate the effects of climate change. In a broader context, it is believed that dialogue and tolerance in the transition to green societies will be key to mutual understanding and cooperation between nations and states, leading to a culture of peace that is a prerequisite for sustainable development. To do this, the cultural diversity of the world must be used to the maximum, which will create development and social cohesion.

Many experts deal with the role and place of regional and local authorities in the process of sustainable cultural development. Representatives of civil society are involved to find out the opportunities for all parties to integrate culture into their policies and day-to-day work. To this end, work is underway to create alliances between local authorities and civil society. It is about the need to develop reliable indicators for changes in cultural values in order to overcome further 'erosion of culture' in cities. In addition, the authorities and civil society must extend their achievements in joint efforts to other areas of common political interest [5].

In Ukraine, there is also a noticeable trend of a gradual understanding of the role and importance of culture in the strategy of sustainable development at all levels. However, according to Oleksandr Butsenko, such an understanding and inclusion of cultural aspects in strategic documents follows, rather, from successful practices of international development projects based on culture or cultural heritage (such as "Creating Cultural Capital" (CCC), "Intercultural Cities", "Cultural resource mapping in cities", etc.) than from the arguments of domestic scientific and theoretical research [6]. That is why strengthening research efforts is one of the most important vectors for increasing the role of culture in the strategies of Ukraine's sustainable development and the successful implementation of these strategies. This is clearly stated in the Decree of the President of Ukraine "On the Sustainable Development Goals of Ukraine until 2030".

It should be noted that strategies for the development of culture in Ukrainian cities have been developed. For example, a strategy for the development of the city's culture until 2025 has been developed in Lviv. The strategy identifies the main priorities for the development of culture in the city: reforming cultural policies: creating conditions and tools for effective activities in the field of culture; participation: getting residents involved in creating cultural life in the city and forming responsibility for its quality; communication: establishing horizontal and vertical connections between figures influencing the field of culture; education: modernizing the system of formal education, as well as supporting and developing non-formal cultural education in the format of 'lifelong learning.' Strategic goals have been identified: decentralization of culture: modern cultural infrastructure has been developed in all districts of the city, active cultural public spaces have been created; responsible attitude to cultural heritage; innovative interdisciplinary cultural education, integrated at all levels of education and targeted at all population groups; culture as a dialogue space; effective financing and management in the field of culture [1].

Thus, understanding of the place and role of culture in sustainable development

strategies at the international, national, or local levels has grown significantly over the last decade. This was facilitated by extensive research on the issue by scientists from different countries, as well as the activities of international associations and organizations such as UNESCO, and numerous public and scientific organizations. In the basic international strategic sustainable development documents, cultural issues are either directly mentioned in the tasks set or indirectly related to them. However, as many researchers note, these issues, unfortunately, have not taken a central place, as they should, so it is important to emphasize that culture is the key to the sustainable development of society.

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## EDUCATION FOR SUSTAINABLE DEVELOPMENT: SUBSTANTIATION OF THE PROBLEM

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The modern world realities are marked by rapid changes that bring dissonance into the process of social development and human existence, deprive us of clearly defined guidelines and priorities in their development. Extremely strong symbiosis of technical innovations with scientific achievements, rapid development of information resources, which is regarded as a specific form of life and strategic resource for society, the emergence and deepening of many global problems that go beyond what is controlled and predicted by the society, development of communication and network technologies that destroy the logical sequence of time – all this determines the development of a new type of society. This society, like never before, is becoming fragmented, chaotic and disordered. Modernity is increasingly witnessing the “end of the familiar world” (Wallerstein, 2001), as it is full of alarming forecasts, large-scale crises, dangerous risks, etc.

Does this indicate the demise of society? No, it rather indicates the crisis of its previous state and the need to find effective ways to reach a qualitatively new level of development. J. Habermas (2017) illustrates the crisis as a new stage of development. He considers the concept of crisis in the medical field. The researcher characterizes the crisis as a certain phase in the disease process, which indicates whether the body has enough of its own strength to recover. Thus, the critical period of the disease seems to be something objective – something independent of the patient's consciousness and will. However, in a situation where it is a matter of the fact of life or death, the patient is completely “involved” in the struggle for life and recovery. Against the background of danger to life, he overcomes the role of a passive internal observer in relation to what causes it, mobilizing all available and hidden resources to overcome it in order to recover (Habermas, 2017: p.7). Consequently, the crisis can serve as a new stage of development, provided that the hidden, potential and even previously insignificant resources that will form the basis of a new world order are searched for and used. It is regarded as a bifurcation point that contains a plurality of options for a qualitatively different level of development.

Characterization of the society quality is not considered as a transition to a new stage of stability and predictability. Modern socio-cultural realities emphasize the need to understand the quality of social development as the ability to balance on multiple variability and opportunities to constantly invent ways of sustainable development in the face of rapid changes. It is clear that sustainability is situational in nature. Therefore, the ability to find fulcrums for the development of an unstable and probabilistic world is more relevant than the search for hopeless and unproductive ways to build “eternal



order". Formal, external and apparent order is of no importance in a world where chaos, plurality, locality and uniqueness are the main prerogatives and resources of existence. Sustainable development is the development that is not devoid of crises as potential opportunities for qualitative development. On the contrary, crises change it qualitatively and structurally. In this approach, the unique is not opposed to the universal, the singular to the general, the local to the global, etc. On the contrary, the partial acquires significance in the global. At the same time, the global is deprived of abstractness and alienation, provided that it is separated from the partial. The quality of sustainable development lies in its multiple variability and the choice of unique ways of development. The search for ways to overcome systemic crises and determine the ways of sustainable development in a situation of instability requires an analysis of the effectiveness and efficiency of all public institutions on the basis of what their productivity is, how they can be reformed in order to become a significant resource in creating a sustainable high-quality world in conditions of deep transformations. One of these social institutions is education. We should say that education is a product of social development and at the same time it is the creator of new social realities. By its very nature, it relates to the life and problems of society, its cultural heritage and priorities. Its own image and worldview are created and changed depending on the demands of the era. In today's conditions, its socio-cultural purpose lies not in the accumulation and transmission of information, but in its constant review, rejection or creation of new intellectual resources in order to use them effectively for solving urgent problems of today's changing world (Hanaba, 2014: p.12).

Creating rather than consuming information is the leading position of education. Education is entrusted not only with the task of finding adequate answers to the civilizational challenges of the era, but also with the task of outlining further guidelines for its development. This circumstance necessitates a reflection on the essence of education, the understanding of what it can offer in the future in terms of further mankind development. Understanding the possibilities and potential of education as an indicator and catalyst for social changes requires the search for new worldview, value, theoretical and methodological foundations in rethinking educational practices. On the agenda there are the tasks of research and integration into educational policy and practice of teaching new concepts and theories as ideological-methodological opportunities for updating the content, forms and methods of teaching and educating young people as members of a global civil society, as citizens of sustainable development in the context of continuous and comprehensive internationalization of public life. The question of what strategies for the education development should be, what and how it can offer for sustainable development and what characteristics education should acquire in conditions of constant instability and variability of development is being raised.

It should be mentioned that the impetus for sustainable education has never been so strong. Global challenges urgently require a shift in our way of life and a transformation in the way we think and act. To achieve this, we need new skills, values and attitudes that lead to a more sustainable development of society.

First of all, it is necessary to understand that education for sustainable development is holistic and transformative. It is responsible for the content and learning results, pedagogy and learning environment. It focuses on the subjects of educational interaction, considers them as autonomous subjects of learning and emphasizes the active development of knowledge, rather than the simple transfer of information resources and,

accordingly, passive teaching methods. The starting point for stimulating the learning process is the understanding that the participants of educational interaction create their own knowledge base that is founded on existing experience and gaining new one in the context of social needs and priorities. This approach requires learners to reflect on their own knowledge and learning process in order to manage and control it. Teachers should encourage and support such reflection. The approach which is focused on the participants of educational interaction changes the teacher's role to the role of an educational process facilitator.

The next strategy is action-oriented learning. The point is that the learners take part in practical activities, where they use and improve their knowledge and reflect on their experience from the standpoint of conscious learning and personal development. Such experience can be acquired in the process of participation in the project, training, participation in the seminar as a facilitator, etc. Action-oriented learning is aimed at gaining certain experience, observation and reflection, the formation of abstract concepts for generalization, their application to new situations. Action-oriented learning contributes to the knowledge gaining, competence development and clarification of values, linking abstract concepts with the student's personal experience and life. The teacher's role is to create a learning environment that encourages students to experience and reflect on thinking.

It should be mentioned that creative potential, communicativeness, empathy, listening ability and perspicacity become especially relevant. Sustainability in conditions of instability and probability requires from a person the ability not only to comprehend the situation critically, analyze and synthesize information, but also to understand the possibility of its variable and intuitive use, which is devoid of strict limits of causality. It is about the need to develop integrated thinking as the ability to perceive, organize, coordinate and reunite individual fragments and achieve a true understanding of basic reality in conditions of variability and unpredictability. Integral (possible) thinking will allow developing interdisciplinary sustainability competencies necessary for solving various problems, will contribute to obtaining cognitive, socio-emotional and behavioral learning outcomes that will allow you to solve specific problems productively. The holistic worldview, which can be formed through integrated thinking, must be humanistic but free from anthropocentrism, open but focused on synergy, sustainable development and balance. Based on the needs of the society in this worldview, we can predict an increase in demand for humanities education in the coming decades, and especially for philosophy. Obviously, modern philosophical and educational discourse emphasizes the ability of a person's transformation and self-transformation, as well as the franchise as practical wisdom, the ability to solve problems in different contexts. According to E. Laszlo (2012), the basic means of saving the world, which is characterized by the concept of 'nonlinearity' is not a kind of technology that "eliminates any imbalance, but the restoration of functional links between all parts of the subsystem must be consistent with other living systems. Therefore, there is a need for a new paradigm of social functions and structures in human responsibility on a global scale" (Laszlo, 2012: p.135). The new paradigm of seeing the situation is based on a person's ability to integrally comprehend life and himself in it. Such thinking is the main starting point in attempts to restore coherence in the life systems of the planet, eliminating the carcinogenic source of inconsistency in egocentric individual and collective human behaviour. A person's ability to choose the most promising options and the options of the

highest priority from a variety of them is the skill that he must cultivate and develop in himself.

We consider a person's self-development and self-transformation to be key concepts in the education of sustainable development. The learning process is constantly regenerating and transforming those who are involved in it, taking into account their future opportunities. Legitimized as a humanitarian technology, education is able to produce new forms of human activity organization or self-realization, which in fact, presupposes a situation of human self-transformation. Its semantic core is the human phenomenon. According to V. Shamrai (2013), these forms are implemented in five types of technologies. The most relevant and widespread in educational practices are 'technologies of involvement', which are designed to involve a person into established and time-tested cultural realities and values, to promote a person's socialization. The next type of educational practices is 'qualification technologies' that train and direct a person to perform certain activities. The third type includes technologies of management and political activity. They involve gaining electoral support, public recognition, creating a public image, as well as performing management tasks, in particular in the field of education. The organization of communication processes between people is provided by communication technologies. The fifth type of technologies is 'self-care' technologies. In the field of education, they provide a person's ability to self-education and self-recovery in order to implement a certain life scenario (Shamrai, 2013: p.58-59). The latter type of technologies is extremely significant for a modern person, since it is aimed at developing and revealing his inner potential. We want to emphasize that the diversity of technologies indicates the complex nature of the educational process. It characterizes their potential ability to use the whole complex of a person's integral and complex nature and the world around him. In this perspective, educational resources will play a less supporting role in the evolutionary social progress, but, on the contrary, it will acquire a priority role and even 'advanced' in social development. Education will not only transmit and reproduce the 'cultural codes' that 'feed' the modern symbolic world, but it will focus its efforts on creating new ones, according to the needs and realities of the time.

The development of the Internet and communication technologies, which have revolutionized education through many available online courses, is valuable and effective only insofar as it strengthens human connections. In general, the model of education for sustainable development embodies the idea that education is essentially a process of exchange that takes place between people. O. Bollnow regards communication as interaction is a 'movement forward' (Sytnychenko, 1996), which involves equal, mutual coexistence, where there is a special solidarity, which is based, according to K. Jaspers, on 'loving struggle' (Sytnychenko, 1996), reciprocity, trust and openness. Communicative interaction creates an interspace in which participants expand the horizons of their own existence, provided that the sovereignty of each of them is preserved.

Education for sustainable development is based on values. Values are the quintessence of wisdom that has been created over the centuries. Values are a form of knowledge and a powerful determinant of human evolution. They are psychological skills with deep practical significance. Education must be based on the values of sustainability, which will result in a paradigmatic change in the value system of today's society, which will aim at improving the well-being of people and natural systems, rather than prioritizing growth in production and consumption. Values can create

transformative leadership, that is, leadership in thinking that leads to actions.

Thus, education is not self-sufficient. Its value is revealed in social contexts and challenges. By socializing a person, education forms systems of samples and matrices. It should teach not only to observe and understand the changes of fast-paced modern life, but also to think and act ahead. Education in the context of sustainable development must be a catalyst for the individuals' well-being, the future of our planet and, accordingly, must be based on how we think and act. In general, such educational policy should be aimed at the strategic goal of social development – the formation of global civil society as a new planetary community, which is responsible for the future of humanity and the Earth.

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## **HATE SPEECH DURING THE WAR**

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Such a concept as hate speech is more relevant today for the world community and, in particular, for Ukrainian society than ever before. After all, the war causes considerable contradictions in the presentation of information, depending on which political camp the sources of information belong to. And these are certain groups, pages, accounts and bots on social networks, which can confront people and provoke conflicts in just a short period of time.

Hate speech is any self-expression with elements of denial of the principle of equality between people in rights.

Since the end of November 2013, a new dictionary of confrontation has been formed in Ukraine, linguistic mechanisms have been created and tested, on the basis of

which the modern discourse of conflict is largely formed. As for the dictionary, its main feature is that it has a clear division into "own" and "foreign". The dictionary of "enmity" consists mainly of negatively evaluative names of "foreigners", separately for each of the parties to the conflict. Usually, researchers of this vocabulary point to negative evaluation as its leading feature. In fact, such designations as quilted jackets and squares have rather vague semantics, but instead contain a distinct negative evaluation.

It may seem that the main function of such words is to express contempt for the enemy, to humiliate him. However, for all the importance of expressing the attitude of contempt in the context of conflict and the need to express verbal aggression, which is really involved in such words, the leading function of hostile vocabulary is another function - namely the function of marking the speaker's or author's own place in the general situation.

Thus, the function of the vocabulary of enmity is that the words were a kind of labels, markers of belonging to one or the other side of the confrontation.

We can conclude that the main function of using nominations from the dictionary of hostility is the function of identifying one's own position. After all, in a situation of conflict, especially an armed one, the task of quickly determining whether you are dealing with "your own" or "someone else's" becomes vital. Instead, the need to detect verbal aggression, while retaining its significance, is becoming relatively less important.

Ісакова Тамара Олегівна. МОВА ВОРОЖНЕЧІ ЯК ПРОБЛЕМА УКРАЇН СЬКОГО  
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## **IS THE SUSTAINABLE DEVELOPMENT OF SOCIETY AN IDEAL, A REALITY, A CONCEPT OR A SCIENTIFIC THEORY?**

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In considering the answer to this question, we will proceed from the wording of the UN World Commission on Environment and Development in the 'Our Common Future' report (1987) which states that "sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

It is worth noting that in modern publications 'sustainable development' is applied to various systems, from the economic system and the society-nature system to various enterprises. However, the most interesting thing for us is the vision of sustainable development of society (country, nation) as a system.

Globally, when it comes to humanity as a system, the issue of resources occupies a prominent place in the concept of sustainable development. Foremost, it is natural resources (oxygen, water, food of animal and plant origin) and minerals. And the second

most important resource of social development are humans. As we know, the natural resource base is steadily declining and thus creates resource and, consequently, technological dependence of some countries on others. Therefore, it can be argued that in the future, there will be a significant distance between countries on the hierarchical ladder in socioeconomic and technological development. If natural resources are taken as the only basis for development of society, it can be argued that on a global scale the idea of sustainable development is acceptable only as an “ideal model of the desired future development of society” (Semeniuk, 2002). Like Plato's ideal state, or communist society in Marxism. The real approximation to this 'ideal model' in the future, even in some developed countries, seems to us quite problematic, and the rest can be simply left 'out of the equation'.

Based on the concept of sustainable development, we can talk about the specific development of any country if we understand it as a balanced development of society as a system. And such an approach requires a scientific theory of development, guided by a specific methodology. The methodology of the balanced society development was proposed by Herbert Spencer in the second half of the XIX century as a methodology of structural-functional analysis. This methodology, first, considers society as a holistic system (social organism, aggregate). Second, it argues that the social system can evolve like biological systems. Third, the social system, like any biological organism, increases the mass in the process of integration, but gaining mass in society has social parameters, such as increase in population and increase in material resources. Fourth, in contrast to the structures in the organic world, the structure of the social organism gets more complex by the growing number of social groups and communities, which are also structured through social institutions as a form of self-organizing life. It should be noted that due to the emergence of social institutions such as economic, financial, legal, scientific, technical, technological, political, religious, vocational, etc., a balanced social system is formed. The first condition to get the society balanced is to distribute functions of social institutions, which determines integrity and development of the system and ensures optimal interdependence and interaction of its elements. Whereas an unbalanced social system is doomed to degradation.

It is worth emphasizing the significant differences between the functioning of social and biological systems. While the purpose of the biological system elements functioning is the survival of the system as a whole, the purpose of the balanced social organism functioning, which is an indicator of its development, is to ensure the viability of social units. Within the sociocultural organism, it is illegal to divide the elements of the system into secondary and primary, because in their interdependency and interaction they constitute a balanced social aggregate as a developing society.

In this regard, in our opinion, it is worth paying attention to the methodology of the social development theory, which was successfully applied by Ivan Franko at the turn of the XIX-XX centuries to form the Galician population into Ukrainian nation. Franko used the methodology of structural-functional analysis proposed by Spencer as an element of his general evolution theory.

It is very significant how Franko, methodologically applying the principle of creating 'social institutions as a form of self-organizing life', qualifies it as a nation-building element necessary to form the Ukrainian national identity of the Galician peasant. The formed national institutions each perform their own function, but together they are able to ensure the formation of the Ukrainian nation as a holistic system.

As we noted above, society has two resources for development—nature and humans. However, a human being is not only a resource, but a subject of society's development, when he/she, as an individual, self-sufficient, socially active, becomes a self-organized expression of civil society.

Nevertheless, the function of maintaining the internal balance of the social system is performed by the state as a fundamental institution of society, which can both stimulate and slow down the pace and even direction of its development. However, if the state seeks to expand its powers by taking over the functions of other institutions, it leads to the imbalance of the entire social organism, and hence its destruction.

Thus, if we proceed from the thesis that, on the global scale of human progress, the idea of sustainable development does not go beyond the abstract 'ideal model', then a practical alternative for every real country is to create, based on available resources, a balanced holistic social system in the form of the state, guided by the scientific methodology of structural functionalism.

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## LANGUAGE AS THE MAIN WEAPON OF CONTINENTAL WAR

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Today, humanity appreciates the problems of modern global economic power and the nature and character of the war for its future, which is already widely unfolding and has a huge impact on trends that can be observed in the world economy. In this aspect, we should turn to two new world economic phenomena, which are not paid close attention to economics, and therefore it itself has no advanced semantic orientation, but only in retrospect tries to explain the features of the current global crisis. We are talking here about two new phenomena - the domination of a new form of economic - financial and intellectual power, which seeks to absolutely cover the sphere of socio-economic relations for profit and itself; and the widespread deployment of a world war of continental war for the future domination of those who hold powerful financial and intellectual power through the use of the latest technologies to manipulate people's minds. The fact is that in the context of globalization, the object of labor itself is radically changing - it becomes human consciousness, and therefore changes in the object of labor - consciousness, technology of manipulating consciousness - is now the most profitable business.

The main thing is that the current stage of human evolution is already losing its social dominance, as evidenced by the destruction of the welfare state, mechanisms of social protection, the collapse of those areas of society that should directly serve man: education, health, culture. And what should replace the social dominant - the problem is debatable and little studied. However, this problem is closely related to the Great Patriotic War, the battlefield of which is the consciousness of modern man, his self-identification, values and goals of the future.

The very name of continental war comes from the Latin word *conscientia* - "consciousness", ie war is associated with consciousness. It is important to recall two important theses that are associated with the transition of knowledge of the world in a new human-sized format. First, consciousness seems to be a more fundamental principle of reality than our usual matter, space and time. Secondly, globalization has changed the basic object of human labor - it has become human consciousness.

Russian aggression against Ukraine is a hybrid, as it combines military and non-military (informational, psychological, cultural, linguistic, communication) components.

Certain manifestations of non-military aggression are related to the concept of continental war, which aims to destroy human consciousness and destroy ways and forms of identification of the individual and society through the dissemination of certain images and texts through communication channels. Conscientious weapons destroy a stable system of worldview values, ancestral and cultural memory, traditional mechanisms of self-identification for the civilizational transformation of ethnic groups and peoples. Researchers include language and narratives in the types of such weapons.



## **MEDIA AND LINGUISTIC CONSCIOUSNESS OF THE INDIVIDUAL**

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In the modern world, the language of the media is considered in two planes: as the main means of influencing the speech culture of recipients and as a leading factor in the formation of their linguistic and national consciousness. Today, this influence is realized not through the print media, as it was recently, but primarily through television and increasingly through the Internet. Due to the authority of the media, people focus on their speech as a role model, which plays a leading role in shaping the speech culture of society. It should be noted that the media also influence the linguistic and intellectual development of recipients, thus forming different types of language personalities in modern society. Unfortunately, this impact can be negative, so it is important for each individual to be in a state of media security, for which it is necessary to identify conditions that may threaten users of media content.

Thus, the media text is closely intertwined with the national and linguistic consciousness. Therefore, journalists should treat the culture of speech with special responsibility, understanding their important place in shaping the value system of citizens, including youth, the impact on modern processes taking place in the country, as well as speech literacy.

## **METHODOLOGY OF LINGUISTIC RESEARCH OF MEDIA TEXTS**

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The mass media are the most important source of information about socio-political, economic, cultural processes in the country and the world as a whole. They affect the way of thinking, worldview and cultural level of both the individual and society as a whole, form the type of current culture.

The theoretical basis of the research is the medialogic concept of text study, which acquires special significance in the conditions of convergence of media content, which is constantly increasing.

For the first time we come across the term "media linguistics" in the work of John Corner, journalist, professor at the Institute for Communication Studies, University of Lida (UK), "Documentary Television: Opportunities for Media Linguistics". The researcher points to the interdisciplinary nature of media linguistics; its broad field of scientific interests (analysis of different genres of media broadcasting, news discourse, documentaries and advertising) and the variability of language in each individual media.

Today, the issue of methodology (methods of researching the language of the media, analysis of its textual components, monitoring of media vocabulary, etc.) in modern media linguistics is extremely important, but little studied, due to insufficient scientific interpretation of the analysis of media language., when the concepts of "language of mass media" and "language of journalism" were identified), and media linguistics "was not considered as an independent branch of linguistics (with special object of analysis, subjectivity, methods, linguistic representations in texts and specific genres) ".

The general methodology of analysis of media texts includes methods of linguistic analysis - "this is a group of traditional for linguistics of text methods of semantic, stylistic, morphological, syntactic analysis, the material for which are media texts. These methods allow to identify patterns of organization of each level of media text, stable compatibility of units, characteristic of different genres and media topics, features of different paths and stylistic devices in terms of implementing the general communicative perspective of media text. The use of these methods of research of media texts has a long and fruitful tradition ".

## **MORPHOLOGICAL ABNORMALITIES ON THE PAGES OF ONLINE PUBLICATIONS**

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The object of research is the broadcasting culture of the online publications "Ukrainian Truth" and "Doba". It is online publications in the context of the processes of globalization, convergence, digitalization, commercialization and monopolization that are gaining leading importance in the information space of Ukraine. Such mass media should not only promptly and objectively inform the society about important events, processes, phenomena, but also be an expression of the norms of modern Ukrainian literary language, promote the level of language literacy and competence of the audience.

Deviations from morphological norms indicate insufficient attention of media workers to the culture of professional speech, as well as non-professional editorial processing of materials presented to readers.

Analysis of morphological deviations within the lexical and grammatical class of nouns showed violations in their formation. Significant difficulties in the inflection of nouns is the genitive singular of the second masculine declension, namely the correct choice of the ending -a (-i) or -u (-yu). In journalistic texts, these endings are interchangeable.

Significant difficulties and, as a consequence, frequent deviations from morphological norms are associated with the use of correct singular forms of nouns that are part of quantitative and substantive combinations.

Incorrect formatting of compound numerals also leads to morphological errors.

In the media texts of the analyzed online publications at the level of morphology the highest frequency are errors associated with the use of non-Ukrainian active verbs of the present tense on -ує (-ює), -ає (-яє) (48.7% of the total number of morphological norms), with the formation of nouns (41%).

## **ONLINE PUBLICATION AS AN INDICATOR OF "LANGUAGE TASTES OF THE ERA"**

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Reflecting all aspects of society, modern political and cultural values, the formation of national traditions, the media, including newspapers, is an indicator of "language tastes of the era", one of the highest language authorities for modern Ukrainians. Therefore, their speech should be normative, literary, stylistically appropriate. In recent years, more and more readers are turning to online publications, which have many advantages: efficiency of informing readers, interactivity, combination of text with photo, video and audio materials, the presence of hyperlinks.

However, in online publications we see a negative trend - a decrease in the level of speech culture. Unfortunately, not all publicists and editors of online media have the ability to express themselves competently, following the laws of logic and language norms.

The position of the media consumer regarding the language of the media is quite active: he assesses the culture of speech of radio presenters and TV journalists, the literacy of articles in newspapers and magazines. Determining the level of media speech culture is one of the criteria for a comprehensive assessment of their activities, and therefore is a factor in gaining (or losing) public confidence.

The above allows us to conclude that the Internet has radically changed the communication situation in modern society, translating most of the media into cyberspace.

Given the massiveness of the online audience, the journalist with his work forms aesthetic preferences, worldviews, demonstrates linguistic and stylistic richness. This requires thorough training, mastery of many skills in working with the material, the ability to present it clearly, professionally and competently.

## **REASONABLE NEEDS AS A CONDITION FOR THE FORMATION OF A BALANCED SOCIETY**

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Human lives his life, satisfying needs: his own or those imposed on him by the environment or society as a whole; physical or spiritual; family or career needs. Depending on the level of critical thinking and emotional intelligence, a person can adjust their needs, control, restrain or act subconsciously, based on them.

Sigmund Freud believed that mental images of bodily needs, expressed in the form of desires, are called instincts. The development of psychology and psychotherapy, as well as their gradual acceptance by society, contribute to the normalization of human needs, because ignoring them threatens a variety of psychological and mental disorders, because in this way man goes against his nature. Since human is a part of nature, his needs are directly related to the use of natural resources.

The epoch in which we live is identified by excessive information flows, the dominance of the material over the spiritual, asceticism and neglect of nature: internal and external.

Unfortunately, the classical economy, accustomed to maximizing profits from limited resources, did not take into account that the environment does not always recover quickly, sometimes it takes a long time to recover, and in some cases it is destroyed forever.

So how are the environment, human nature, irresponsible consumption and needs related? Human is a part of nature and, having crossed the line of responsible consumption, he destroys the environment and, consequently, himself, because instinctively he still reacts to the damage he has done to nature. This is a thin line between the internal and the environment, which indicates the inseparability of the connection between man and nature.

It was when humanity began to prioritize the material over the spiritual that the need arose to study such a term as "reasonable needs", because the balance was disturbed, as well as the quality of the environment, resulting in mental health.

Reasonable needs are the real needs of man and society, which exclusively correspond to the possibilities of human development, comprehensive and harmonious human development. To understand the criteria of reasonableness of need, man should be considered as the highest goal of social production and development (Нерсисян).

Reasonable needs are the needs of human for the production and reproduction of the human race, and therefore for the harmonious development of man. These are the needs without which the free and comprehensive development of man is impossible. Awareness of reasonable needs is the highest characteristic of its quality.

Why is it important to develop the skills of awareness of reasonable needs and responsible consumption? First of all, by understanding one's own needs, one is able to significantly reduce the impact of limiting beliefs and improve the quality of life in general, and by understanding the concept of reasonable needs - to develop critical thinking and responsible consumption skills, which ultimately contributes to society.

## SYNTACTIC ANOMORMS ON THE PAGES OF ONLINE PUBLICATIONS

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A common syntactic error in the texts of online publications is "overdoing sentences with a split predicate in the form of a verb + verb noun, where the meaning is conveyed by the noun, and the verb only indicates the action in general. Such a predicate, on the one hand, is a typical manifestation of the nominal nature of the statement, uncharacteristic of the Ukrainian language, in which the logical emphasis is on verbs, and on the other hand - burdens the sentence with extra words.

Ukrainian linguists recommend that instead of split predicates, which are not established verb-noun compounds, use a more natural and economical means for the Ukrainian language - the verb.

At the syntactic and stylistic level of the Ukrainian language, sentences in which the figure is presented in the instrumental case are inadmissible. However, the analyzed texts abound in such constructions.

It was found that the numerous use of prepositions in the media texts of online publications at the syntactic level leads to incorrect use of prepositions, in particular on and at (44.4% of the total number of syntactic errors). Other errors include mismanagement (12.5%), verb-split sentences with verb + verb noun (9.4%), oversaturation of passive language units, including abuse of passive verbs with the postfix -ся (9.4 %), the presence of sentences in which the figure is submitted by the appendix in the instrumental case (9.4%), violation of coordination (7.8%).

## TEACHER SKILLS TO ACT IN CONFLICT SITUATIONS IN PHYSICAL CULTURE LESSONS

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**Abstract.** The negative impact of conflicts on the teaching staff and the team of children in which the teacher works is quite evident, especially at the present stage of development of society. Teachers, trainers and teachers who have just graduated from higher education institutions are not always able to deal effectively, objectively and constructively with conflict. Therefore, the process of forming in future teachers of physical culture the ability to quickly and accurately navigate, and skillfully cope with conflict situations is of crucial importance. The purpose of the study is theoretical analysis, synthesis and specification of structural components of the process of formation of physical education teachers' ability to resolve conflict situations. Materials and methods of research. To solve the goal we used the following research methods: theoretical analysis and generalization of psychological and pedagogical and scientific and methodological literature. Results of the research. Conflict is an extremely complex and controversial socio-psychological phenomenon, the root causes of which arise and develop scientists are just beginning. For all the pros and cons of conflict, they are inevitable and, moreover, often necessary. Sometimes conflict is the only sure way to solve a difficult problem.

Thus, the conflict can be seen as a process of extreme aggravation of contradictions between two or more parties of social interaction, accompanied by negative emotions. It is an open or hidden confrontation between these parties as a result of their defense of mutually exclusive interests, goals, positions, judgments or views. At the same time, each of the conflicting parties considers itself right and resolutely enters into the struggle for their interests. Conflicts arise because of the conflict of interests and social attitudes of people, they need to be resolved, because without this the normal functioning of the social group, the team is impossible. Conclusions and prospects for further research. The components of conflictological competence are defined and systematized into two blocks: professional characteristics and personal qualities. It is determined that the positive impact of the conflict on the social environment is that it: intensifies public life, highlights unresolved issues, actualizes humanistic values, can contribute to the creation of a friendly team.

**Key words:** physical education teacher, conflict, conflict situations, conflictology.

**Formulation of the problem.** Modernity puts forward quite strict conditions for the formation of a favorable psychological climate in the team of physical culture. The negative impact of conflicts on the teaching staff and the children's team in which the teacher works is quite clear. Young teachers, trainers and teachers who have just graduated from higher education institutions are not always able to effectively, objectively and constructively approach conflict resolution.

In recent years, the process of forming the ability of future physical education

teachers to quickly and accurately deal with conflict situations has become crucial. Despite the fact that in some higher education institutions the educational component "Psychology of Physical Education and Conflict Studies" is studied with students of faculties, institutes and departments of physical culture and sports, practical skills in dealing with conflict situations remain underdeveloped. Therefore, the low level of application of the acquired theoretical knowledge of conflictology in practice leads to an inadequate level of formation of the ability to resolve conflicts in future teachers of physical education. Because this is a very important skill for teachers in this field, because the conditions of physical education lessons in themselves can contribute to conflict situations. That is why the training of physical education teachers to resolve conflicts and study conflict studies is a very relevant and actively researched problem among modern scientists.

### **Analysis of basic research and publications.**

The issue of conflicts is the basis of numerous studies IV Vashchenko (2013), OM Konopatska (2014), Yu. I. Rogutsky (2020), VN Ryabtsev (2001) [1, 4, 8, 9].

However, scientists consider conflicts as a multifaceted phenomenon: as a structural component of communicative competence TI Sergienko, as a set of personality qualities that ensure the successful performance of professional functions TG Sukhorukov, as a component of socio-psychological competence of the individual GV Nazarov, A.D. Romanov, as a component of professional competence IV Kozych, as a condition for successful adaptation in the workplace TL Mostenskaya [3, 6, 7, 10, 11].

Despite this, in modern psychological and pedagogical science there is no single approach to determining the structural components of conflict. Nor is there the only right way to form the ability of future physical education teachers to resolve conflict situations without error and quickly.

**The purpose of the study** is theoretical analysis, synthesis and specification of structural components of the process of formation of physical education teachers' ability to resolve conflict situations.

**Materials and methods of research.** To solve the goal we used the following research methods: theoretical analysis and generalization of psychological and pedagogical and scientific and methodological literature.

**Results of the research.** Modern conditions of teaching future physical education teachers, by studying such educational components as: "Psychology of Physical Education", "Psychology of Sport", "Psychology of Physical Education and Conflict Studies", form in them literacy, awareness and culture in conflict rather than skills in practice to resolve conflict situations. To do this, you must first form the conflictological competence of the teacher and determine the structural components of this concept.

Because the process of learning and education, like any process due to the development of personality and interpersonal relationships, is impossible without contradictions and conflicts. Confrontation with students, whose living conditions today cannot be called favorable, is a normal part of the real life of a future teacher. The effectiveness of the educational process in the school is largely determined by the nature of the interaction between teacher and students, which covers a range of various connections, relationships, emotional manifestations, etc. Naturally, in the process of this interaction there are always difficulties, problems and contradictions. For example, in a traditional high school, for example, a teacher and a student often oppose each other, at least because the teacher is constantly making demands, and the student must comply

with them. Thus, one of the most important problems is the break in the minds of students of the stereotype "teacher is the enemy and the source of trouble."

However, conflicts, individual conflict situations, incidents occur in the educational process on a daily basis. One of their reasons is, for example, differences in understanding the socio-psychological role of teachers and students in this process, ie ideas about their subject-subject or subject-object relationship. Pedagogical conflict, as a phenomenon of real pedagogical reality, according to some domestic researchers, should be studied, evaluated, perceived in practice in conjunction with the research efforts of teachers, psychologists, physicians, physicians, sociologists, lawyers, management professionals [5].

Sometimes teachers try to resolve the conflict in their favor with an authoritarian leadership style, and sometimes even succeed. However, this success is only an appearance, because the conflict with the unresolved cause turns into a hidden form, and the teacher loses credibility in the eyes of students.

Therefore, when resolving conflicts and resolving problematic situations, the teacher can do the following:

1) repressive (public negative assessment of actions or level of skills of the student, complaints to the directorate and other administrative actions);

2) unconstructive (postponement of the solution of the problem that has arisen, the threat of negative consequences for the student in the future, etc.);

3) constructive actions to change the negative situation (switching students' attention to something positive, self-irony, conversation without the negative and all the other techniques described above) [5].

It is obvious that only the third option allows to change the conflict situation and contribute to its normalization. These three forms of action - and especially the last - reveal our position on overcoming conflicts in the learning process. We also believe that a student will break discipline if the only thing he has to do is passively perceive information. Conversely, a student will not think of violating discipline and provoking conflict if he takes an active part in the work at each stage of the lesson.

However, from the beginning of the study of conflict as a psychological phenomenon, the controversy over what it brings with it for a person - positive or negative - does not subside. Some psychologists claim that the conflict has positive results because it:

- helps to identify the problem and different points of view on it, to find different approaches to solving problems;

- helps to increase the efficiency of activities;

- can sometimes unite the team against external pressure.

Proponents of the other view argue that the conflict is negative because it:

- leads to a deterioration of the socio-psychological climate in the team;

- increases people's nervousness, leads to stress;

- distracts many people from performing their official duties.

Proponents of the two sides are right, because conflict is an extremely complex and controversial socio-psychological phenomenon, the root causes of which are still being studied by scientists. For all the pros and cons of conflict, they are inevitable and, moreover, often necessary. Sometimes conflict is the only sure way to solve a difficult problem.

Thus, the conflict can be seen as a process of extreme aggravation of contradictions



between two or more parties of social interaction, accompanied by negative emotions. It is an open or hidden confrontation between these parties as a result of their defense of mutually exclusive interests, goals, positions, judgments or views. At the same time, each of the conflicting parties considers itself right and resolutely enters into the struggle for their interests. Conflicts arise because of the conflict of interests and social attitudes of people, they need to be resolved, because without this the normal functioning of the social group, the team is impossible.

Yu. I. Rohutsky considers the teacher's ability to resolve conflicts as the goal of the process of preparing future teachers to resolve conflicts. Pointing out that conflict competence is an integrative concept: a component of the professional competence of the future teacher and a kind of special competence.

According to the scientist, the conflictological competence of the future teacher should include three components:

- information component;
- operational component;
- axiological component.

The information component forms knowledge on finding out the causes of conflicts, the specifics of people's behavior in conflict situations, the typology of conflicts, stages of their course, behavior, ways of confronting and resolving conflicts [9].

The operational component is characterized by the teacher's ability to influence the conflict situation, resolve it constructively, the formation of the ability to take responsibility for the consequences of the decision and resolve the conflict situation.

The axiological component performs: motivational, volitional, emotional, reflexive and existential functions of effective conflict management.

The personality characteristics of the conflicting subject are his individual psychological personality traits, such as temperament, character and type of nervous system.

Normative and ethical boundaries of conflict resolution include the ability of conflicting parties to interact without going beyond reasonable, honest and open presentation of contradictions [2, 7].

Conflict competence, from the point of view of G.V. Nazarov, means social competence, which is formed on the basis of social, individual and personal levels of professional activity. Conflictological competence is perceived as an integral quality of personality, which consists of conflict-generating properties: intellectual sphere, emotional sphere, motivational sphere, sphere of self-regulation and subject-practical sphere [7].

T.I. Sergienko proposes a scheme of conflict competence of all subjects of educational activity, which is based on the worldview of the subjects of innovative development and the structural and functional model of strategic subjects. According to the scientist, conflict competence is the ability of the subject of educational activity in a situation of real conflict to carry out activities aimed at minimizing the destructive consequences. He identifies five groups of components of this ability: purposefulness, reflexivity, sociability, sociability and ability to develop [10].

I.V. Vashchenko considers conflict competence as readiness:

- to prevent conflicts;
- minimize destructive forms of real conflict and translate them into a constructive direction;

- act as a mediator in resolving the conflict [1].

T.G. Sukhorukova proposes to consider the structure of conflict competence through the prism of the characteristics of conflict communication. From this point of view, the main components that form this competence are:

- "I-competence" - adequate orientation in one's own psychological potential, as well as in the potential of another participant;
- situational competence - the ability of participants to act in accordance with the situation [11].

T.L. Mostenska defining the structural components of conflict competence, emphasize the three-component structure of competence: the substantive sphere, sphere of activity and personal sphere [6].

O.M. Konopatska offers a structural-dynamic model of conflict competence. According to the author, the structural components of this model are socio-psychological, operational and behavioral characteristics of the leader, the leader [4].

G.V. Lozhkun considers conflict competence as a structural component of conflict culture of a specialist, defines it as a system of conflict skills for conflict resolution.

I.V. Kozych considering the conflictological competence of the teacher, identifies the following interrelated components:

- cognitive component - a system of scientific and theoretical knowledge about different sides of the conflict;
- emotional and volitional component - the ability of the individual to consciously manage their emotional and volitional state in conflict and pre-conflict situations;
- motivational component - the orientation of the individual to a constructive solution to the conflict situation, the absence of conflict phobia;
- reflexive component - the ability of the individual to explore their own potential and the ability to reconstruct the components of the psychological image of their partners and conflict situations;
- behavioral component - mastering behavioral strategies in conflict and their adequate use [3].

The study of existing approaches to the structural components of conflict competence allows us to present our own idea of the structure of conflict competence of the future teacher, systematized into two blocks: professional characteristics and personal qualities.

The personal qualities of the teacher, in our opinion, include: reflection on their own behavior (analysis of the situation before the conflict, during its course and analysis of behavior in a post-conflict situation), empathy (understanding and compassion for the opponent), emotional flexibility (ability to quickly restore emotional state post-conflict situation and control over the expression of emotions in a conflict situation), pedagogical tact (adherence to the norms of teacher behavior), creativity (search for new options for resolving conflict situations, creativity in conflict), self-development (ability to learn, self-improvement, learn new things), openness feelings and thoughts), ethics (compliance with ethical and moral norms of society), spirituality (manifestation of a high level of self-organization).

The block of professional characteristics consists of:

- theoretical knowledge of the conflict, knowledge of corporate rules, regulations of secondary education, knowledge of innovative methods of organizing educational activities;

- practical skills of constructive resolution of conflict situations, the ability to organize group work; constructive conversation skills and conflict prevention skills.

### **Conclusions and prospects for further research.**

Conflict competence is a multifaceted phenomenon. Its essence and characteristics of structural components depend on the theoretical and methodological position of the study. The components of conflictological competence are defined and systematized into two blocks: professional characteristics and personal qualities.

It is determined that the positive impact of the conflict on the social environment is that it: intensifies public life, highlights unresolved issues, actualizes humanistic values, can contribute to the creation of a friendly team. But the negative impact of the conflict is the disruption of the system of relations, the deterioration of the socio-psychological climate, the quality of joint activities, reducing the sense of collectivism.

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## THE ESSENCE OF THE LANGUAGE NORM

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The language of the media actively influences the literary norm, language tastes of modern Ukrainian society and the formation of new traditions in speech.

Modern media language, the language of online publications in particular, is characterized, on the one hand, by the powerful pressure of unregulated language elements - slang, slang, spatial vocabulary, on the other - the influx of borrowings (mostly English), unmotivated and excessive use of such.

Researchers believe that there are currently no uniform criteria for assessing trends and laws in the texts of online publications. Some focus on the traditional norm of the past and believe that modern changes in the vocabulary of the language cause the decline of the entire language system, others are in favor of verbal freedom, reject any restrictions on the use of language/

Adherence to current norms is the basis of the culture of speech in the media. The normative-evaluative approach to linguistic phenomena is conditioned first of all by the fact that the development of language is influenced by its internal laws and laws, but to a greater extent by those who speak and write it. "Therefore, we need to understand language not just as a subject of study, but also as a social value that should be taken care of, protecting it as much as possible from harmful influences and destructive phenomena". The issue of linguistic ecology is also acute, because in the context of expanding the information space, language not only reveals its potential, but also "absorbs" foreign language elements, without which it is possible to do without, which negatively affects the language system.

## THE PRINCIPLE OF CENTRICITY: THE BASIS OF BALANCED DEVELOPMENT OF THE SOCIAL SYSTEM

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The approach is offered according to which sustainable, balanced development of any system can be successful just if the system is concerted with the principle of centrality.

What is system's centrality? Firstly let us turn to the beginning of European philosophy and recall that *systematicity* was a fundamental characteristic of all existence in the Ancient Greeks. This is evidenced by their use of the term of *Cosmos* as a definition of the *integrity* and orderliness of the world. They (the Greeks), through Parmenides, characterized the absolute connection of all specific existences in the world with the word *being*. Thus the *being* (absolute interconnection of all existences) becomes the only universal spiritual power, which, according to Parmenides, is such One (Single) that is present everywhere and in everything as the essence of all existence, it (Single) is the *center* of being's integrity.

In modern rationalist European philosophy, the original basis of this view is called the principle of centrality (centering - J. Derrida). Thus, it turns out that in Parmenides, any existence does not contain the periphery, because it is in its essence - *being*, that is the Single (the center of any existence). So the Single is represented in any point of existence.

Centrality, discovered by the ancient Greeks as the essence of any holistic system, was further considered by European religion and philosophy. Thus, for the medieval T. Aquinas, as well as the modern G. Hegel, the whole world, is the *whole*, because the *center* of existence of the world, according to Aquinas, is God, and according to Hegel in the center of the *being* of the world is the World Spirit in the form of the Absolute Idea. Being (the center) is connected to the *world* in such way that every particular thing, plant, animal, person is centered, because they are representing by themselves their center of the world - God or the Absolute Idea, which becomes the *matrix* of each particular existence. According to the logic of both Aquinas and Hegel, the world in a condensed form is *God* or the *Absolute Idea*. Conversely, God or the Absolute Idea in the expanded form is the world. In this spherical vision of being - the *center* reveals itself everywhere, which means that according to these philosophers being does not contain the *periphery*.

Speaking of the *social* world as a *social system* (tribe, ethnic group, nation, country, state), it includes such the constituent subsystem as a person (individual, person, personality, citizen). Human as a social beings have the social matrices of existence as the center of their being, which should to connect their past with the present and determine the guidelines of their life.

Regarding the centering of both the individual and the community, we turn to the conclusions of the French social psychologist G. Lebon, according to which, the

individual is the product not only of his immediate parents, but also "a number of his ancestors". In the approach to the formation of society as a centered system, we recall Lebon's following conclusion: to form in the nation, at least weakly, "that community of feelings that creates their soul, it took more than ten centuries" (Лебон). He goes on to say that such *stability of the soul* "changes very freely over the centuries". In fact, they are *acquired matrices, programs, schemes of activity, communication and behavior* which perform a function of individual mental **center**, which G. Lebon defined by the term "*national character*". In the literature of the twentieth century the modern equivalent of this term came into scientific circulation called "*national identity*". The national identity as a center of personality is perceived by the personality as its own **self-identity**. In this case, the self-identity of the individual becomes the bearer and representative of *national identity as the center* of individual's community and individual himself. This enables the centered individual to express a position on the question: "Who am I?", "What should I be guided by in choosing my own position?" However, making a choice always means *internal variability* under the influence of family, territorial, religious, gender, ethnic, professional and other identifiers. However, individually, in the case of self-centeredness, during changes, does not lose its *center*, which connects its belonging to the community by the same attributes that are combining the others with this community. These attributes of community, says the modern French philosopher W. Decombe, are the part of "what I call *"being yourself"*, it is first and foremost a language. It is an attribute, an essential power of the centered personality (Декомб). In it, the individual expresses his identity, his center, which is the centered existence of his community as a nation (political or ethno cultural). In this context the answer on Huntington's question "who are we?" is relevant for today's Ukrainian community, which represents unity and patriotism in opposition to the Russian aggressor: "We know who we are only after we know who we are not and often only when we know who we are against" (Гантінгтон).

Today the Ukrainian nation (state) asserts its existence by its own centricity, uniting in a single urge to resist the aggressor. After all, Ukraine has a historical experience not only of centricity, but also of decentricity of its existence, of its fragmentation, peripherality. The nation remembers the existence of its citizens in the decentrated Ukrainian community as divided into a set of fragmented existences, which was outside its essential characteristic - to be a whole. Society existed after losing its center, although without an integral condition for the balanced existence and development of the social system. Thus, at that time, Ukrainian society was not yet a community of self-sufficient, self-organized and civilized individuals.

We can conclude that each system is developing if it is holistic and centered. A necessary condition of the development of the social system is its organic combination with its subsystems. The subsystem, as a community of self-sufficient centered individuals with their civic positions, serves as a social spring and a center of balance in the further development of society.

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## **THE REASONS FOR THE LOW SPEECH CULTURE OF MODERN UKRAINIAN ONLINE PUBLICATIONS**

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The results of the study (2009-2018), based on 86 in-depth interviews with journalists, editors and top managers of media companies (30 organizations in total) on topics related to the development of the media convergence process in media outlets, allowed us to conclude that a number of circumstances, one way or another related to the process of media convergence, led to the process of general decline of media speech culture. We are talking about the constant increase in information flows, the development of user content and the blogosphere, the transformation of journalism as a system of professional activities, economic difficulties faced by many media companies.

Scholars consider media convergence to be one of the important reasons for the low speech culture of online publications. Theorists and practitioners working in the media are unanimously convinced that the online version is indispensable for publishing breaking news, which will attract as many users as possible to the site. On the one hand, this is a convenient way to publish the material as soon as possible. On the other hand, it is the increased presentation of information that becomes one of the root causes of speech errors. The emphasis on speed has always been relevant to the news, but in the past most newspaper journalists spent the whole day creating the issue and producing content, which was enough to thoroughly check factual information, spelling and punctuation, and stylistic errors. Another factor in the emergence of numerous regulations in the electronic media is the ignorance of journalists of the norms of modern Ukrainian literary language. Back in the late 1990s, Western European and American media outlets raised the issue of a lack of edited information, pointing out that we were entering an era where anyone could be a reporter.

## **YOUTH SLANG AS A MANIFESTATION OF LEXICAL INTERFERENCE**

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Today, one of the most interesting, but little-studied language subsystems is slang. This is due to the fact that still in science there is a widespread attitude to slang as a peripheral, brutal, substandard phenomenon of the lexico-semantic system of language, which does not need to be studied and recorded in lexicographic works

Three waves in the development of youth slang, which merge with the three waves

of language development, have been studied.

1. The first dates back to the twenties. The language of students, adolescents and young people was colored by many "thug" words.

2. The second wave dates back to the fifties, when "stilettos" appeared on the streets and dance floors.

3. The emergence of the third wave is associated with a period of stagnation, when the atmosphere of public life gave rise to informal youth movements and "hippie" young people created their own systemic slang. For example, "throat" (girl), "drag" (pleasure), "pussy" (narrow sunglasses).

Types of youth slang are characterized: emotional words and expressions, words and expressions with emotional meaning, words with emotional component of meaning, etc.



# ENVIRONMENTAL AND TECHNICAL ISSUES OF SUSTAINABLE DEVELOPMENT

## ESTABLISHING THE POSSIBILITY OF REUSING THE SPENT SORBENT OF THE FOOD INDUSTRY

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The issue of conservation of water resources, which have recently been constantly polluted by untreated industrial and domestic wastewater, is relevant today in Ukraine. Various physicochemical methods are used for water purification, among which the most popular is the method of adsorption using a variety of both natural and synthetic sorbents.

Sorption methods are widely used for purification of industrial water of food production from organic impurities, purification of washing water of copper process from copper (II) ions and sulfide-alkaline solutions of chemical and petrochemical productions from sulfide and hydrosulfide ions. It is important to not only purify water and reuse it in closed production cycles, but also to obtain, as another component of the water purification process, the final products.

However, as a result of cleaning, solid waste is formed, which is often buried or stored in dumps. Significant amounts of activated carbon (AC) and diatomaceous earth (K) used in the food industry are not reused. The problem of accumulation of spent sorbents is partially solved by restoring their sorption properties for reuse in purification processes.

The possibility of regeneration of the spent (after the stage of sugar syrup purification) industrial sorbent (AC + K) consisting of activated carbon (AC) of Decolar A brand and diatomaceous earth (K) of industrial brands Bekogur 200 and Bekogur 3500, with the purpose of its further use for local sorption wastewater treatment of individual industries has been found.

The condition for reuse of spent industrial sorbent (AC + K) was its regeneration.

In work [1] it has been shown that the stepwise treatment of the spent industrial sorbent (AC + K) with water, and then 1.25 % NaOH (or successively 1 % NaOH and 4 % HCl) allows to 100 % restore the sorption capacity of the investigated sorbent. Rational parameters of the regeneration process of the industrial sorbent (AC + K) have been established: mass ratio (AC + K) : H<sub>2</sub>O = 1 : 4; regeneration time 45–60 minutes; process temperature 50–60 °C; the stirring intensity of the reaction mass is 200 rpm. X-ray phase examination of the surface of the samples of industrial sorbent (AC + K) confirmed that the recovery after regeneration of its sorption capacity is associated primarily with the passage of acid-base chemical reactions on the matrix surface of the sorbents. The possibility of effective usage of the regenerated industrial sorbent (AC + K) for purification of water solutions of production of soft drinks from organic impurity

has been established [1]. The basic technological scheme of the regeneration area of the spent industrial sorbent (AC + K) and purification of industrial water in closed cycles of production of soft drinks from organic impurity has been developed [2]. The refractometric method has determined the residual amount of sugar in water solutions after regeneration of the spent industrial sorbent (AC + K) and has found that the amount of organic impurities in one cycle is reduced by 2.9 times, which indicates the effectiveness of the proposed method of purification.

In order to establish the possibility of using regenerated industrial sorbent (AC + K) for local sorption treatment of sulfide-alkaline wastewater of chemical (petrochemical) industries from  $S^{2-}$ ,  $HS^-$ -ions, the adsorption treatment of model sulfide-alkaline solutions, which are close to the wastewater of the Kremenchug Refinery (PJSC "Ukratnafta") by sulfur concentration [3,4].

It has been shown that at a ratio of solution: (AC + K) = 100 : 40 at a temperature of 20–25 °C and an exposure time of 24 h, the degree of extraction of total sulfur ( $S_g$ ) from solutions is 96.6 %, which confirms the effective use of regenerated industrial sorbent (AC + K) and the possibility of its practical usage. It has been found that the amount of adsorption of sulfide- and hydrosulfide- ions on the investigated industrial sorbent significantly depends on the initial concentration of sodium sulfide in solution. In the case of a more concentrated solution, accept the adsorption on the surface of the sorbent, there is adsorption, which is associated with intradiffusion processes. X-ray phase analysis of the surface of the industrial sorbent (AC + K) has confirmed the amorphous composition of activated carbon and the presence of the main cristobalite  $SiO_2$ , 4.02, as well as a number of peaks of different modifications (cubic, orthorhombic)  $Na_2S$ .

The possibility of using regenerated sorbent (AC + K) for purification of washing waters of electrochemical copper plating from copper (II) ions has been established [5].

It has been found that the degree of extraction of copper(II)-ions from the studied solutions with a concentration of 150 mg/dm<sup>3</sup> is only 23.3 %. The obtained data indicate insignificant adsorption of  $Cu^{2+}$  by regenerated industrial sorbent (AC + K), which is explained both by the nature of the adsorbate and the morphology of the adsorbent after its acid-base activation. In the region of low pH values, the degree of sorption is small, as the carboxyl and phenolic groups of the sorbent are protonated; at relatively low concentrations of copper(II) hydrogen ions compete free sorption centers. It has been established that without additional activation (modification) of the matrix surface of sorbents (AC + K) the use of this method is not expedient.

In order to increase the efficiency of extraction of copper(II) cations from the galvanic wash water of the copper plating process, the sorption surface of the regenerated industrial sorbent (AC + K) was modified with sulfide-alkaline solutions. It has been found that the use of a industrial sorbent, the surface of which is modified with sulfur-containing ions ( $S^{2-}$ ,  $HS^-$ ), increases the degree of extraction of copper(II) cations from the washing galvanic waters of the copper-plating process by 60 %. The possibility of undergoing topochemical transformations has been established by IR spectral and X-ray phase studies [5].

The obtained modified surface of the investigated sorbents [(AC + K) + CuS + S] was used as an active component of plastic lubricants as the final industrial product [3].

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## MAIN DIRECTIONS OF DEVELOPMENT OF RAILWAYS SYSTEMS BASED ON THE PRINCIPLES OF INTEROPERABILITY

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The railways of Ukraine are the main mode of transport, which is an active participant in the international network both in the delivery of passengers and in the transportation of goods. Railway transport is characterized by advantages - the distance of transportation, the convenience of sending bulk cargo in international and domestic traffic, the possibility of widespread use of modern means of mechanization of cargo operations. The conditions of competition necessitate a revision of approaches to the implementation of logistics functions on the railways in the context of increasing the priority of environmental protection and increasing the social responsibility of the carrier determines one of the strategic directions of transformation of domestic logistics.

The interoperability of transport must comply with the directives 96/48 / UN and 2001/16 / UN already formed and implemented in the EU, which are essential EU documents in the field of technical regulation of railway transport. In accordance with these standards, the basic requirements for transport systems in general can be applied to all railway lines (taking into account their specifics) and should be aimed at addressing issues in the following areas of operation: safety; reliability and availability; health; environmental protection; technical compatibility.

Container and piggyback transport have recently become promising ways of delivering goods in many countries. The development of combined and multimodal transport in Ukraine involves the introduction of the principles of interoperability, in particular rail, water and road transport. As a result, piggyback, container trains and route container groups of cars, as well as combined transport trains run on the railways of Ukraine in the direction of international transport corridors.

The leading position of railways is determined by their ability to carry out regular transportation, move the bulk of flows of bulk and container cargo, ensure resource mobility and synchronize production with the points of origin of material flows, places of consumption, large enterprises and seaports. The basis that determines the scope and principles of work based on the formation of logistics transport systems is the Directive 2006/920 / UN "Traffic, Operation and Management", which deals with the technical specification of interaction in European railway systems.

In these conditions, the strategy of development of the transport industry should be based on the introduction of logistics technologies, provided technical, technological, informational and other areas of compatibility (interoperability) in interoperable transport systems. Among the logistic concepts that are recommended for use in the transport industry, we can highlight:

- SCM - Supply chain management;

- DDT - Demand-driven techniques (demand-oriented logistics);
- Virtual logistics;
- Time-based logistics;
- E-logistics (electronic logistics and digitalization);
- Green Logistics (green logistics and environmental modes of transport).

In the process of evolution of logistics, the following basic logistics technologies have emerged and developed intensively:

- RP - resource planning (planning needs and resources);
- JIT - Just-in-time;
- LP - Lean Production ("flat production").

In the conditions of structural transformations, railway transport faces the task of creating effective innovative sources of development in a short time, which will ensure large-scale attraction of funds for the development and modernization of the industry, create conditions for sustainable growth and competitiveness of railways.

The analysis of tasks and problems that have arisen in the field of railway transport, revealed the following main areas:

- the need for significant renewal of fixed assets of the railway industry;
- creation of competition in the market of railway transportations and development of private locomotive traction;
- accelerating the increase in the level of resource conservation and environmental friendliness in the development of railway transport infrastructure, improving the quality of interaction between the elements of the national logistics system;
- overcoming the technical and technological lag of railways from the level of advanced countries, creating a domestic system of efficient use of railway equipment and technologies, increasing the level of use of interoperable technologies;
- the need to review and overcome functional and regulatory constraints to increase the volume of transit freight;
- formation of a digital logistics platform to create an intelligent transport system of the country.

In particular, the essence of the economic efficiency of rail transport is to save time in the introduction of multimodal technologies for the transportation of goods, which are carried out continuously and jointly by different modes of transport. This effect is due to the reduction of time throughout the logistics network of cargo delivery with the lowest cost and high quality of services provided to consumers. The competitive advantage of the principle of interoperability in multimodal transport is that services that cover several stages of door-to-door delivery are provided by only one carrier and are usually less expensive and more efficient than conventional transport. The effect of multimodality is formed due to certain indicators: saving time of delivery of goods from production to the consumer, in reducing stocks,

Thus, the main directions of the innovation strategy in the field of transport systems development should become the basis and at the same time a tool for combining the efforts of the state, investors and industry to solve promising general economic problems. This will achieve a synergetic effect and socially significant results, optimize the movement of material flows and ensure its effective promotion by several modes of transport, strengthen economic sovereignty and environmental security of the country and reduce overall logistics costs for producers and consumers.

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## SOCIO-ECONOMIC TOOLS OF MODERN ECOLOGIZATION OF AGRICULTURE

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In Ukraine in recent years, there are certain shifts towards the formation of the management system of the processes of ecological development of agriculture. Close connection with the issues of social and economic direction in the context of environmental protection is actualized by numerous studies of domestic and foreign scientists in the field of economics, technology, public administration, agriculture. They concern the development of territorial and administrative units, business structures, public institutions, etc. Currently, an important task is to develop theoretical foundations and practical recommendations for the formation and implementation of socio-economic tools to enhance and increase the efficiency of processes of ecologization of agricultural production.

Socio-economic development of agriculture, the gradual increase in the volume of irrational and inefficiently used natural resources, increase the level of man-made and anthropogenic pressure on the environment and causes a shortage of their individual types. Analysis of the most influential anthropogenic factors leads to the conclusion about the high level of material and labor intensity of production; significant volumes of chemicals in the process of tillage, to improve soil fertility, pest control. The minimal implementation of wasteless or circular technologies, the spread of outdated technologies, focusing on extensive and heavy machinery is evident. The imperfect system of legal and economic mechanisms of transition to the principles of greening does not help to stimulate the transition to environmentally friendly technologies and innovations in agriculture, for example, the study of the formation of optimal composition of tribological additives to base lubricants showed the possibility of improving the

characteristics of lubricants, which in turn will reduce the cost of operation machines[1, 2].

Traditionally, the ecologization of agriculture is an organizational and administrative activity in the process of interaction between the state and society, aimed at regulating the process of rational use and reproduction of natural resources, improvement of soil, effective combination of nature conservation and environmental management, ensuring environmental safety standards. Consequently, it is a system of making effective management decisions on environmental protection, compliance with existing environmental legislation, monitoring of environmentally dangerous projects. At the macro level, such a system works as ensuring that the management and leading professionals of a company are responsible for violating the principles of balanced socio-economic development and the provisions of environmental legislation. The system of education and outreach activities help to disseminate such knowledge. In turn, negative processes create the preconditions for environmental problems, which in the future may come to the level of environmental disasters of various scales.

Among administrative methods the most effective are regulatory measures, among which most often apply prohibitions, licenses, quotas, measures of administrative and criminal responsibility. However, economic instruments, such as payments for the use of natural resources for profit and the like, are no less relevant and effective. At the same time, subsidies, interest-free long-term loans to carry out environmental protection measures, tax breaks, and ecological insurance provide additional incentives. Such socio-economic tools to ensure at the appropriate level the ecological state of the environment affect the implementation of the strategy of socio-economic development at the micro- and macrolevels.

The importance of the application of socio-economic tools for the development of agriculture is noted in the works of domestic and foreign scientists, in particular, such as: Varchenko O., Gavrish V., Danilishin B., Zinchuk T., Zhelezna T., Ermakova O., Kaletnik G., Kalinchik M., Morozov R., Milovanov E., Levkina R., Nesterchuk Y., Sirenko N., Pogrischuk B., Horishko I., Chaika T., Shebanina A. Under the socio-economic instruments, they primarily consider financial instruments, among which distinguish tax (credit, tax preferences), transfer (grants, subsidies) and innovative instruments (investment in science and technology, innovations to restore the quality of the resources used). However, the introduction of other tools, such as methods of pricing of used resources (paid money for the right to use natural resources to the agricultural enterprise), accounting of economic benefits (certain benefits that create additional income), accounting of economic efficiency as a means of measuring the impact of a particular environmental tool on the environment (comparison of the benefit received from the introduction of the tool with the costs incurred) and others [3, 4].

In the countries of the European Union the most widespread economic tools of ecologization of rural economic activity are ecological taxes, fees, payments (for excess of emissions of harmful substances into atmosphere and natural water bodies, absence of utilization of production wastes); permits, licenses; system of privileges, subsidies, fines and monetary sanctions. A special role is assigned to the system of waste disposal using reliable containers and packaging materials. Such experience of ecologization of agriculture in highly developed countries, including EU countries, is extremely important for Ukraine. However, the greatest attention is paid to the economic tools of taxes and benefits, as the most effective in the effectiveness of environmental factors and having a

clearly pronounced fiscal function. According to the European statistical authorities, the share of environmental taxes in total tax and social revenues in the EU countries in 2020 was 5,4%. This value differs significantly in the West. Thus, the highest shares were recorded in Slovenia (12,3%), Latvia (10,1%), Bulgaria (9,9%) and Greece (9,1%). In Germany, Slovakia and Luxembourg, they were the lowest (respectively 4,1%; 4,0%; 3,5%).

The total amount of environmental tax for damage to the natural environment in Ukraine in 2020 reached 5,2 milliard UAH, which is 6,8% less than the same indicator of 2019. Consequently, the analysis of the total and elemental revenues as environmental taxes in recent years leads to the conclusion about the low level of its impact on the situation and the weak mechanism of the use of these funds in the taxpayers' locations. Thus, in 2021 revenues to the local budget from the payment of environmental tax amounted to 1,076 milliard UAH, and tax debts reached 2,6474 milliard UAH. The leaders of tax revenues were Donetsk, Dnipropetrovsk and Ivano-Frankivsk regions, where the filling of the local budget was at the level of 523,5 million UAH. At the same time Donetsk region among the leaders of the debtors of its tax debts is 1,003 milliard UAH. Among the debtors are Lugansk, Lviv, Kharkiv and Dnipropetrovsk regions (the total debt exceeds 1,100 milliard UAH). Timely payment of taxes was fixed in Kiev (17,9 million UAH) and Odessa region (10,3 million UAH). That is, the regulatory role of the ecological tax is realized only in regions with a large number of environmentally dangerous enterprises.

Orientation on the payment of environmental tax and further dangerous and harmful activities is directed to the use of these funds for the greening of production, while in Ukraine the situation is paradoxical, for this purpose should be implemented measures to improve the mechanism of environmental taxation, such as the development and strengthening of cooperation on environmental protection and agricultural waste management, strategies and prerequisites for socio - economic development, ratification of agreement, agreements on the implementation of innovation.

Differences in the system of environmental taxation of such countries as the Netherlands, the USA, Denmark, Norway, Finland and Sweden are the high level of motivation of agricultural producers to protect the environment despite the high environmental standards. Additional, but more effective economic tools of restrictive nature are: environmental taxes, duties; and stimulating: subsidies, grants, subsidies, soft loans, etc [5].

Therefore, an important prerequisite for the socio-economic development of Ukraine is the effective greening of agriculture. It lies in the creation of such conditions for agricultural producers, when the irrational use of natural resources and environmental pollution is economically disadvantageous. Their main function is to stimulate agricultural enterprises to specific actions that reduce the negative impact on the environment. Such actions should take place in the legal field to regulate environmental protection and the formation of an effective system of agricultural waste management. The growth of competitiveness of agricultural enterprises, the accumulation of funds for further development of material and technical base should contribute to the orientation of their management to implement an effective system of ecological production with minimal payments for its violation. Thus, the sustainable financial condition of enterprises is ensured, a positive image is formed and market positioning of the enterprise and its management as environmentally friendly is strengthened.



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## SUSTAINABLE USE OF LAND RESOURCES OF UKRAINE: THE STATE AND MEASURES OF RATIONAL USE

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The land resources of a country are one of the important economic achievements with unique properties that provide stability for economy and society. It is a solid foundation for social and economic development of a country. However, their current use can lead to significant problems due to unbalanced economic equilibrium. The current level of land use in the country is critical, and further degradation of land resources potential could lead to catastrophic consequences.

Today, land monitoring is an important management in the field of land use and conservation. Its subject is the land of Ukraine. The key objectives of land monitoring are pointed in Article 191 of the Land Code of Ukraine [1]. The land fund of Ukraine is 60.4 million hectares and has a high level of development. About 70% of Ukraine's land fund is agricultural land, about 4% is land for construction. The territory of our country is characterized by an exceptional set of physical-geographical, landscape, hydrological parameters. According to the Center for Systems Research and Development of the Council for the Study of Productive Forces, the most valuable natural resources are land - 72% and minerals - 26%. But this in no way diminishes the ecological and economic

role of water, forest, recreational resources, flora and fauna in creating favorable living conditions for people and the development of the country.

The level of economic development of Ukraine determines strong human and technological impact on environment, including the composition and nature of land resources, the processes taking place in the field of land use. Excessive expansion of arable land on sloping lands destroys the share of ecological balance of lands, which has a negative impact on the sustainability of agricultural landscapes and causes serious harm to humans. As a result, land resources are rapidly degrading, threatening the needs of future generations.

Particularly threatening is the gradual degradation and reduction of soil fertility. The main types of soil lead to degradation of land and cost about 40-50 billion UAH per year, 23-28 billion UAH of that amount needs to be paid due to unbalanced loss of humus and nutrients, lack of products and loss of soil due to erosion - 17-22 billion UAH.

According to the State Statistics Service [2], the area of arable land from 2015 to 2020 increased by 216 thousand and today is 32.8 million hectares. At the same time, according to the scientific assessment, in order to ensure scientifically reasonable standards for use of products in Ukraine, it is necessary to have 17.7 million hectares under cultivation, and 22.6 million hectares, taking into account food export proposals.

Transformation of degraded lands by siltation or afforestation:

- will increase the area of land under the objects of the nature reserve fund, which, according to the State Statistics Service, from 2015 to 2020 increased by 0.17% and today accounts for 6.77% of the country's territory;

- will expand the area of forest territories, which, according to the State Statistics Service, from 2015 to 2020 increased by only 0.09% and today is 17.71% of the territory of Ukraine.

Depending on the acidity, salinity, compaction, pollution, some land resources are in pre-crisis situation, sometimes crisis and, accordingly, tend to deteriorate. The crisis situation with the use of land resources is reflected in non-agricultural lands. In most areas, land use is impractical due to imperfect standards, especially the low level of preparation of design and technical documentation.

Land consumption in the main sectors of the economy is 2.5-2.7 times higher than in countries with a high level of social and economic development. The mining industry has extremely high rates of land use. Extensive use of surface mining methods has led to the destruction of large areas of soil cover. This reduces the amount of reclamation of disturbed lands.

Contamination of land with various toxic wastes indicates that contamination of land with radionuclides, heavy metals, pesticides and infectious diseases poses a great danger to the environment and human health.

Negative geological phenomena are common for more than 50% of the area of Ukraine. Mountainous areas are especially dangerous. The main reasons for this situation are the unwise use of national land resources, the continued decline of land quality and productivity, irregular changes of land nature as a means of production in the market.

Nowadays, not all agricultural enterprises have sound technologies for crop rotation and soil protection when planting crops, which leads to depletion, reduced soil fertility and land degradation.

Land use efficiency is a complex analysis of many factors and indicators that accompany the process of land cultivation. The variety of factors and their influence

determine the different points of view that scientists use to assess the effectiveness of land use. It should be emphasized that the definition of "efficiency" can also have different meanings: environmental, economic, social and so on. In our opinion, in order to use the land effectively and protect the environment, attention should be paid to land protection through the implementation of the marketing concept of restoration and protection of useful properties of land for various purposes [3].

Current situation of the land resources can be called tense in most of Ukraine. Therefore, today land should be considered as a valuable commodity, around which production, logistical and social foundations of forms of agriculture have to be formed. This is the only way how to achieve efficient use of the resource of the potential of agribusiness and sustainable development of the whole industry.

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## **TOURISM INDUSTRY: CHALLENGES AND PROSPECTS**

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The COVID-19 pandemic in 2020 caused dramatical damage – a large-scale global crisis in many areas of life on our planet - from human health security, geopolitics, and economics to climate change management. It has forced the tourism market to reconstruct the management and development of tourism products and destinations, to adapt quickly to changing tastes and preferences of tourists, the peculiarities of travel planning in the face of uncertainty due to fear of coronavirus, severe quarantine restrictions, falling incomes, and rising unemployment.

Analysis of the annual reports of the World Travel and Tourism Council [1] showed that from 2010 to 2019 the tourism industry ranked third among export sectors of the world economy, figured steady growth out, which was explained by many factors, including growth in the number of consumers of tourism services with middle-class incomes, simplification the visa regime in many countries around the world.

The Covid-19 pandemic has dealt a devastating blow to the global travel and tourism sector. Since the beginning of the pandemic, the governments have strictly established and controlled the rules of entry and stay of foreigners. Closure of interstate borders at the beginning of the pandemic, falling international air traffic, shutting down hotels and entertainment establishments, restricting the operation of food establishments,

rising unemployment, reducing incomes and savings of consumers, changing structure consumption, restrictions on freedom of movement - led a catastrophic decrease the demand for tourist services.

On the one hand, the loss of tourist income exacerbates the danger to the conservation and restoration of biodiversity in protected areas, where most of the tourism is related to wildlife. In the absence of other opportunities, the local population will be forced to start intensively exploiting natural resources either for their own consumption or for income [3]. On the other hand, the reduction of international tourist traffic has significantly reduced the harmful effects of the transport tourism infrastructure - emissions of greenhouse gases and other harmful substances into the environment.

The crisis in the tourism industry of the world economy has spurred its development towards sustainable tourism, tourism ecosystem, and green infrastructure in terms of the carbon-neutral sphere of activity, investment in energy-saving tourism technological innovations, and job creation that requires highly skilled workers, strengthening the safety of tourists.

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2. Tourism back to 1990 levels as arrivals fall by more than 70%. Date of visit: 27.04.2022. URL: <https://www.unwto.org/news/tourism-back-to-1990-levels-as-arrivals-fall-by-more-than-70>
3. Policy Brief: COVID-19 and Transforming Tourism. Date of visit: 28.04.2022. URL: [https://unsdg.un.org/sites/default/files/2020-08/sg\\_policy\\_brief\\_covid-19\\_tourism\\_august\\_2020.pdf](https://unsdg.un.org/sites/default/files/2020-08/sg_policy_brief_covid-19_tourism_august_2020.pdf)

## **ВЛИЯНИЕ ЭКОМАРКИРОВАНИЯ ТОВАРОВ НА ПОВЕДЕНИЕ ПОТРЕБИТЕЛЕЙ**

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Растущая забота общества об окружающей среде привела к появлению нового типа потребителей, чье покупательное поведение демонстрирует экологическое сознание. Современных потребителей все больше волнует возможное негативное влияние их решений на покупку загрязняющих окружающую среду товаров, что, в свою очередь, влияет на их покупательное поведение. Экомаркирование можно рассматривать как важный инструмент зеленого маркетинга и рекламы, широко используемый для предоставления потребителям знаний об экологических аспектах товара. Поскольку потребители не могут непосредственно проверить характеристики экологически чистых продуктов, они должны полагаться на экомаркировку для подтверждения таких заявлений. Экомаркировка способствует устойчивому поведению, не ставя под угрозу свободу выбора потребителей, но в то же время мотивирует потребителя воспользоваться информацией. Однако иногда производители не предоставляют полную, достоверную и понятную информацию об экомаркировке и это может снизить желание потребителей покупать экопродукты.

Экологическая маркировка – это символ, изображение или формулировка на этикетке определенного товара или его документации, что свидетельствует об экологических аспектах этого товара. Экомаркировка призвана информировать потребителя в краткой форме об экологических преимуществах товара и склонить его купить именно тот товар, который будет иметь меньшее влияние на окружающую среду. Символы экологической маркировки могут быть самыми разными (рис.).

Экологическая маркировка еще не стала привычным явлением, но есть ряд причин полагать, что она может помочь изменить поведение потребителей. Маркировка на пищевых продуктах широко внедряется и исследования показывают, что такие маркировки побуждают к изменениям в покупательном поведении и потреблении.

Зеленые маркировки получили широкое распространение и сегодня во всем мире используется более 450 маркировок. В среднем треть европейцев учитывает экологическую маркировку при покупках. Этот показатель еще выше в таких странах, как Швеция (70%) и Дания (57%).

Существует ряд особенностей рынка экопродукции:

- неоднородное понимание термина «экопродукт», зависящее от уровня информированности покупателя, производителя или представителя ритейла;
- безосновательные заявления производителей об экологических преимуществах своих товаров, вводящие потребителя в заблуждение;
- дезориентация покупателей сотрудниками торговых точек и магазинов, которые, выделяя товары зелеными ярлыками или рассказывая об экоснаках, часто имеют смутное представление о них и доносят до потребителей недостоверную

информацию.

Таким образом, принимая во внимание вышеизложенное, изучение покупательского поведения ответственных потребителей является важной задачей.

Экомаркировка сообщает о различных экологических преимуществах продукции. Самые распространенные из них это:

- экомаркировки I типа, которые оценивают всю цепочку производства продукта от сырья до утилизации и устанавливают повышенные требования к экологическим характеристикам товара;
- органик-маркировки, которые оценивают соответствие стандартам органического сельского хозяйства;
- знаки, которые сообщают об отдельных экологических преимуществах.

Основной мотив покупки экологичных товаров для потребителей – это возможность внести личный вклад в дело сохранения окружающей среды, большое количество людей видят в покупке экотоваров пользу для своего здоровья. Потребители обращают внимание также на этические аспекты производства: отсутствие тестов на животных, справедливые и достойные условия труда работников. Главным признаком по-настоящему экологичного товара для потребителей служит официальная экомаркировка, хотя не все действительно хорошо разбираются в экознаках. Это говорит о необходимости дополнительного просвещения потребителей: они понимают, что экотовар должен иметь соответствующий знак, но пока что плохо ориентируются в этом вопросе. Помимо экомаркировки, потребители склонны обращать внимание на состав продукта – чем короче состав, тем, по их мнению, лучше. Экопокупатели берут меньше пакетов и используют многоразовые сумки, экономят ресурсы, собирают и сдают опасные отходы, специально ищут в интернете конкретный экотовар, читают о нём отзывы, покупают его в специализированных магазинах, смотрят обзоры на специализированных онлайн-порталах и читают комментарии в сообществах по здоровому образу жизни в социальных сетях, либо ищут в магазине полку с экологичными товарами и выбирают среди них.

Получение экологического сертификата и права на экологическую маркировку – это начало пути, которое приведет к успеху. Рынок и маркетинговые исследования отдельных компаний демонстрируют, что эти инструменты действительно усиливают конкурентоспособность и работают на увеличение продаж в условиях их эффективного использования. Экомаркировку можно рассматривать как важную тенденцию, развивающуюся в зеленом маркетинге и зеленой рекламе, а также как маркетинговый инструмент, предоставляющий информацию потребителям и продвигающий зеленые продукты.

Special Eurobarometer 468: Attitudes of European citizens towards the environment.

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# REGIONAL FEATURES OF SUSTAINABLE DEVELOPMENT

## DEVELOPMENT OF RAILWAY INFRASTRUCTURE IN THE POST-WAR RECOVERY OF UKRAINE'S ECONOMY

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Ukraine is currently at war. During the war, the Ukrainian railway suffered significant losses and damage to railway infrastructure, especially after two months of war, when the aggressor changed its strategy of military action and began targeted shelling of the railway. The main purpose of such actions is to prevent the implementation of both domestic and export-import transportation. According to the latest data, the total amount of direct damage to Ukraine's infrastructure reached almost 88 billion dollars, of which 3,5 billion dollars [1]– these are the damages caused to the railway.

One of the main points of the Post-War Recovery Plan of Ukraine should be the reconstruction and creation of new railway infrastructure using special tools of reconstruction, modernization to ensure the viability of society through the provision of transportation services and long-term economic development.

Priorities and tasks for the post-war reconstruction of Ukraine's railway infrastructure should be directly intertwined with the tasks of integrating domestic railways into the EU. To this end, it is necessary to harmonize the Post-War Reconstruction Plan in the railway sector with the objectives of European programs of introductory training and full membership in the EU.

Reconstruction of railway infrastructure should be carried out mainly through assistance in the form of grants rather than loans, according to potential sources of funding (World Bank, EBRD, IMF, Trust Solidarity Fund of Ukraine, which plans to create the European Union, EU Instrument for Pre-Accession Assistance, bilateral assistance at the country level, reparations, Ukrainian Fund for Reconstruction of Property and Destroyed Infrastructure, own financial resources of JSC "Ukrzaliznytsia", etc.). Note that 91% of the Marshall Plan for Europe in 1948-1953 was in the form of grants; the Post-Conflict Reconstruction Plan for Bosnia and Herzegovina for 1996-2004 provided 82% of international assistance through grants [2]. Reconstruction of the railway infrastructure will take place in stages.

The first stage - accounting and assessment of losses, development of the concept of recovery; restoration of vital railway infrastructure. After the end of hostilities, it will first be necessary to: carry out an accurate and complete analysis of the losses of the railway industry, so that the coverage rate is 100% instead of 80% as in Bosnia and Herzegovina, which will determine the needs for external financing.

The second stage is the development and implementation of medium-term projects that should take into account the "bottlenecks" of the pre-war state of infrastructure,



construction of new railway infrastructure of European standard, and modernization of existing and construction of new checkpoints in the western direction.

Instead of the destroyed railway infrastructure, it is necessary to rebuild high-speed railways with a European track width of 1435 mm, where trains can move at speeds of 200 km / h and above, which will expand the industry and converge with the EU and integrate into international logistics chains. In the long run, a full transition to the Euro-standard track is important, at least on the main routes. The following general principles should be followed: energy efficiency; environmental friendliness; security of citizens; quality of service provision; maximum use of labor resources of Ukraine; maximum involvement of domestic products in the process of reconstruction of railway infrastructure and rolling stock, which will have a large-scale socio-economic multiplier effect for the national economy.

The third stage - "green reconstruction" and modernization to eliminate dependence on fossil fuels.

Given the significant damage to the railway infrastructure, which may increase as hostilities continue, and the possible shortage of donor resources in high demand in the economy, transport and railways, duplication, inconsistencies and gaps between donor programs and projects should be avoided.

One of the conditions for success in the implementation of railway infrastructure rehabilitation projects is sectoral coordination and coordination at the state level. This will facilitate the rapid distribution of funding between urgent and long-term sustainability goals and avoid overloading the process with a number of different donor requirements and procedures. The National Council for the Recovery of Ukraine from the Consequences of War, established in accordance with Presidential Decree №266 / 2022 of April 21, 2022, will become such an institution at the state level. It is important that the established institution combines the actions of international donors and the Government of Ukraine, be a liaison between donors and national bodies for the coordination of international assistance and project management, and carry out effective sectoral coordination.

Rehabilitation of railway infrastructure is a priority, as it is a basic link of opportunities for rapid recovery of Ukraine through the provision of links between producers and suppliers, producers and consumers. Restoration of efficient operation of railway transport is a prerequisite for economic recovery of the national economy.

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# INTERNATIONAL COOPERATION FOR SUSTAINABLE DEVELOPMENT

## APPROACHES TO MODELING THE GREEN ENERGY TRANSFORMATION OF UKRAINE IN THE POST-WAR ECONOMIC RECOVERY

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**Introduction.** The war in Ukraine and Russia's aggressive policy are now a challenge for Europe. The current situation highlights how all economies are interconnected and interrelated. One of the essential questions that arise is how to help Ukraine: in repelling an attack, in humanitarian matters, rebuilding its economy, and how it will affect the development of the Polish economy. The economic recovery should be based on an innovative and sustainable basis, not just simplified rebuilding of what was destroyed. There are also numerous issues concerning the place of Ukraine in the European Union and the energy security of Europe. Dependence on Russian raw materials in the short and long term is a threat to economic stability/security and a source of EU geopolitical vulnerability.

The war highlighted that many economies are heavily reliant on fossil fuel energy with a high risk of price shocks and even shortages (fig.1 ). Russia has provided over 40% of European natural gas imports until recently, a key source of heating for many EU households, a similar proportion of coal imports, and around one quarter of oil imports. Gas supply is also a major source of electricity production, with a key role in balancing demand and supply, and an input into industrial production such as fertilisers. Improving the security of energy supply in Europe is a medium-term venture, but significant gains can be achieved already in 2022. The IEA has set out a 10 Point Plan on how to reduce reliance on gas imports from Russia by between one-third and one-half over the next year.

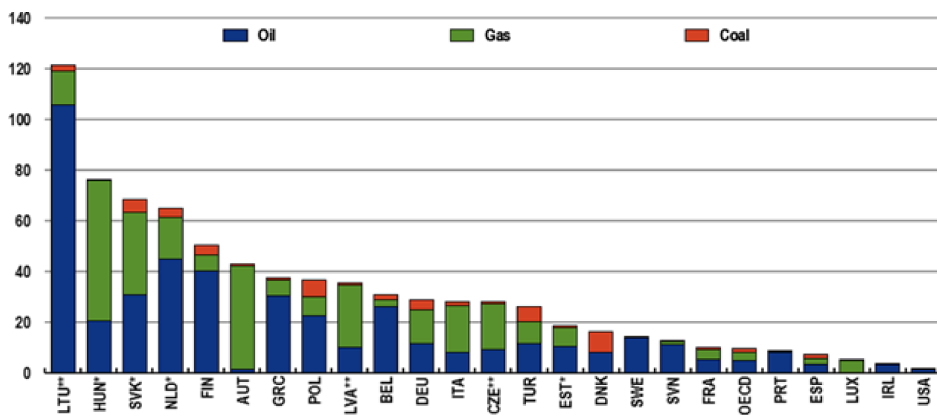


Fig. 1. Figure 1. Russian energy imports as a percentage of total energy supply, 2019 [1]

Global energy transformation [2] states that a large-scale shift to electricity from renewables could deliver 60% of those reductions; 75% if renewables for heating and transport are factored in; and 90% with ramped-up energy efficiency. Also, the energy transformation would boost gross domestic product (GDP) by 2.5% and total employment by 0.2% globally in 2050. It would also bring broader social and environmental benefits. The report finds that health, subsidy, and climate-related savings would be worth more than USD 160 trillion cumulatively over 30 years. Thus, every dollar spent transforming the global energy system provides a payoff of at least USD 3 and potentially more than USD 7, depending on how externalities are valued.

All this highlights the issue of determining the parameters for developing the Ukrainian energy sector, which would combine economic, environmental, and innovative aspects of its operation. Such an approach requires the creation of a favorable regulatory and investment environment and the development of appropriate economic and legal tools. Simultaneously, in the strategic documents emphasize that the imperfection of the regulatory framework poses a threat to the sustainable development of the energy sector of Ukraine and neighboring countries, provided that a common energy space is created. Instability of the law and inconsistency of the content of the regulations with the goals of the state policy in climate change, priorities of economic, environmental, social, and national security policy negatively affect the development of the energy sector or redirect significant public funds.

### Literature overview.

The scale of climate change has necessitated implementation at the international and national levels of effective mechanisms that would significantly reduce the negative consequences. The legal framework for the global climate change agenda is based on a number of international instruments. Decarbonization is a tool for mitigating climate change - a system of measures to reduce greenhouse gas emissions to curb global average temperatures. The New Global Compact (Paris Agreement) sets the precondition for achieving the decarbonization goals. It is the transformation of the world economy based on a "green" energy transition - replacing fossil fuel energy systems with renewable energy systems, including renewable gases, improving the energy efficiency

of national economies. For the European Community, the European Green Deal's strategic document sets the timeframe for completing the transition to a carbon-free economy by 2050. In support of the European Green Course, in line with the Government's Renewed National Contribution to the Paris Agreement, Ukraine has committed itself to carbon neutrality by 2060 by reducing greenhouse gas emissions in all sectors by at least 35% from the level of 1990 till 2030. The implementation of decarbonization tasks has led, including in developed economies, to increasing disparities in the functioning of the energy sector, which provoked a chain reaction of crises and highlighted the protection of national interests in energy. At the same time, the aggressive foreign policy of the Russian Federation and its war against Ukraine have clearly shown that further dependence on fossil fuels can lead to severe geopolitical vulnerabilities. Thus, decarbonization contributes not only to environmental but also to energy security in the long run. Current energy policy requires a pragmatic combination of measures to respond immediately to the energy crisis with measures aimed at achieving decarbonization goals.

Underline that the issue of decarbonization of the energy sector provides an important place in the scientific work of foreign economists. Research in recent years has highlighted the challenges posed by climate change [2-5], the risks and dangers posed by the transition to clean energy, and the associated transformation of the global economy[6-8]. Emphasize that Russia's large-scale aggression against Ukraine points to the threat of fossil fuels, leading to catastrophic geopolitical consequences. However, energy security measures are often the exact actions needed to limit carbon emissions. It points to forming medium - and long-term policies that can ensure secure energy and achieve a low-carbon future.

So far, there is a strengthening of the role of public relations law, special regulation of energy law, in particular as a powerful source of restructuring the energy sector, which can enable society to achieve energy trilemma goals - improving energy security, achieving energy economic goals, environmental protection. Legal research attaches great importance to the problems of choosing the fundamental branch of law, which should include its regulation of relations in alternative energy and decarbonization of the energy sector. He stressed that modern European energy law is branched into several sub-sectors (sustainable energy law, governance law, consumer protection law, environmental law), which demonstrate the tendency to support the primary rights of law and association in a separate array on the public subject. At the same time, relatively rigid internal segmentation and weak functional connections between individual subsystems prevent law and law from leading to transformative economic change. A review of foreign scientific literature on the topic allows us to identify the following primary sources of scientific information [9-12].

The results of scientific research by foreign experts allow us to identify trends in the development of foreign energy law and are the basis for harmonizing domestic energy legislation with international. However, the above publications do not answer questions relevant to Ukraine in the postwar period. In particular, on the priority areas of formation of the legal basis of "green" energy transformation of Ukraine, taking into account the current status of the energy sector and legislation governing public relations in this area. Thus, this encourages more thorough systematic research in this area.

Moving to the Ukrainian point of view on the problem, we need to stress that various aspects of decarbonization are mainly reflected in the scientific works of

economists. The primary attention is paid to analyzing the trend of greenhouse gas emissions in Ukraine, modeling development scenarios and forecasts of greenhouse gas emissions and total investments, and substantiation of the general goals of reducing greenhouse gas emissions [12-13]. Emphasis is placed on the multifaceted and multi-agent nature of the consequences of energy development, the need to develop mechanisms for coordinating related policy areas (investment, pricing, social, etc.), and identifying unconditional imperatives that could ensure targeted energy development [14-17].

In domestic legal science, sufficient attention is paid to the legal regulation of relations in the energy sector [18-23]. At the same time, most scientific papers consider the general principles of legal security of energy security, problems of preventing the negative impact of economic activities of energy market participants on the environment, and economic and legal aspects of creating organizational and legal conditions for gas, and electricity markets. Several scientific works, including monographs and dissertations, are devoted to the problems of energy legislation development. Central to the vast majority of scientific papers are issues of improving the legal field approaches administrative law and environmental law science. The focus is on analyzing the development of legislation that regulates a specific segment of relations arising in the energy sector. For now, it does not always allow to form a holistic view of systemic laws and problems of energy legislation in general, namely such a systematic approach to postwar economic recovery.

The above complements the relevance and emphasizes the need for research on the proposed plan and structure. A review of domestic scientific literature on the topic allows us to identify the following primary sources of scientific information.

**Research results.** The challenges and threats posed by the harmful effects of climate change have led to the transformation of the functioning of the energy sector as a system of interconnections on energy circulation. At the same time, despite the dynamic development in recent years in the framework of adaptation to the legal system of the European Union, energy legislation does not show significant effectiveness. The inadequacy of the state of legal support for the development of the economic sector is objective since the intersectoral nature of legal relations in the energy sector requires a comprehensive systematic approach to their regulation, which would optimally combine elements of administrative, environmental, financial, and financial mechanisms. Based on the economic and legal regulation mechanism, the sphere of functioning of such legal relations is social production. The lack of a comprehensive approach to the legal regulation of relevant links results in sectoral fragmentation, excessive specialization, similar legislation regulating specific segments of economic activity in the energy sector, and, as a result, imbalances in the energy sector, slow pace reforms. This state of legal support does not meet the needs of post-war economic recovery.

A systematic approach to the formation of proper legal support for green energy transformation in the war period can be implemented through legal modeling. Building a legal model of green energy transformation in the postwar economic recovery is required by the parameters determined based on identifying factors influencing public relations, which provides a level in the functioning of the energy state. Determining external factors can be identified in the first place global transformation processes in world energy, the ongoing European integration process, and the consequences of large-scale hostilities. Thus, the parameters of the legal model take the form of vectors determined

by the needs of Paris (effective and progressive response to climate change based on the recognition of specific and unique conditions of each country; and ensuring participation in climate change mitigation of a wide range of participants in relations), and the consequences of the armed aggression of the Russian Federation against Ukraine and the features of postwar recovery and functioning of the national economy. Because of this, the best ways to form the legal basis for "green" energy transformation are acceptable: legal support for decarbonization based on investment and innovation model of energy sector development, the transformation of energy markets based on stimulating competition, development of renewable energy, encouraging demand for "clean" energy. energy"; the transition of coal regions to the low-carbon economy model. However, in developing their priorities, it should be noted that the country's energy forces fighting in the postwar period are higher for the environment. Suppose the maximum emphasis is on the sustainability of the energy source in peacetime, then in the post-war period. In that case, this criterion may temporarily recede with the gradual balance between measures to meet the energy needs of the recovering economy based on available energy assets and measures to achieve goals of decarbonization. The formation of a system of investment and innovation support for the decarbonization of the energy sector in such conditions should include: the combination of economic and legal tools to stimulate environmental and technological modernization through economic influence provided by domestic legislation (innovation, investment, environmental protection, etc.) and those proposed by international agreements and treaties ratified by Ukraine (Paris Agreement, Framework Agreement on Climate Change, etc.), the creation of trust funds that combine public, private and international assistance at various levels. Implementing a permanent approach to the development of renewable energy requires the introduction of legal mechanisms that meet the requirements of operational security of the energy supply system, affect the price parameters of the energy market, and promote the development of various renewable sources. Reducing the use of water and biomethane, the energy capacity of the agricultural sector, waste sector, and increasing heat production from biofuels are the tasks that want to solve the ability at the state level in the development of solar and wind generators. Given the prospects for bioenergy development, the urgent tasks are to provide a legal combination of stimulating the quantitative growth of bioenergy potential and considering the goals of sustainable development in general and the adopted climate strategy in particular.

It determined the legal status of entities and the regime of objects involved in the complex relations arising in reforming the coal industry with the preservation of coal generation, especially against the background of major social and environmental problems that will accompany the transformation of coal mining regions. The process of change in coal enterprises should be harmonized with the norms of mining legislation, carried out with the use of mining technologies, and consider the impact of such transformation on the livelihood of mining towns.

The main directions of legal support for the implementation of these tasks should be determined at the level of integrated acts of a strategic nature. In the long run, they should form the economy's course, taking into account national interests, the current state of the economy, and specified conditions in other policy documents. The post-war situation will require a substantial transformation of legislation based on updating and deepening the correspondence between the National Economic Strategy for 2030, the Energy Strategy of Ukraine for 2035, the State Strategy for Regional Development for

2021-2027, the Strategy for Environmental Security and Climate Change Adaptation. For the further period - The Concept of the State targets the fair transformation of coal regions of Ukraine for the period up to 2030.

The solution of practical tasks of formation of legal bases for the sustainable functioning of the energy sector, corresponding to the post-war state of the economy, and taking into account the purposes of decarbonization, could be realized through development based on the built model of the Concept of legal support of green energy transformation. The Concept will provide specific measures to form a system of economic and legal support based on a program-targeted approach, systemic, comprehensive, balanced legislative regulation of relevant relations, and consistency with the legal framework of economic activity. The application of the program-targeted approach will provide for the harmonization of the goals of legal regulation of relations in the energy sector with the goals of the state policy on the recovery of the country's economy. Moreover, there will be designed policies in the field of climate change and legislative and other normative-legal acts, which determine strategic decisions on the achievement of sustainable development of the state. Another crucial issue is establishing a sequence of legislative support for the long and medium-term to ensure the link between the provisions of the updated legislation by the defined objectives and the consequences of the acts adopted earlier. A systematic approach will promote the compatibility of all elements of legal support, prevent conflicts of legal norms, the creation of gaps and "gray areas" in legal regulation. Balance implies that changes in the legal regulation of a particular group of relations are not accompanied by a decrease in the ability of law to promote the development of relations that are the subject of legal regulation in general. The integrated approach will allow to determine the need for functional connections based on the analysis of the interdependence of normative-legal prescriptions and to provide such links between the norms of legislative acts of different branch affiliations.

The model of the formation of economic and legal support for the green energy transformation of Ukraine could be primarily represented in fig. 2

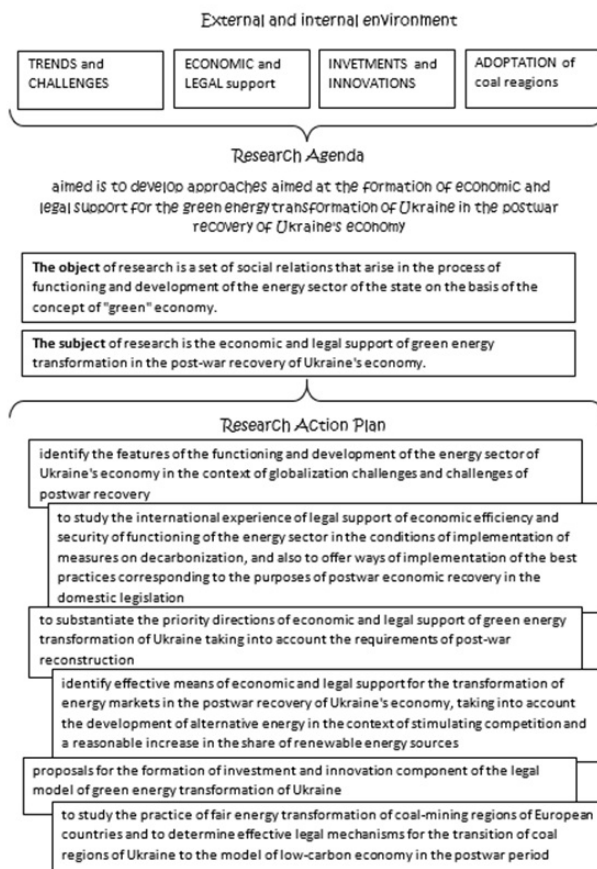


Fig. 2. Figure 2. Model of the formation of economic and legal support for the green energy transformation of Ukraine (Developed by authors)

**Conclusions:** Ukraine has started to implement the tasks of the green energy transition in the long-term impact of negative trends in the economy: "aging" of fixed assets, technological equipment, and low energy efficiency against the background of increasing the deficit of capital investment. At present, the implementation of this transition, at least shortly, will be significantly affected by Ukraine's economic losses, in particular its energy infrastructure, due to the armed aggression of the Russian Federation. The functioning of the country's energy sector is primarily related to fossil fuels - coal, natural gas, and fuel oil. The increase in the share of renewable energy sources is limited by the current state of the energy system, which has suffered significant losses, requires a qualitative transformation, and therefore additional capital expenditures. Overcoming the consequences of large-scale military action does not remove the task of energy transformation from the agenda. Still, it significantly complicates and slows down their implementation in the context of large-scale destruction of Ukraine's economic complex. Thus, the tasks of post-war reconstruction



will include: the prevention of premature decommissioning of existing energy assets to meet current energy needs, combined with their modernization to introduce transition-friendly technologies (equipment to eliminate methane leaks, carbon capture); construction of new ones, in particular instead of destroyed ones, given the advanced innovative solutions. Mentioned above highlights the issue of determining the parameters of development of the energy sector of Ukraine, which would combine economic, environmental, and innovative aspects of its operation. This approach requires the creation of a favorable regulatory and investment environment and the development of adequate economic and legal tools. However, the strategic planning documents emphasize that the imperfection of the regulatory framework is a threat to the sustainability of the energy sector. The instability of legislation and the inconsistency of the content of regulations with state policy objectives in the field of economic, climate, environmental, social policy, and national security priorities negatively impact energy development or divert significant public resources.

For now, one of the primary issues is a substantiation of conceptual approaches and scientific and practical proposals to form an appropriate, adequate postwar economy. It should be harmonized with international law, the goals of decarbonization of the legal framework for the sustainable functioning of the energy sector, practical recommendations to ensure a comprehensive approach to regulation of relevant public relations legal preconditions for the effective combination of the tasks of post-war reconstruction with the provision of a gradual transition to low-carbon development, the formation of a national green course.

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# MODELLING THE IMPACT OF SOCIO-ECONOMIC SITUATION ON THE NATIONAL SECURITY INDEX: THE CASE OF UKRAINE

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Nowadays, ensuring national security is central among all the issues that are strategically important for the development of any country, especially Ukraine under the current military situation. This issue encompasses all the complexity of the transformation process in Ukraine, and is both a condition and a goal of reforming the country. However, military security is a slightly narrower concept from an academic viewpoint. Most scholars define national security or security of a nation as protectability of vital interests of a person, society, and a state in various life spheres from internal and external threats, which ensures the sustainable progressive development of the country. In this case, protectability is understood as the ability of an object or system (nature, person, society, state, etc.) to preserve its qualitative certainty and capacity to perform its functions under the influence of negative factors. Today, scientific discourse on the subject determines the state of national security with the help of indices calculated by reputable international organizations or rating agencies. First of all, this relates to the Global Peace Index, Failed States Index, Political Risk Index, and Corruption Perception Index. These indices are attractive because they are comprehensive and take into account various aspects of national security: political, economic, socio-economic, environmental, informational, etc. However, in our opinion, these indices cannot be perceived as representative for assessing the state of national security of Ukraine, as they disregard the following:

- basic patterns of the emergence of threats in systems of varying function, except, to some extent, the Political Risk Index;
- structural relations between individuals, society, and the state;
- the fact that the index is usually compiled in a certain period as a percentage of a baseline figure, which is taken as 100%;
- achieving a real practical result.

Obviously, these indices cannot be fully used into analysis from a single methodological point. Also, they cannot be used to identify and develop overall assessments of dangerous conditions of systems and to develop appropriate security mechanisms in a way that directly affects the critical parameters of the system, while preventing the emergence of new threats.

In our opinion, the application of a systematic approach is able to tackle these problems from a single methodological standpoint, despite the different content of certain aspects of determining the threshold values of national security indicators. A systemic approach based on theories of systems and national security makes it possible to establish general patterns of threats, regardless of their nature, to develop effective methods of forecasting, deterrence, and if necessary - to eliminate their consequences.

While determining indicators of national security of Ukraine and their threshold

values, real and potential threats should be taken into account in the following spheres: military, domestic, economic, social and humanitarian, scientific and technological, environmental; non-aligned status and Euro-Atlantic orientation of Ukraine's foreign policy.

We suggest that estimates of national security indicators be the result of the practice and experience of the world's leading countries, determined by accurate calculations (such as the depopulation rate), recommendations and regulations of reputable international and European organizations (such as the shadow economy, decile, total public debt to GDP, spending on science and education, crime). To test the accuracy of this approach, we will form an econometric model for the national security index of Ukraine under the influence of an appropriate set of socio-economic factors.

We aim to test the following hypotheses:

- What factors have the greatest impact on the level of national security of Ukraine?
- What is the direction of action of factors on the level of national security of Ukraine?
- What indicators of economic development of the state are relevant for Ukraine in 2020?

Based on previous work on the subject, we consider the impact of the following factors on the studied regression  $Y$  - National Security Index of Ukraine in the period 2001-2019 (source of official statistics of Ukraine and calculations by the author's method):

- $X_1$  - depopulation factor;
- $X_2$  - coefficient of financing the needs of national defence;
- $X_3$  - the level of shadow economy;
- $X_4$  - the ratio of total public debt to GDP;
- $X_5$  - expenditures on science and education to GDP;
- $X_6$  - environmental costs;
- $X_7$  - crime rate.

The use of the stepwise selection model of variables indicated that the multiple linear regression model should include existing variables such as  $Y_{t-1}$  (previous year's national security index),  $X_3$  (economic shadowing level) and  $X_6$  (environmental costs). Characterizing the coefficients of elasticity of the obtained model we can draw the following conclusions:

- when the lag value of the national security index (variable  $Y_{t-1}$ ) increases by 1%, the actual value of the national security index (variable  $Y$ ) increases by 0.856%;
- with an increase in the level of shadow economy by 1%, the national security index decreases by 1.114%;
- with an increase in environmental spending by 1%, the national security index increases by 0.102%.

The general conclusion based on the model is that determining the national security index through the socio-economic paradigm is the right decision, and secondly, Ukraine's national security is highly dependent on the size of the shadow economy and has a significant apperceptive nature.

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## **SUSTAINABLE DEVELOPMENT OF UNIONS OF TERRITORIAL SOCIETIES: INTERNATIONAL EXPERIENCE**

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The current state of development of domestic local government has certain peculiarities, characterized by national, cultural and mental traditions. High intensity of development is explained by the creation of certain conditions for this, which are objective and have a similar evolution in most countries with a high level of socio-economic development. Therefore, the experience of these countries is quite valuable for the formation of socio-economic relations in Ukraine and allows to successfully solve problems on this way, related to the action of factors of purely national character.

According to the current legislation, local self-government in Ukraine is implemented directly by united territorial communities. Also, the common interests of socio-economic development of territories can be represented by rural, township, district or regional local self-governments. The hindering factors in the sustainable development of united territorial communities are: the lack of material-technical, economic, social, informational, legal, personnel and other resource support[1]. It should be noted that the experience of the development of united territorial communities in Ukraine is not significant compared to the leading countries of the world, but its combination in a complex allows to avoid mistakes of both economic and social nature. The possibility of using the experience in the implementation of targeted reforms on the decentralization of united territorial communities will allow to achieve maximum effect in a short time. In addition, the international experience in the development of united territorial communities does not show positive results.

The problems of development of united territorial communities in the theoretical and practical aspects were raised in the scientific works of such domestic scientists as L. Benovskaya, M. Butko, A. Gavrilenko, A. Evdokimov, A. Popova, I. Storonyanskaya, etc. and concerned mainly economic or social aspects [2, 3]. Ensuring the efficiency of functioning and development of integrated territorial communities on the basis of sustainable development necessitates the improvement of existing theoretical - methodological and scientific - practical approaches to the consideration of these processes in conditions of limited resources. This describes the relevance of our research and this publication as a whole.

Among the main positive results of the effective development of integrated territorial communities in other countries is the practical experience. For example, in the countries of the European Union adopted for implementation at the national and regional levels, the relevant concepts of rural development. Among them, in our opinion, the following are the most relevant and effective: The concept of rural development with the transformation of the agro-food complex; The concept of development of backward rural

areas; The concept of rural development through the use of available resources and integration between spheres of production.

The experience of such countries shows the positive result of the functioning of a holistic system of territorial socio-economic and environmental development, where, in addition to the central authorities, regional and local territorial structures take part. Thus, from local taxes, fees, subsidies, local loans, sales proceeds, fines, revenues from the activities of public utilities, interest accrued on municipal deposits, etc. there is an accumulation of funds of the budgets of municipal associations, used to solve problems and ensure the interests of the local population. The boundaries of social and economic policy allow the use of their own money to perform their own functions [4].

The general principle of distribution of funds of united territorial communities in most countries is to take into account their own revenues from the central government. For example, in Great Britain, local budgets are formed in counties, districts and cities; in Germany - in communities and cities; in Switzerland - in cantons and communities; in Norway and Sweden - in rural and urban communes; in Italy and Belgium - in provinces and communes. The share of own revenues of local budgets is formed equally - at the expense of taxes and fees, but their distribution has features. For example, it is possible to fix certain types of taxes between the budgetary levels and their distribution through the regulation of tax rates. This is due to the peculiarities of the ways of distribution of taxes in the state budget systems of individual states [5].

For example, in Germany united territorial communities collect taxes for professional activities, ownership and use of land, entertainment services, sale of alcohol, pet taxes, etc. About 20% of taxes are concentrated in local budgets. During 2020, there were a number of activities aimed at their effectiveness at the municipal level. Of particular importance is the increase in the federal contribution to living expenses by 25 percentage points, which saved about €3.4 milliard in 2020. To strengthen municipal budgets in the short term during the pandemic and to reduce the expected deficit of the municipal trade tax in the federal states, a flat rate of about €11.8 milliard was settled. For example, to calculate the tax liability, the tax rate is provided in the tax base, which has its own features in determining the tariff on the amount of tax and the tariff on the tax rate. The tax rate tariff provides for a fixed amount per unit of taxation. Thus, in case of determining the coffee tax €2.19 are to be paid per kilogram of roasted coffee and €4.78 per kilogram of instant coffee [5].

In France the distribution of tax revenues is different. Taxes are paid in full into the state budget where the main part of revenues (more than 80%) is personal income tax and social security contributions. France has the most centralized system of local taxes, the revenue part of which is formed from the following items: taxes on income from entrepreneurial activity, use or lease of land, transport taxes, fees for street cleaning. The share of direct taxes in the budgets of local governments is about 70%.

State financial aid to local governments has been growing every year and was increased by €525 million in 2021, according to the Finance Act. This was possible in the context of state tax revenues after the abolition of the housing tax and the reduction of the production tax and the property contribution of legal entities to the municipal block. The DGF is expected to be stable in 2022 at €26.8 milliard. Overall stability gives confidence to community residents with Solidarity Grants for Urban and Rural Areas (DSU and DSR), which are expected to grow by €95 million, and for departments, whose grants have grown by €10 million. To support local investment (DSIL) to

rehabilitate social and economic infrastructure, local governments will receive €276 million in payment credits in 2022 and about €500 million in exceptional grants (€300 million and more than €100 million for thermal investment renovation and regional investment development)[6].

In Japan local and regional taxes play an important role, providing almost 35% of all tax revenues in the country and almost 70% of the revenue part of local budgets. The latter include: income and business taxes, personal property tax, sales tax, transport tax, service tax, a variety of fees, compensation for services (fees for parking, sewage, issuing licenses, passports, driving licenses, street infrastructure improvements, use of building facilities, public transport, fees for notary services, compensation fees (for determining the value of land, for preparing land for development), fines for violations of trade rules, conducting business and other activities.

In Poland, the lowest level of local government is the commune, which is responsible for economic and social issues of the inhabitants of a given area. The commune has its own revenues, forms additional subsidies, owns communal property. The high level of autonomy of the commune in conditions of close interaction with territorial districts, communities in the absence of hierarchy and interdependence allows to achieve the maximum level of satisfaction of social and economic needs of the population. Thus, the Ministry of Finance of Poland, on the basis of the agreement between PIT and CIT, offers effective mechanisms of compensation to local self-governments for loss of income. Local governments allocate additional funds (PLN 4 milliard) in the form of subsidies for the development of 1,714 communes in different regions of Poland (water supply and sewage projects). Thanks to the operating profit received, reflecting the potential of the development of local governments in 2021, local governments claim a budget surplus of more than 30 milliard PLN. In 2022, local governments have planned revenues of about PLN 140 milliard from personal income tax, PIT and general subsidies. Thus, the total revenue of all local governments from personal income tax and PIT (including additional 8 milliard PLN) will be higher by 10.3% [6].

Theoretical and analytical sources of information indicate common trends in the implementation of socio-economic reforms in Poland and Ukraine through the creation and development of united territorial communities. This indicates the use of the Polish experience in a general form, taking into account the peculiarities of Ukraine. So, the Polish experience proves obligatory decentralization of territories for effective public administration [7]. However, the history of statehood development, mentality and integration relations show that the pace of decentralization may face problems with the practical implementation of reforms. The basic prerequisites for the development of the decentralization process on the general principles of effective administrative-territorial reform are similar for many countries of the world, but the blind use of international experience does not always lead to a similar result, must take into account the integration and investment prospects of the state.

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## **ОБРАЗ СОВРЕМЕННОГО УЧИТЕЛЯ В КОНТЕКСТЕ РЕФОРМ УКРАИНСКОЙ ШКОЛЫ: ВОСПРИЯТИЕ ОБЩЕСТВЕННОСТИ**

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В 2013 году была принята «Педагогическая Конституция Европы», в которой определена единая ценностная и методологическая платформа подготовки учителей для объединенной Европы XXI в. В контексте активных реформ в образовании в Украине, направленных на развитие личности ученика, возникают новые профессиональные задачи у современного учителя, новые требования к его подготовке (Волошина, 2014).

В Концепции Новой украинской школы отмечено, что сегодня «...необходимо говорить о новой роли учителя – не только как наставника и источника знаний, а как коуча, фасилитатора, тьютора, модератора в индивидуальной образовательной траектории ребенка» (Новая украинская школа: концептуальные принципы реформирования средней школы 2016, стр. 16). Действительно, особенности современного урока, развитие дистанционного образования, анализ запросов на подготовку и переподготовку педагогических кадров стали практическими предпосылками и обусловили потребность в педагогах, готовых к выполнению

новых ролей.

В Украине в декабре 2020 года состоялся опрос учителей и родителей учеников, целью которого было проанализировать ожидания общественности от современных педагогов. Опрос проводился в рамках национальной кампании «Классный учитель» при содействии Министерства образования и науки Украины (Портрет идеального учителя глазами украинцев: результаты Интернет-опроса, 2020).

Были опрошены 642 респондента из всех областей Украины, которые самостоятельно распределялись в условные группы: родителей (имеющих ребенка школьного возраста) или

сетях. Проконтролировать выборку было невозможно, поэтому этот опрос не является социологическим.

Анализ анкетирования показывает, что взгляды родителей и учителей на идеального учителя в целом совпадают (табл.1). Однако учителя к самым важным умениям относят умение заинтересовать учебой и вдохновлять соискателей среднего образования, а для родителей самым важным является отношение к их детям. Компетентности идеального учителя, ранжируемые от наиболее к наименее ожидаемым, представлены в таблице (табл.2).

Таблица 1

Таблица 1

Компетентности идеального учителя по мнению родителей и учителей

<u>родителей,</u> <u>место</u>	<u>Компетентности идеального учителя по мнению</u>	<u>учителей,</u> <u>место</u>
01	Уважение к каждому ребенку, положительное отношение ко всем	02
02	Умение заинтересовать учебой, вдохновить учащихся	01
03	Понимание детей, умение находить с ними общий язык	03
04	Возможность раскрывать потенциал учащихся	04
05	Коммуникабельность, открытость к общению	05

Таблица 2

## Портрет современного учителя глазами родителей

<u>Компетентности идеального педагога</u>	<u>Проценты</u>
Уважение к каждому ученику, одинаковые отношения ко всем	72%
Умение заинтересовать обучением, вдохновлять	70%
Понимание детей, умение находить общий язык с ними	67%
<u>Способность раскрыть потенциал соискателей образования</u>	51%
Коммуникабельность, открытость к общению	48%
Терпимость и самоконтроль	43%
Забота о здоровье и эмоциональном состоянии учащихся	36%
Оригинальный стиль преподавания	33%
<u>Умение решать конфликты</u>	31%
Совершенное знание своего предмета	30%
Требования к соискателям образования	22%.

Респонденты также ответили на вопрос о роли участников на образовательный процесс после введения новых стандартов обучения: от 1 (наименьший балл) до 5 (наивысший балл). Респонденты считают, что важнейшую роль во внедрении новых стандартов обучения играют учителя, школьная администрация. Меньше всего влияют на детей, по мнению учителей и родителей, представители общественности (табл. 3).

Таблица 3

Таблица 3

## Рейтинг влияния участников образовательного процесса:

<u>Участники образовательного процесса</u>	<u>Баллы</u>
<u>учителя</u>	2570
<u>администрация школы</u>	2 413
<u>Министерство образования и науки Украины</u>	2 204
<u>учащиеся</u>	2 170
<u>родители</u>	2 035
<u>общественность</u>	1 694

В ходе опроса респонденты должны были оценить значимость стоящих перед школой задач.

Оценки учителей и родителей полностью совпали. Приоритетными должны быть такие показатели: комфортное и безопасное пребывание детей в школе, психологическое развитие ребенка, моральное удовлетворение от обучения.

Участники опроса также определили важнейшие компетентности учителя, необходимые для выполнения образовательных задач.

Самой главной компетентностью учителя для раскрытия потенциала ученика

и родители, и учителя выбрали умение поощрять соискателей среднего образования в познавательной деятельности (табл. 4).

Таблица 4

Таблица 4

Компетентности учителей для создания безопасной образовательной среды по мнению родителей и учителей

	<u>Компетентности учителя для создания безопасной образовательной среды</u>	
<u>мнения родителей, %</u>		<u>мнения учителей, %</u>
69%	Обеспечение комфортных и безопасных условий пребывания учащихся в школе	60 %
61 %	Забота о здоровье и эмоциональном состоянии детей	63,3%
72%	<u>Умение поощрять учащихся для эффективного осуществления познавательной (исследовательской) деятельности</u>	66%
56%	<u>Ориентация на возрастные и индивидуальные особенности ребенка</u>	56%
50%	Творческий подход к организации учебного процесса	55%
47%	Организация эффективного взаимодействия учащихся в коллективе, побуждение их к совместному творчеству	58%

В целом, по мнению большинства опрошенных, учитель должен вдохновлять, понимать и уважать учеников, уметь раскрывать их потенциал и быть открытым к общению и постоянному самосовершенствованию.

Анализ ответов респондентов позволил сделать выводы, что сегодня на образовательном поприще востребованным должен быть, прежде всего, учитель, который любит детей, создает комфортные условия для обучения, для раскрытия научного и личностного потенциала каждого соискателя образования. Ответы родителей учащихся и учителей полностью соответствуют постулатам, задекларированным в основных документах о школе, поскольку современный педагог должен выполнять такие роли: фасилитатора, супервайзера, тьютора, коуча, супервайзера, модератора. В личностном плане он должен быть психологически и эмоционально компетентным человеком, лидером и менеджером, успешным профессионалом, свободным от стереотипов, эффективным коммуникатором, честным, отзывчивым, тактичным, толерантным, любящим детей и свою профессию.

Считаем, что в процессе подготовки будущих учителей в высших педагогических учебных заведениях необходимо использовать компетентностный, личностный, деятельностный подходы, особое внимание необходимо обратить на формирование не только профессиональных компетентностей, но и так называемых

soft-skills, что поможет сформировать успешного учителя XXI века.

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# EDUCATIONAL INSTITUTIONS AND PEDAGOGY FOR SUSTAINABLE DEVELOPMENT

## BASIC PRINCIPALS OF PHYSICAL EDUCATION

**Nika Avdiienko, Scientific tutor Olena Voichun -**

**V.O. Sukhomlynskyi National University of Mykolaiv, Ukraine**

During student years, young adults face a high mental pressure, stress and tons of new information that could lead to depression and mental problems. At the same time our generation spends a lot of time on social media, constantly checking their phones, doing work on laptops and basically ignoring “reality”. And all this has huge impact on their health – physical, mental and spiritual.

Physical education today is one of the determining factors of social life. It is, like any kind of education or culture, is not given by nature, but a consequence of social and individual creativity [1].

The role of heavy physical labor, which is replaced by special robot machines, decreases as civilization has been developed, that's why physical education is getting more important. It is becoming the key in protecting from degradation. If a person does not actively move, this will lead to a deterioration in his health, a decrease in creative activity, etc.

The content of physical education of students covers the purposeful effect on the physiological systems of the body, the improvement of psychophysical, moral and volitional qualities, on the mental and emotional spheres of students' lives.

The main goal of physical education of students is to form a harmoniously developed, highly spiritual and highly moral personality, a qualified specialist who has mastered stable knowledge and skills in the field of physical culture.

The main tasks in physical education in colleges and universities:

- strengthening the health of students, increasing the level of vital activity, the body's ability to act as adverse environmental factors;
- improving the functional capabilities of the body to the necessary safe or proper level of development of physical qualities.
- mastering motor skills and skills that contribute to the safe life of a person.
- developing discipline and self-control.
- developing worldview ethical, moral education: respect towards a person, motherland, his profession, for himself [1].

Physical education in higher education institutions is carried out throughout 4 or 5 college years and in various forms - tennis, basketball, volleyball. Therefore students can increase their health and decide which sport they like most.

The department of physical education is responsible for Безпосередня відповідальність за setting and conducting an educational process on physical education of students. Sport clubs and social organizations create different recreational events.

The structure of physical education of students includes three relatively independent blocks: physical education, student sports, active leisure. The priority is educational aspects [2].

In order to achieve a balance between the educational process and rest, it is necessary to prioritize. Personally, I am a student specialty of physical education and candidate for master of sports in sports acrobatics, based on my personal experience I can give few advices which can help to balance between rest and educational process.

Don't put things off for later. If possible, do as much as you can, do not procrastinate. Have a system and routine. Start your day with positive thoughts, healthy and yummy breakfast and favorite music. Find your hobby which makes you happy.

Adjust your diet. Eat more fruits and vegetables. Fruits contain many vitamins and minerals. Vegetables are important for improving our health.

Physical and mental health are connected, your thoughts and the way your mind works impact your body more we can imagine. Therefore learn to appreciate little things, be thankful and not take life too serious. Make a habit to spend some time outside and avoid stressful situation if possible. Cardio ( jogging, walking or bicycle) on a regular basis will help to prevent from hypodynamia [3].

In conclusion, physical education is very important in student's life. It promotes a healthy lifestyle, helps to have balance between rest and work. Students have a harmonious development of the spiritual state and body, which is one of the necessary factors during the developing of a personality in society.

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## **CHARACTERISTICS OF INNOVATIVE METHODS OF TEACHING IN HIGHER EDUCATION**

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Education plays an important and crucial role worldwide in the development of a skilled workforce. For many decades, the use of textbooks has been a traditional method of teaching, but the emergence and implementation of methods for assessing the effectiveness of teaching have found that most students do not master the content of the course to the expected level. Modern conditions of social development increasingly require the active introduction of innovative technologies of teaching, rethinking the established systems of techniques and methods in the field of education.

Let's focus on five new teaching methods, such as inverted classroom, gamification,

design thinking, active learning and self-learning.

1. Inverted class means that events that traditionally took place inside the classroom now take place outside the classroom and vice versa. Theoretical knowledge from lectures and course materials is published on the Internet so that students can study at home.

The main principles of design for the inverted classroom are: the opportunity for students to get a first impression of the lesson; encouraging students to prepare for the lesson; developing a mechanism for assessing the level of understanding of students. Other principles include: a clear link between classroom and extracurricular activities; clearly defined and well-structured recommendations; enough time for students to complete tasks; promoting the building of a learning community; operational / adaptive feedback on individual or group work; familiar and easily accessible technologies.

2. Gamification (or gamification) is the process of adding game elements or game mechanics to the learning process. Gamification differs from other gaming systems in that its players are geared toward the goal of real activity, not the game itself. Game details are reduced to real situations to encourage specific behaviors in certain conditions. The main idea of gamification is to turn learning into an interesting and exciting process, which in turn will help to better attract applicants. The main advantage of this method is that the elements of the game are very easy to include in the curriculum because they do not change the content of learning, but only complement it.

3. Design thinking is a creative way of thinking that aims to create non-standard, original solutions and unexpected ideas that lead to the best solution to the problem. Design thinking is a technique for creating innovations that is actively used in the work of companies such as Google, Apple, Samsung. Its essence is to accelerate understanding in the team of organized processes of formation and successful implementation of ideas. Components of this method are a creative approach, the ability to ask questions correctly, communication, ability to work in a team. The main task of design thinkers is to form new solutions and find creative ways to qualitatively meet the needs of others, companies, educational institutions and society as a whole.

The technique is to apply the exact sequence of certain stages, which leads to the desired result. There are the following stages of design thinking: empathy, focusing, generating ideas, organizing "chaos", testing.

4. Active learning is a method of learning in which the teacher tries to involve students directly in the process of acquiring knowledge. There are different types depending on the degree of student involvement, but they all have to do more than just listen passively. The method of active learning is aimed at awareness, practice, enrichment and personal acceptance of existing knowledge by each student. The high degree of student involvement in the learning process is due to the following features of active learning: "forced activity", forced activation of thinking and activities of students; increasing the emotional involvement of students and the creative nature of classes; the obligation of direct interaction of students with each other, as well as with the teacher; formation of collective efforts, intensification of the learning process.

Various studies confirm that this is the most useful way for students to be able to consolidate their new learning. However, it should be borne in mind that since the method of active learning is aimed at developing students' cognitive sphere, conscious and active comprehension and assimilation of information, it can be used only when students already have the basics of necessary information obtained, usually by traditional



methods.

5. Self-study is learning for the sake of one's own knowledge through research, reading articles and books, or using other platforms. Self-study has become possible thanks to the increase in online courses, online encyclopedias and a large number of courses from popular universities. Now you can learn a new language or get a certificate of professional development without leaving home, in your free time and at your own pace. Everyone to some extent uses this method. Without self-study and the desire for self-improvement, successful professional activity and personal growth are impossible. Self-study is the main component of success in any activity.

The introduction of new teaching methods and high-quality mastery of them require a clear internal readiness of both teachers and graduates to noticeable changes that meet the conditions of the information society.

It should be noted that in the modern socio-economic environment, the teacher must constantly increase and improve their level of knowledge. Its pedagogical success depends on the effectiveness of the introduction of innovative methods of teaching, aimed at improving the efficiency of teaching and improving the assimilation of educational material.

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## **CHILDREN'S SPEECH DEVELOPMENT IN THE PROCESS OF COLLECTIVE CREATIVE ACTIVITY**

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At the present stage of formation of the national education system in Ukraine, the main thing is the development of a person capable of perception, understanding and creation of material and spiritual values. The challenges of the time led to the development of the New Ukrainian School Concept – a document that proclaims the preservation of childhood values, the need for humanization of learning, personal approach, development of students' abilities, creating a learning environment that together provide psychological comfort and creativity [4].

The main task of a modern teacher is to involve students in active and independent activities, to turn them into subjects of this activity. The interest aroused by the teacher in the lesson, under certain conditions, can grow into a lasting interest in knowledge. Only in the case of such an approach will it be possible to form an educated, creative personality.

Improving and reforming language education requires changes in the structure and organization of the lesson. Each new stage in the development of education affects the

technology of the lesson. The modern language lesson is a reflection of how the combination of tradition and innovation in didactics, language didactics affect its content, goals, structure and organization. These problems are reflected in the works of many scientists (N.Golub, T.Donchenko, T.Ladyzhenska, M.Pentilyuk, K.Plysko, O.Khoroshkovska, etc.).

One of the possible solutions to the problem may be the use of non-standard forms of lessons, which provide material for reflection, the opportunity to show initiative and independence, require mental effort, ingenuity and creativity. Collective creative activity allows to diversify the forms and methods of work in the classroom, get rid of patterns, cultivate the creative personality of the student, expand the functions of the teacher, allow totake into account the specifics of a particular material and individuality of each student.

The child's speech development is one of the main factors in the formation of personality in early school age.

The relevance of timely speech development in junior high school is determined by the task of creating optimal conditions for the fullest possible potential of each child, which is manifested in children's activities and related to communication. Timely and high-quality speech development is an important condition for the full-fledged speech development of an elementary school student.

Modern school needs an effective solution to the problem of organizing creative activities in the speech work of younger students, because it is important that the educational process for children is not only the acquisition of knowledge without which they cannot do in everyday life, but also caused aesthetic pleasure, ardent desire to follow their development, overcoming difficult areas in learning, bypassing the vagueness and habitual attitude to it, finding each time something new, attractive and interesting in heard, seen and experienced.

O. Savchenko defines the educational process as the value development of the child's personality in terms of subject-subject and subject-object pedagogical interaction in small and large groups [6, p. 20]. And so the problem of formation, development of language personality in the team, the problem of interpersonal relationships of students on the basis of goodness, humanism, humanity acquires special importance.

The textbook «New Ukrainian School: A Guide for Teachers» states: «Embodying the ideas of partnership pedagogy, teachers need to use in their work not only standard methods of organizing the educational process, but to show more initiative and build teaching and education so that the child is constantly involved in joint activities» [5, p. 17].

The problem of education and training of the individual in the team, involving children in joint creative activities was in the area of increased attention of outstanding teachers (K.Ushinsky, S.Shatsky, S.Rusova, A.Makarenko, S.Frene, V. Sukhomlinsky, I. Ivanov). In their scientific and pedagogical research, they sought to involve children in scientific and artistic creativity, studied the possibilities of individual disciplines in the organization of joint creative activities. Psychological features of creative development of children of different age groups were studied by Z.Boguslavska, L.Vygotsky, O.Zaporozhets, S. Rubinstein.

L.Vygotsky, I. Zymnya, L.Zinchenko, G.Kostyuk, O.Leontiev, and others studied the problem of speech activity development. Methodological aspects of speech development were studied by L.Varzatska, M.Vashulenko, I.Gudzik, A.Koval, O.Melnychayko, K. Ponomareva, O. Khoroshkovska, L.Fedorenko, L.Shcherba, etc.;

selection of vocabulary for the initial stage of learning the Ukrainian language was studied by T.Korshun; L.Palamar dealt with the problems of communicative speech; L.Voitko, O.Melnychayko, I. Pentyliuk, A.Kanishchenko and others covered the problems of development of coherent speech in their works.

Thus, the problem of speech development of primary school students belongs to the categories of relevant, those that need to be addressed. In our opinion, non-standard forms and methods of teaching can be an alternative form of organizing the education of primary school students with the aim of speech development and interest in language learning. The use of collective creative activity in Ukrainian language lessons in primary school not only awakens creativity in children, but also develops a sense of beauty of the native language, the desire to master it.

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# DIGITAL EDUCATIONAL TOOLS FOR INTERACTIVE ONLINE TEACHING

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Under conditions of distance learning, the teacher's task is to make the study material as accessible, interesting, visual as possible, which will stimulate students to acquire knowledge, provide clear instructions for tasks, provide regular feedback on assessment of learning outcomes, reflection, communication, interaction. Since distance learning does not involve visiting an educational institution and is carried out with the help of computer technology and modern information technology, we propose to look closer at the digital tools for its effective implementation.

To create the same technical conditions for learning, communication and interaction during the learning process, you need a single virtual learning environment, through which students gain access to educational content, have the opportunity to interact with it, with teachers and with each other. Therefore, a comprehensive solution designed to support the educational process is a learning platform that provides: user identification; creating, modifying, and storing different versions of online course content; collective creation of educational materials; import-export of educational materials; tools for formative assessment; tools for summative assessment; tools for group work; synchronous interaction between users; asynchronous interaction between users; automatic tracking of student activity; opportunity to form an individual educational route of students; data collection and management of the learning process at the level educational institution; possibility of system support of users; the possibility of integration with other management systems of the educational institution or external bases and services.

At Khmelnytsky National University, such learning platform is “Moodle”, which is an abbreviation of “Modular ObjectOriented Dynamic Learning Environment” Training courses in a modular objectoriented dynamic learning environment are filled with educational and methodological electronic complex of specific disciplines, containing the following elements: electronic textbooks, which present theoretical material, glossary, topics of seminars and practical works; plans of lectures and practical classes; virtual laboratory complexes; lecture notes; tasks for practical work; educational tasks for individual work and requirements for them; questions and tasks for the final certification; description of information tools and technologies needed to perform educational tasks; methodical instructions for the usage of this complex; electronic test banks; links to additional information resources connected with the discipline; additional educational materials (textbooks, manuals, magazines, etc.).

Moodle is a fairly flexible system, as the teacher can not only create and manage an e-course, but also control access to their courses, determine the time limits, grade students and give comments. The opportunities provided by the system help to ensure the individual work of the teacher with each student. This includes not only the use of e-mail and file sharing, but also the organization of forums, chats, blogging ect. (Organization of distance learning at school: methodical recommendations).

It should be noted that tools play a key role in distance learning, as classes take

place remotely, not in classrooms (*a tool is an application, program or service through which a certain interaction is realized*). The most important criterion for choosing tools for the organization of distance learning is a coordination with the methodical objectives, in other words the extent to which a particular service or resource allows to achieve the expected learning outcomes in distance learning. During the selection of tools for the course two factors that can dramatically affect learning outcomes must be taken into consideration. They are: internet speed and time flexibility. Taking these two conditions into consideration will help to provide equality of students' access to education.

Tools that require high-speed Internet, such as video conferencing or real-time whiteboard collaboration, should be implemented if students have the appropriate technical support, fast, and reliable Internet access. The flexibility of time is about how fast we expect reaction from students. It's about synchrony and asynchrony. In the audience we put questions and usually immediately we are waiting for an answer. Asynchronous interaction can be as effective as synchronous. For this it is necessary to set deadlines, explain in details in what format the tasks must be passed and what are the evaluation criteria. Digital tools in the educational process are used to: prepare for the study of the new material; presentation of the new information; training; knowledge tests; reflection; communication between participants. Digital tools and their purpose can be found below (Table 1).

Table 1

## Digital tools in the educational activities of the teacher

Preparation for learning new material	<ul style="list-style-type: none"> <li>- online boards : <a href="http://padlet.com/">http://padlet.com/</a>; <a href="https://jamboard.google.com/">https://jamboard.google.com/</a>; <a href="https://miro.com/app/">https://miro.com/app/</a></li> </ul>
Presentation of new information	<ul style="list-style-type: none"> <li>- to record screencasts <a href="https://screencast-o-matic.com/">https://screencast-o-matic.com/</a></li> <li>- to create interactive videos with questions embedded in the course of the video <a href="https://edpuzzle.com/">https://edpuzzle.com/</a></li> <li>- to post your own videos <a href="https://www.youtube.com/">https://www.youtube.com/</a></li> <li>- to create mental maps <a href="https://www.mindmeister.com/">https://www.mindmeister.com/</a> ;</li> <li>- to create interactive posters <a href="https://www.thinglink.com/">https://www.thinglink.com/</a> ;</li> <li>- to program your own interactive stories, animations, games <a href="https://scratch.mit.edu/educators">https://scratch.mit.edu/educators</a> ;</li> <li>- to create presentations <a href="https://prezi.com/">https://prezi.com/</a> ; <a href="https://www.google.com/intl/uk_UA/slides/about/">https://www.google.com/intl/uk_UA/slides/about/</a></li> </ul>
Training	<ul style="list-style-type: none"> <li>- to create practical , interactive exercises <a href="https://app.wizer.me">https://app.wizer.me</a> ; <a href="https://learningapps.org/">https://learningapps.org/</a> ;</li> <li>- to create interactive cards <a href="https://quizlet.com/">https://quizlet.com/</a></li> <li>- to create crossword puzzles <a href="https://crosswordlabs.com/">https://crosswordlabs.com/</a></li> <li>- interactive worksheets <a href="https://www.liveworksheets.com/">https://www.liveworksheets.com/</a>; <a href="https://app.wizer.me">https://app.wizer.me</a></li> </ul>
Knowledge testing	<ul style="list-style-type: none"> <li>- for instant checking <a href="https://app.wizer.me">https://app.wizer.me</a>; <a href="https://kahoot.com/">https://kahoot.com/</a>; <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>; <a href="https://www.poll Everywhere.com/">https://www.poll Everywhere.com/</a>; <a href="https://goo.gl/m6u5We">https://goo.gl/m6u5We</a></li> <li>- for formative feedback <a href="https://goformative.com/">https://goformative.com/</a></li> <li>- interactive exercises based on flash cards <a href="https://www.studystack.com/">https://www.studystack.com/</a>; <a href="https://quizlet.com/">https://quizlet.com/</a></li> </ul>
Reflection	<ul style="list-style-type: none"> <li>- to conduct surveys <a href="https://docs.google.com/forms/u/0/">https://docs.google.com/forms/u/0/</a>; <a href="https://app.wizer.me">https://app.wizer.me</a>; <a href="https://www.poll Everywhere.com/">https://www.poll Everywhere.com/</a></li> </ul>
Communication between participants	<ul style="list-style-type: none"> <li>- blogs <a href="https://www.blogger.com/">https://www.blogger.com/</a>;</li> <li>- online conferences <a href="https://zoom.us/">https://zoom.us/</a>; <a href="https://meet.google.com">https://meet.google.com</a></li> <li>- email <a href="https://mail.google.com/mail/u/0/#calls">https://mail.google.com/mail/u/0/#calls</a></li> <li>- platforms to exchange videos <a href="https://info.flipgrid.com/">https://info.flipgrid.com/</a></li> </ul>

The organization of distance learning should be carried out consistently: to make the material accessible, interesting, visual; to provide clear instructions on how to perform tasks and publish instructional materials for classes on the relevant topic on the educational platform of higher education institutions (Moodle, etc.); carefully select tools to prepare for the study of new material, present new information, training, knowledge testing, reflection; organize educational communication with students through Meet, Zoom, Skype, Viber, etc.; to place multimedia materials (presentations, videos, etc.) on the educational platform of higher education institutions or on the Internet (Classroom, Moodle, Google Drive), which will help students to study a certain topic; provide students with a list of Internet sources that will facilitate the assimilation of educational material; provide regular feedback on the evaluation of learning outcomes.

The structure of distance learning can consist of the following stages: motivational - an important component of distance learning, promotes a positive attitude of students to the learning process, increase its effectiveness, as cognitive activity along with

operational components (knowledge, skills, abilities) contains motivational components (motives, interests, attitudes); instructive – the teacher provides recommendations to students for successful learning; information – presentation of theoretical material, which should be visualized with the help of various means: tables, diagrams, clusters, mental maps, presentations, interactive posters, video lectures, etc.; control – distance learning platforms have their own capabilities for creating tests and interactive tasks online of different levels: quizzes, crosswords, puzzles and games (results are displayed in the personal account of the teacher); communicative and consultative stages – a system of interactive interaction of distance learning participants with the teacher and with each other through forums, chats, etc. Feedback from students can be provided with the help of content created by them: videos, book trailers, teasers, projects, presentations, animations, tests, crossword puzzles, mental maps, screenshots of completed tasks, etc.

Thus, distance learning provides students with unlimited access to electronic educational resources that provide opportunities for the formation of skills needed in the XXI century, among them are: information literacy – the ability to search, analyze, organize information; multimedia literacy – the ability to recognize and use different types of media resources in learning and future professional activities; organizational literacy – the ability to plan the time; communicative literacy is the skills of effective communication and cooperation; productive literacy – the ability to create quality products, the ability to use planning tools.

Organization of distance learning at school: methodical recommendations. Date of visit: 10.04.2022. URL: <https://mon.gov.ua/storage/app/media/zagalna%20serednya/metodichni%20recomendacii%20dustanciyni%20osvita-2020.pdf> [in Ukrainian].

## **ESSENCE AND PURPOSE OF EDUCATION FOR SUSTAINABLE DEVELOPMENT IN UKRAINE**

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Sustainable development is systematically managed development. The basis of its manageability is a systematic approach and modern information technologies that allow you to quickly model different options for development, with high accuracy to predict their results and choose the most optimal.

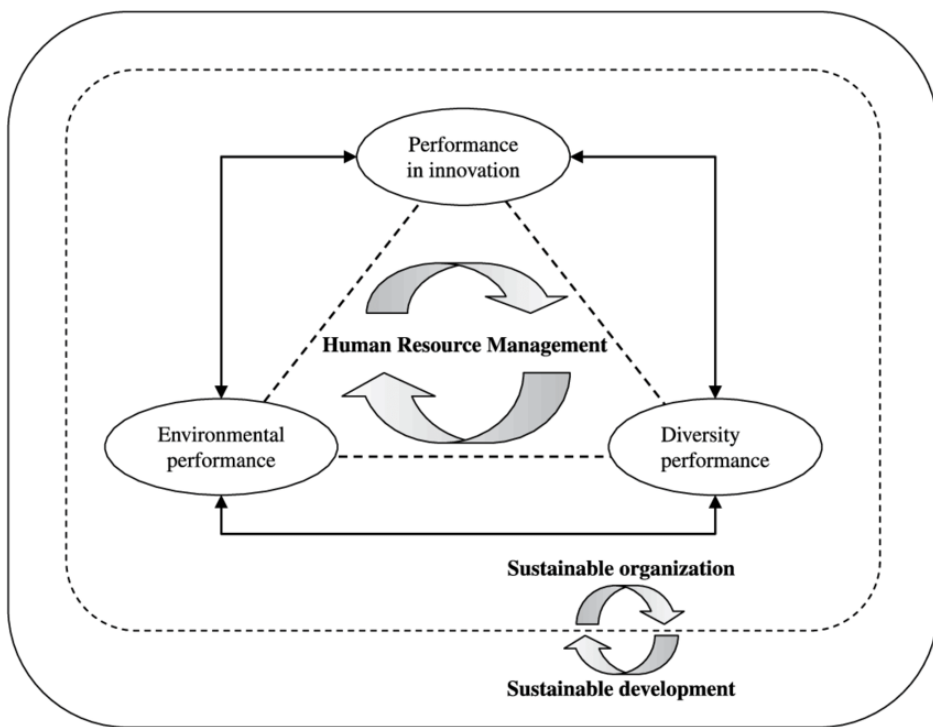


Fig. 1. Sustainable development

Today, the strategy of sustainable development is the leading strategy for the continued existence of an information (post-industrial) society. There is no reasonable alternative to sustainable development, and the entire world community is taking certain steps to switch onto a new development strategy in the 21st century. Ukraine lags far behind other countries in this process. In order to accelerate the process we could provide the formation and functioning of a new education system for sustainable development.

Running parallel with the process of forming the concept of sustainable development, the vision of the educational mission in the interests of sustainability, its functional purpose, meaningful content, effectiveness, pedagogical practices, and educational environment gradually changed. Conceptual documents and policy recommendations in this area are actively developed by international organizations, primarily the UN and UNESCO. Among the scientists it is worth noting the works of M. Barth, P. Biberhofer, J. Boeve-de Pauw, M. Bonnet, J. Fien, D. Fischer, N. Gericke, S. Gough, C.A. Hopkins, P. Jones, G.L. Ospina and on.

Recently, an interesting scientific discussion has been launched on as to the interpretation, synthesis and further evolution of terminology in the field of sustainable development. To describe the practice of sustainability training, several terms are currently used: "education for sustainable development", "education for sustainability", "education in the field of sustainability". This problem is a field of interest for P. B. Fisher, M. Hofman-Bergholm, J. Huckle (J. Huckle), E. McAdams, Sir. Pamberg, P. Chyoblom, L.-A. Wolf and on.



Sustainable development involves not only the competent and rational use of natural resources by current generations, but also measures to preserve the environment for the sake of future generations. Therefore, an important point of sustainable development education is the practical implementation of the laid groundwork of sustainability, ensuring early actions to solve environmental problems, as well as problems of sustainable economic and social development. Sustainability includes the idea of maintaining a high level of socio-economic development of countries, that is, preserving their both material and spiritual capital. The social component of sustainability is aimed at preserving the stability of social and cultural systems, implementing a policy of peace and nonviolence. Therefore, the basis of education for sustainable development is the study of the social, economic, and psychological prerequisites for conflicts and their prevention, instilling in children a culture of partnership and cooperation, mutual respect and tolerance.

The idea of sustainable development is based on the recognition of a person as a fundamental value. Therefore, it is important to respect human rights, foster a public culture in the child, which implies knowledge of their rights and obligations, an active civil position, the ability to defend their opinions in a well-reasoned manner, conscious and responsible involvement in public affairs, including those focused on solving environmental and socio-economic problems. Although the educational institutions of Ukraine provide some attention to the formation of children and adolescents' ecological worldview and ecological culture, as well as careful attitude to the environment, the implementation of other aspects of education for sustainable development, related, in particular, to the European integration needs of the country and the socializing aspects of education for Sustainable Development (Fair Education, tolerance, cultural pluralism, etc.) is episodic and depends entirely on the creativity and desire to work in this direction of a particular teaching individuals.

The characteristics of education for sustainable development is that it covers environmental, economic and social issues of education and upbringing from the point of view of forming a new system of values and behavioral models of the younger generation and society on the whole.

Special attention should be provided to practical implementation of the models of sustainable development, the formation of appropriate norms of behavior and lifestyles, and an active public position on the implementation of the idea of sustainability in the daily experience of children and adults. Ukraine is in need of a responsible and strategically thinking young generation for the future.

This need must be met primarily through education by creating schools of advanced education for Sustainable Development, developing children's value orientations that meet the needs of sustainable development as personally important and appropriate. In spiritual terms, among the majority of children and young people, there is a certain inability and unwillingness to set life goals, and the problems of communication culture and social adaptation are relevant at present.

The acceleration of the development of civil society, the formation of social partnership, the development of a culture of citizenship and legal culture, as well as the formation of high spirituality of young people and tolerance in relations can be stabilizing factors of Ukrainian society. More over, the tolerance is one of the main areas of education for Sustainable Development. Sustainable development issues should therefore become an important component of modern education. Sustainable

development should be seen as a universal and necessary element of everyday life and should be included in all subjects and academic disciplines.

To achieve the effectiveness of education for sustainable development, it is necessary:

- to consider it in two aspects: A ) to integrate education for sustainable development into academic disciplines, programs and courses; B) to organize separate courses and programs on Sustainable Development;

- to spread positive experiences in education that will promote behavioral change in favor of sustainability;

- to boost cooperation and partnership between teachers and other participants in the process;

- to promote understanding of the essence of global, national and local environmental problems focusing on their socio-economic consequences;

International experience shows that national education systems should be more efficient for responding in a timely manner to the challenges of our time, among which the problem of sustainability is recognized as the most relevant. In global-level policy documents, education is considered as a key element for the transition to the principles of sustainability and fulfillment of the goals of Sustainable development.

Taking it into consideration, it is advisable to focus on the development of following educational institutions in Ukraine: reorientation of the functional and essential aspects of education; design of competencies; introduction of transformational pedagogy; support of educational agents; creation of sustainable learning environments; improvement of coordination and integration; updating the content of educational reforms.

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## **MONITORING THE QUALITY OF PRESCHOOL EDUCATION AS A MODERN MEANS OF EDUCATION MANAGEMENT**

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Currently, the concept of "quality of preschool education" does not have a single interpretation, so each preschool institution and its director is trying to solve problems of assessing the quality of preschool education and find answers to the following pressing questions:

- what determines the effectiveness of the preschool education institution?
- how to improve the quality of preschool education?

- how to measure the quality of preschool education? (Shvaika, 2017).

Monitoring is a mandatory set of procedures for monitoring, ongoing evaluation of the activities of the preschool institution and the direction of the educational institution to transformation and development, it is a means of control over the educational process. The purpose of monitoring is to study the state of implementation of the tasks of the Basic component of preschool education, the state of organization of the educational process in the preschool institution.

Today, there is a need to monitor the quality of preschool education and the educational process in particular. Monitoring the quality of preschool education allows to determine the success and effectiveness of the educational process in accordance with state standards; contributes to improving the professional competence of teachers; contributes to the appropriate management of the quality of the educational process in the institution; predicts the prospects for the development of preschool education and enhances its image (Shvaika, 2017).

In the institution of preschool education monitoring of the quality of preschool education can be carried out in the following areas: monitoring of educational activities, monitoring of staff work, monitoring of additional educational services, monitoring of management activities, monitoring of interaction between children and families (Shvaika, 2017).

In this regard, the study of the works of well-known scientists on monitoring the quality of preschool education as a comprehensive system in the management of preschool education is acute. The urgency of this problem is confirmed by scientific research of domestic scientists who pay sufficient attention to the problem of monitoring the quality of preschool education (B. Bodryakov, N. Verbytska, A. Dakhin, G. Yelnikova, E. Zaika, O. Kalney, K. Kruti, V. Lokhanov, T. Lukina, O. Mayorov, O. Orlov, S. Podmazin, V. Repkin, G. Repkina E. Khrykov, S. Shishov and others).

The analysis of pedagogical literature and scientific works of recent years allows to note that any changes in a society begin with changes in system of education. That is why gradually ensuring the quality of preschool education is one of the main priorities, and one of the main strategies for forming a new approach to the transformation of preschool education and science, according to civil society, is to ensure equality of access, quality of educational services and resources preschool institution.

For example, scientist E. Hrykov believes that monitoring provides an indirect and direct impact on the quality of education. Indirect is due to the fact that monitoring provides management of information necessary for decision-making, and direct influence is already exerted by these decisions. Direct monitoring is provided by the monitoring procedures themselves (Hrykov, 2006).

Therefore, the system of monitoring the quality of preschool education will ensure a high level of quality of education, providing objective and timely information about its effectiveness; will promote the systematic generalization of the activities of the preschool institution to achieve this goal. In general, the monitoring system is a constant monitoring of the educational process in order to identify and evaluate intermediate results, factors that influenced them, as well as making and implementing management decisions to regulate and correct the educational process (Kurilo, 2013).

There is internal and external monitoring of the quality of education, its variation depends on who carries it out. Internal monitoring is carried out by members of the teaching staff in order to achieve effective administration, intensify the educational

process, conduct experimental research, certification of teachers, etc. The results of internal monitoring are used as a means of improving the "internal" work of the institution. External monitoring is carried out by relevant institutions (Ministry of Education and Science of Ukraine, district education department, monitoring research centers, etc.) in order to obtain significant reliable information about the activities of the educational institution (Regulations on monitoring the quality of education).

Monitoring the quality of preschool education is a comprehensive system in the management of preschool education and helps increase the competitiveness of preschool education. As a comprehensive management system of preschool education, monitoring studies allow to concretely and objectively predict the level of development of the educational system of the institution and characterize the compliance of the educational process with state requirements (Kruti, 2015).

According to the literature, in order for monitoring to be a factor in the quality management of preschool education, appropriate conditions are needed, namely: providing the subjects of the educational process at all levels with reliable information that gives an idea of quantitative and qualitative changes in development; inclusion in the content of monitoring of tested and correct diagnostics; comparison of the obtained results with the achievements of the same subject within the requirements for the content of education (Basic component of preschool education, 2021).

Summarizing the above, it is worth emphasizing that monitoring research is an important component in the management of preschool education, as organized at a high level of monitoring, ie in compliance with all requirements, promotes timely detection of non-compliance with state principles in the educational process; will allow to take precautionary steps to prevent violations; facilitates the analysis of the managerial activity of the director of the preschool institution, and, which is very important, will provide a list of recommendations for more effective work of the preschool.

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## **NAVAL TERMINOLOGY OF THE UKRAINIAN LANGUAGE: STAGES OF FORMATION**

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In any professional field, there are problems with using language as a means of scientific knowledge of the features of this field, language is adapted to adequately reflect and transmit logically systematized ideas about specific knowledge inherent in this field or environment. Language as a means of professional communication in the field of naval affairs has certain characteristics [4, c. 135]. It is based on lexical and phraseological means used in special texts, various reference books, and in formal and informal communication of sailors. Therefore, modern Ukrainian sailors have an urgent need to master naval terminology as a basis for professional communication for effective professional activity.

Since the birth of the Ukrainian Navy, the vocabulary of the Ukrainian language has been actively replenished with naval terminology along the way. Therefore, it is necessary to draw attention to the specifics of the development and functioning of naval terminology of the Ukrainian language as a process that reflects the historical path of development of the country.

The relevance of the study of professional naval terminology is also due to the intensity of its development as the basis of a specific professional language. Naval nominations reflect the history of the formation of the navy, knowledge of the sea, shipbuilding, navigation, and all types of human activities related to the sea (in historical and modern aspects). Expanding the boundaries of the use of naval terminology, and its active influence on the modern Ukrainian literary language, the functioning of this terminology as a system of linguistics has been little studied. It is also worth noting the lack of research in naval terminology, and its main stages of development and formation.

Modern naval terminology (as well as the language of sailors) is one of the components of the national language and has signs of systematic organization of vocabulary. It has an extensive hierarchical structure. Naval terminology is actively penetrating the national language, being one of the sources of its replenishment [3, p. 76]. It is also used in the oral form of the national language, widely introduced into the discourse of its speakers; in the media, literary texts.

Naval terminology has certain characteristics. It is based on linguistic means recorded in the monuments of ancient Russian writing, and dictionaries, reflected in various reference books on shipbuilding and navigation, articles of international Naval law, and journalism, the speech of sailors [2, p. 128]. Naval terminology of the Ukrainian language was formed based on naval and all-military terminology systems, as well as special nominations, borrowed or created on a national basis. According to O. Andriyanova, the naval terminology of the Ukrainian language has gone through two main periods in its development ("pre-scientific" and "scientific"), within which 6 stages are conditionally distinguished [1]:

1) naval terminology of the times of Kievan Rus (mostly the name of vessels, yeast ships, ship equipment);

2) naval terminology of the Cossack era as a system of means of expression of naval concepts;

3) the beginning of the eighteenth century. marked by the emergence of new tokens, and the creation of new nominations. The Ukrainian language has mastered a significant number of borrowed Dutch and English terms in a fairly well-formed form. Naval terminology is characterized by significant variability of phonetic, structural, orthoepic and orthographic tokens;

4) Ukrainian naval sublanguage in the era of Ukrainization (1923 - 1932) is characterized by "historical" and "ethnographic" romanticism.

The peculiarity of the formation of naval terminology at this stage was the emergence on a scientific basis of the first codified registers of Ukrainian naval names;

5) in 1939 - 1990 (Soviet-era) the process of creating Ukrainian naval terminology was interrupted;

6) the early 90's of the twentieth century - modernization of the naval terminology system, expansion of the terminology system in connection with the reorganization of the navy;

7) the end of the twentieth century, and to this day - the standardization of the Ukrainian naval terminology system, the active form of professionalism and the jargon of the naval sphere.

Because of this, we can summarize that the Ukrainian naval terminology as an independent industry terminology, began to take shape in the days of Kievan Rus and has expanded significantly based on the rapid development of this field of activity in our time. The development and formation of Ukrainian naval terminology took place by complicating the terms of naval concepts and borrowing from other languages (Turkic, German, Italian, and Polish). All this ensured the expansion and, in some cases, the improvement of the naval terminology of the Ukrainian language.

Thus, the naval terminology of the Ukrainian language is based on naval and military terminology, as they are intersecting subsystems. Naval terminology is correlated with the concepts and realities of the navy, certain regulations, including the Convention on the Law of the Sea.

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## **ORGANIZATION OF CHILDREN'S EXPERIMENTATION IN ENVIRONMENTAL EDUCATION OF PRESCHOOLERS**

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Among the important problems of modern times that concern mankind, environmental ones stand out. That is why among many areas of educational work with preschool children, environmental education is becoming increasingly important. The basis for the formation of a conscious attitude to nature is knowledge about it, awareness of oneself as an active subject of nature, a subject of the world in which the child lives.

It is known that children's experimentation, today, is also one of the leading activities of preschoolers. Researchers K. Krutiy and I. Karuk argue that the experimental activities of preschool children - specially organized by the teacher activities of children, in which they by self-discovery, problem solving, practical transformational actions by various research methods (tactile, visual and others), acquire new knowledge, skills and abilities (Kapyk, 2020). It is thanks to research and experimental activities that children meet their cognitive needs, they form realistic concepts and ideas of the world around them, develop all mental processes, as well as cultivate a caring attitude towards nature. Therefore, we highlight the requirements for the organization of children's experimentation in environmental education of preschoolers:

1. Experiments and experiments should be selected according to the age characteristics of children, as well as environmental problems to be solved at this age.
2. During research and experimental activities, the child should be able to use in practice the acquired environmental knowledge, and actively encourage new ones.
3. The content of experiments and experiments must meet the goal.
4. All actions during children's experimentation must comply with the rules of behavior in nature.
5. Adherence to the most important principle: «It is better to see and explore once than to listen many times».
6. Individual approach.
7. Encourage independence.
8. Upon completion of the experiment and experiment, the preschooler must obtain adult approval. Creating a situation of success in each activity helps to cultivate in children confidence in themselves and their abilities.

The organization of systematic research and experimental activities helps to increase children's interest by creating a «surprise moment». Such activity implements various functions: activates interest, attention, promotes the development of cognitive abilities. Its main goal is to expand and consolidate children's knowledge about the flora and fauna of the native land, to turn the acquired knowledge into practical activities, to develop observation skills, to critically evaluate people's actions.

Environmental experiments and experiments are a type of experiments and experiments through which children have the opportunity to learn about the world, rules of conduct, and the need to care for the world around them. Such experiments may be in conflict with other educational tasks, mainly have an integrated content, which includes

knowledge, skills and abilities of various educational sections: the formation of elementary mathematical concepts, art, physical education.

Scientist N. Lysenko believes that in order for a child to actively learn about the world, he needs direct communication with natural objects, because this way of communication encourages the expansion of mental operations: comparison, analysis and synthesis, which help to create a logical connection. system «man-nature-man».

Experiments and experiments aimed at environmental education can be grouped as follows:

- experiments and experiments on acquaintance with flora and fauna;
- experiments and experiments to get acquainted with the environment (inanimate and animate nature);
- experiments and experiments to get acquainted with human activities.

The introduction of experimental activities in the practice of preschool education contributes to the development of innovative personality, which is so needed by our society. Such activities have a huge development potential and are one of the most successful in acquainting children with the world of nature, the formation of their environmental behavior. In the process of its implementation, students learn to understand this boundless world and establish harmony with it, to separate the main from the secondary, the beautiful from the ugly. Preschool children have the opportunity to satisfy their inherent cognitive activity and curiosity, to develop research skills that teach not only to navigate the nature of work and plan their actions, but also develop the ability to cooperate in a team. This is essential for their future employment. However, experimental activities allow students to feel like scientists, pioneers.

It should be noted that in the course of experiments and experiments there is an influence on the formation of personal traits of the preschooler: there is initiative in making proposals; independence in determining the sequence of tasks, the use of auxiliary sources, the distribution of their time. The preschooler learns to work in a team, to show their own organizational skills, to have a sense of duty and responsibility to other students, to help them, take into account their views and respect as individuals. This contributes not only to ensuring the social component of the child's health, but also the formation of moral traits, ie in some way we can talk about the elements of moral education in the course of experimental activities in nature.

Thus, in order for children's experimentation to be successful and the goal to be achieved, it is necessary to accompany its practical activities with interesting materials and devices with which children will work directly while performing tasks. During children's experimentation, the child learns together with the teacher and peers to determine the most effective way to solve the problems facing him and find answers to them. Given the above, we can say with confidence: experimental activity is an effective form of learning a comprehensively developed child and the formation of his personality traits, which fully implements the main objectives of modern preschool education.

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## PRINCIPLES OF ORGANIZATION OF SPORTS AND MASS WORK IN PRIMARY SCHOOL

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**Statement of the problem.** Health of modern schoolchildren is one of the priorities of education at school, because the child spends most of his time within the walls of the educational institution. Improvement of sports and mass work in the junior school contributes to health promotion, education of a healthy lifestyle, development of physical abilities, normalization of the psychophysical state of elementary school students, education of a harmoniously developed personality. The search for new means and methods of physical training of elementary schoolchildren, related to the time limit at physical education lessons, outdated approaches to the process of organizing physical education.

If you start in elementary school to develop the physical condition of students, regularly conduct physical education minutes during training, to participate in movement games, it will lead to a good state of physical health of students. [1, p. 43-45] Achieve high physical perfection, get rid of some congenital and acquired physical deficiencies can only be achieved through the proper and systematic use of physical exercises and sports activities in the school day.

As noted by scientists Duditskaya S.P., Nikolaychuk O.P.: "Sports and mass events are events during which competitive game activities, selected with consideration of age, sex, level of preparedness of participants, allows them to achieve victory in accessible exercises. This accessibility is ensured by a special selection of competitive exercises, the complexity and length of distances, weights of equipment used, as well as the duration and intensity of motor activities. At the same time, handicaps, handicap, comparative coefficients and incentive points are used for competitions with different contingents of participants in order to equalize their physical capabilities. [5, p. 53-54]

Scientists Osadets M.M., Slobozhaninov A.A., Voloshchuk A.A. note that sports-mass work at school can be classified in the following sequence:

- activities of an aesthetic and recreational nature (sports and art evenings, sports and art festivals, "small" Olympiads, sports competitions);
- forms of outdoor recreation, characterized by overcoming obstacles and sports

competitions (hiking, orienteering);

- mass events with a common beginning and certain rules (Spartakiada, "Happy Starts", etc.)

- sports sections by kinds of sports and competitions in sports games (basketball, soccer, volleyball, etc.)

- sports clubs of interest.

For elementary school students, the main forms of physical education work in the school day are gymnastics for the lessons, physical activity breaks during the lessons, games, movement and dynamic breaks. The content of these lessons is based on the content of the physical education lessons of the corresponding class. The systematic carrying out of such activities contributes to the physical development of children, to an increase in mental performance and attainment, and to the cultivation of discipline. [3, p. 78-100]

### **1. Gymnastics for the lessons**

Gymnastics classes start 20 minutes before lessons start and end 5 minutes before the first lesson. Pupils go to gymnastics in their normal school uniform, but the boys untie their belts and unbutton their shirt collars.

A set of gymnastics for the lessons consists of 6-8 exercises. In the beginning there is a short walk, which is carried out at a brisk pace (music accompaniment can be used). In cold weather on the ground after walking you can practice a short run in place, then the students switch back to walking. While walking, children should watch their posture so that they keep their bodies straight, keep their heads up, and straighten their shoulders. After walking they do exercises for the upper shoulder girdle muscles (arms outstretched to the sides, raising them up into the air, etc.), exercises which help expand the chest and form correct posture. Subsequent exercises are chosen for the trunk muscles (bending forward and to the sides, turning the trunk, etc.), they contribute to the formation of correct posture and activate the activity of internal organs. [4, p. 67-70] Then there are exercises for the leg muscles (squats, jumps), increasing the activity of the circulatory and respiratory organs. Each exercise shall be repeated 8-10 times on average. The number of repetitions depends on the character of the exercises. Difficult exercises (forward bends, squats) shall be repeated 6-8 times, and those requiring less effort (jumps) 10 times. Each exercise of the complex begins with a certain starting position. Therefore, a command should be given before starting the exercise: "Starting position (e.g., hands in front of chest) - accept!" When the students have prepared for the exercise, the following command is given: "Start the exercise!" the teacher must constantly monitor the correct performance of the exercise, timely and skillfully give instructions, help. It is important to pay attention to the correctness of breathing. In each exercise there is a moment when the movement contributes to the exhalation and inhalation. For example, straightening of the body, separation or raising of arms upwards combines well with inhalation and, on the contrary, tilt of the trunk forward, squats, swings a leg forward facilitate exhalation [2, p. 90-93]. It is important to constantly monitor the students' breathing, prompting them when to inhale and when to exhale. After each exercise do a short pause (10-15 seconds) to rest and regulate breathing. This pause is used to explain to students the next exercise.

It is recommended to change the sets of gymnastics for the lessons every 2-3 weeks; this period depends on the interest of the children and the degree of assimilation of the exercises of the given complex. The complex includes exercises already studied at

the physical education lessons. Finish the performance of gymnastics for the lessons a quiet walk (indoors walking on the spot), during which it is recommended to apply breathing exercises with hand movements (for example, raising the hands up and lowering them down). The duration of the gymnastics for the lessons is 12-15 minutes.

Gymnastics should be finished by the bell, which is given after 5 minutes to the beginning of the first lesson. It is very important to organize the entrance to the school premises correctly.

## **2. Physical Education Minutes**

Properly conducted PE minutes are an effective means of reducing fatigue and increasing the mental performance of students in class. In addition, they have a beneficial effect on the child's body, preventing disorders of posture and deformities of the body structure.

Outstanding educator K. D. Ushinsky wrote that the basic law of children's nature can be expressed as follows: a child requires continuous activity and gets tired, not by the activity, but its monotony and one-sidedness. As one of the means conducive to the success of early schoolchildren, he recommended short-term physical activity in the classroom. It should be remembered that PE minutes have a positive impact on students only when they are well organized and methodically correct. [4, p. 89-90]

P. P. break lasts for 2-3 minutes. Its complex includes 3-4 simple, accessible exercises that do not require complex coordination and affect the main muscle groups. Each exercise is repeated 4-6 times, the pace is medium or slow. These exercises improve blood circulation, improve mental performance, increase respiration and cardiovascular system activity, have a positive effect on the emotional state of the students. [5, p.45-48]

Making a complex of p.p break, it is necessary to use the exercises studied in the lessons of physical education. This will save time that would have to be spent explaining this or that starting position and performing the exercise. [2, p. 95-98 ] The time of physical activity minutes depends on the place of the lesson in the schedule, as well as the nature of the lesson, the state of the students, etc. P.S. minutes can be used not only in lessons 3-4, but also in the first two lessons.

P.P. breaks are held in Grade I at each lesson, and in Grades II and IV at two or three lessons. When students in grades III - IV have increased fatigue, for example at the end of a quarter or at the end of the year, the number of activity breaks can be increased.

## **3. Organized long recesses**

The regulations of secondary comprehensive school stipulate the length of breaks between lessons - 10 minutes, the long break - 30 minutes; instead of one long break it is allowed to have two 20-minute breaks after the second and third lessons.

Younger students need a frequent change of activity. Scientific studies have found that the performance of elementary school students during the school day varies depending on the content and nature of their active recreation during breaks. It increases when students are in the fresh air during breaks, if their rest consists of emotional activities, games, musical movements.

The organization of breaks should take into account the fact that the disorder and running, noise affect the nervous system, lead some students to excessive excitement. All activities at recess should be appropriate for the age of the children. Physical and emotional stress should be dosed so that there was no excessive fatigue or excitement. The rule of voluntary choice of games and activities in which pupils want to take part should be followed. A particular group should be encouraged to organize and run their

own game that they enjoy. At recess there should be no show of coercion of students to participate in games, entertainments [2, p. 98-100].

**CONCLUSIONS.** Active motor mode of physical exercise in the amount of 14-20 hours per week has a positive impact on mental and physical performance, contributes to the improvement of academic performance, increasing the level of physical fitness.

In order to improve the health status of elementary school students it is necessary to:

- regularly carry out physical and health activities in the schoolchildren's daily routine.
- to raise students' interest in physical education and healthy lifestyles.

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## **PROSPECTS OF DISTANCE LEARNING TECHNOLOGIES**

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### **PROSPECTS OF DISTANCE LEARNING TECHNOLOGIES**

With the rapid development of the information society, it has become necessary to use such innovative learning technologies as distance learning technologies, which involves the use of computer and telecommunications technologies, which provide interactive interaction between participants in the educational process.

It is worth noting that in world practice, distance learning is quite common. In many countries around the world, its popularity is growing every year, because this form of learning, the main principle of which is interactive interaction between the subjects of educational services, is the most flexible and accessible. World universities show a high level of perception of distance learning (93%) and its increased use in the educational process (87%). In addition, higher education institutions tend to implement distance learning in their institutional strategies (85%)(Polianovskyi & Zatonatska & Dluhopolskyi & Liutyi, 2021).

The quality of implementation and application of distance learning technologies

should be assessed using the following performance indicators: effectiveness (success, individual approach, application of theoretical knowledge in practice); accessibility (possibility to expand the boundaries of those wishing to learn); resource intensity (saving costs on moving, use of premises); efficiency (reduction of time for mastering and conveying knowledge); democratic communication between participants in the educational process; use of leading educational technologies and complex software (Mykhaylichenko & Rudyk, 2016).

Research of world trends in distance learning technologies shows that according to published data from Phil Hill's report on market analysis of learning management in higher education institutions in the USA and Canada, there is a dominance of four platforms for distance learning (Canvas, Blackboard, Brightspace and Moodle). The above four distance learning platforms account for 80-95% of the total market share in recent years. Despite the large number of commercial platforms, many of them remain available to all users (Moodle, Sakai, Canvas) (Polianovskyi & Zatonatska & Dluhopolskyi & Liutyi, 2021).

In recent years, the most widespread use of the remote service system Moodle, the first version of which was written in 2002 and which provides the opportunity to present a distance learning course on topics or plan student activities individually. Moodle provides a variety of activities: forums, seminars, tasks, tests, videos, surveys, chats, etc. (Tkachova & Kazans'ka & Shevtsova, 2020). This distance learning technology is a space for the joint work of all participants in the educational process with the ability to track performance and secure authentication. The Moodle remote service system has a flexible interface with the ability to configure layouts and page design, can integrate with a large number of software, including tools for communication, collaboration, document management and other programs for increase productivity (Rebukha & Polishchuk, 2020).

It is important to note that the use of distance learning technologies may also have certain threats in use (low level of coordination of participants in the educational process, weak technological base, low level of technological skills, low adaptability of individual subjects to distance learning, etc.), which must be addressed in context development of the information society with the use of the latest information and pedagogical technologies.

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## **PSYCHOLOGICAL AND PEDAGOGICAL FUNDAMENTALS OF EDUCATION OF SOUND CULTURE OF SPEECH OF CHILDREN OF PRESCHOOL AGE**

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Fundamental changes in the educational and cultural space, the new socio-cultural situation, social demands and needs include the establishment of the priority of preschool education, the formation of society's understanding of the early stages of human life as the most important period of personality development.

Preschool age is a period of active mastering by the child of all aspects of speech: phonetic, lexical, grammatical. It is important to take into account the individual characteristics of each child's speech development.

The main task of the educator is to instill in preschool children attention to the sound side of speech not only as a means of communication, but also an indicator of their cultural level. You need to watch your own pronunciation, pauses, intonation and sound in different ways. It is important how the teacher puts the pronunciation in his students. Children's ability to understand oral speech, ability to speak, write and read will depend on this.

At the state level, solutions to this problem are reflected in the main legal documents related to preschool education, namely: Basic component of preschool education, the Concept of preschool education in Ukraine, the National Strategy for Education in Ukraine until 2021, the Law of Ukraine «On preschool education».

The theoretical foundations of education of sound culture of speech of junior schoolchildren are the study of phonetics as a scientific field of linguistics about speech sounds and phonemes. Phonetics (from the Greek «phone» means sound) – «is a branch of linguistics that studies the sound system of language» [2, p. 263]. The object is the doctrine of sounds, their articulatory, functional characteristics (sound structure of syllables and words, stress, intonation).

The phonetic component is «the correct pronunciation of all sounds of the native language, sound combinations in accordance with orthoepic norms, accents; well-developed phonemic hearing, which allows to differentiate phonemes; mastery of intonational means of expression of speech (tempo, timbre, strength of voice, logical emphasis, etc.)» [1]. Phonetics plays an important role in practice, namely: knowledge of the theoretical foundations of phonetics is necessary in order to develop methods of

educating sound culture of speech in children, to master sound speech, the laws of connectivity and alternation of sound units [2].

Sound culture of speech includes clear articulation of native language sounds, phonetic and orthoepic correctness of speech, speech breathing, volume, speech rate, phonemic hearing. Focusing on its formation in preschool is an important prerequisite for children's further literacy at school. Psychological features of children that affect the education of sound culture of speech are insufficient motility of the articulatory apparatus; shallow intermittent breathing; insufficiently subtle auditory perception; mild excitability, weak and unstable attention; great emotionality; rapid fatigue; specificity of thinking; pronounced imitation of speech.

Many scientists, including the classics of preschool pedagogy (E. Arkin, E. Vodovozova, S. Rusova, E. Tiheeva), physiologists (O. Ivanov-Smolensky, I. Pavlov), psychologists (L. Vygotsky, D. Elkonin, M. Zhinkin, R. Levina, O. Leontiev), teachers and methodologists (A. Bogush, N. Gavrish, K. Krutiy, N. Lutsan).

After analyzing the scientific and methodological literature on the problem of research, we have identified areas of work of the educator on the education of sound culture of speech of preschoolers: the development of phonemic hearing; development of speech breathing; development of intonational expressiveness of speech; development of skills of sound analysis of words development of skills of sound analysis of words [2].

S. Rusova has developed a number of methodological tips for the development of phonemic hearing in children. In her opinion, you need to start developing your hearing in music lessons, singing songs, playing rhythmic things. The scientist noted that the earliest and easiest child to adopt the rhythm and loves the music where the rhythm is most pronounced (military and rhythmic dances).

S. Rusova recommended teaching a child to understand the difference between deaf noises and melodic sounds. First of all, she advised to use silent games, «children sit on chairs – no movement, words should not break the absolute silence, and in such silence they catch every sound that can not be seen among the usual garmideru» [4, p. 25].

In the works of E. Tikheeva considerable attention is paid to the formation of sound culture of speech of young children [5]. The author identifies the need to develop the child's speech apparatus as a priority. In order to improve the speech apparatus, in the opinion of the teacher, such conditions must be created under which the child is able to hear and reproduce the sounds he utters. First of all, it is the timely satisfaction of the needs and wishes of the child, because children with a predominance of negative emotions in solitude do not show active vocal reactions.

Psychologist D. Elkonin emphasized that the main qualitative neoplasm of mental development of children of the fifth year of life is the awareness of the sound culture of speech, because it increases the child's orientation in complex grammatical forms.

According to A. Bogush and N. Gavrish [2], the education of sound culture of speech also depends on intonational expressiveness. Intonation is a manner of pronunciation that is able to express the feelings of the speaker, the attitude to what he says. With the help of intonation the student conveys the meaning of the question, statement, expression of will, a wide range of emotions (joy, sadness, pain), his attitude to what is being said (approval, irony, hostility).

Thus, in the basis of pedagogical thought the main attention was focused on the need to educate the sound culture of speech of junior high school students. This is necessary for the development of their intellectual abilities, mental self-improvement, as

well as further education at school.

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## **RELAY-GAMES AS A MEANS OF DEVELOPING THE ACCURACY OF MOVEMENTS OF PRESCHOOL CHILDREN**

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To ensure a high level of physical readiness of children for schooling, it is important to realize the potential of physical culture. So, N.Pakhchalchuk [6] and S.Matvienko [3] note that in the development of physical abilities of preschool children it is necessary to pay attention to the coordination of movements and the accuracy of motor actions. Accuracy of movements is necessary for a child to successfully complete motor tasks of various categories of complexity in household, play and educational activities. In particular, I.Krivoruchko [2] defines accuracy as “a property that characterizes the level of development of coordination abilities”. According to scientists [2; 4-6, etc.], one of the main coordination abilities is the differential ability to achieve high accuracy of individual phases and parts of the movement, as well as the movement as a whole. Its varieties are considered to be the ability to differentiate power, temporal and spatial parameters of movement.

Thus, one of the effective means of developing the accuracy of motor actions of preschool children in play activities is relay race games. Thus, relay-games develop coordination of movements, speed, dexterity, and coordination capabilities [1]. O.Puyo [7] believes that relay games are a team game that teaches children to support each other, achieve a common goal, understand that each team member is important in achieving a long-awaited victory. Children learn to interact with other team members. A variety of movements help increase the interest of children, develop excitement and the desire to win. Let's give an example of motor actions that are not recommended for use in games: tipping forward and backward; walking on a gymnastic bench; running to the wall and



touching it, etc.

We define the features that must be observed in the selection of relay race games:

- take into account the age characteristics of children, their level of physical fitness;
- start with simpler relay races, gradually adding elements and complicating the relay race (adding the number of obstacles or changing the sequence of tasks, etc.);
- take into account the season (in hot weather, conduct calm games of medium mobility, in cold weather - relay races, in which all children perform movements);
- it is advisable to determine the time of the day (in the morning to conduct relay races of high mobility, between classes - relay races of medium and low mobility);
- increase the number of obstacles in relay races of medium mobility;
- to conduct relay races of high mobility, based on speed and running, in large rooms and on the street [3-4; 7].

O.Onoprienko [5] divides relay races according to the following criteria:

1. By the number of tasks - simple and complex.
2. By the nature of the movement - linear, circular and counter.
3. According to the method of action of the participants, collective and individual.
4. By type of exercise - gymnastic, game, athletics.

It is also advisable to use themed relay race games with plot content with children. Particular attention should be paid to the dosage of games. You can increase the breaks between relay races or reduce the length of the distance. Depending on the content of the relay races, the number of participants, their age, physical fitness, the duration and pace of the game are determined. Gradually, the pace of the relay should be reduced and the children's breathing restored. To do this, you can finish the relay with calm tasks, breathing or finger gymnastics. Consequently, relay race games help to develop the physical abilities of children, the accuracy of movements, moral qualities are brought up, and they teach preschoolers to achieve their goals.

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## THE DEPARTMENT OF PHYSICAL EDUCATION IN NEW UKRAINIAN SCHOOL

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Physical education plays a very important role in our culture. It gives an understanding about our health, its importance and teaches the discipline and self-control.

In the context of the Concept of the "New Ukrainian School" (2016) schools must teach children how to use knowledge and skills in everyday life, which meets the criteria of basic and general education (Declaration of the Cabinet of Ministers of Ukraine № 1392 of November 23, 2011), that's why physical activity must be developed as personal habit of each student. Movement, competition, self-affirmation - the natural essence of physical culture and sports [1].

This program focuses on developing the principle of variation, where school material is being planned according to age and gender characteristics of students, their hobbies, material and technical support of the educational process.

One of the innovations of the New Ukrainian School is model curriculum. Its main task is to develop children's physical skills [4].

A primary school graduate is a patriot of Ukraine who knows its history, a bearer of Ukrainian culture who respects the culture of other nations; a competent speaker who is fluent in the state language also speaks his native language. They are graduates who are able and have a desire for self-improvement, and understand the responsibility before their country. They have an understanding about the creation of the world and have respect towards nature, those graduates take care of the environment they live in and their own health [1].

These are the main tasks for this project:

- defining and understanding a general idea about physical culture, its importance in human life, maintaining and strengthening health and physical development;
- improving the skills of vital physical activities, their use in everyday and play activities;
- expanding the functional capabilities of the child's body through the purposeful development of basic physical qualities;
- explaining the importance of physical activity in everyday life;
- teaching a healthy lifestyle and its necessity for everybody;
- teaching practical skills for independent physical exercises and active recreation;
- building moral qualities [2].

New rules for assessing students are currently in place in schools, so they do not need to focus on getting the highest grades. If the child is unable to meet a certain standard for certain reasons that he can change in any way, disproportionate physical development, skipping classes for important reasons, is not a reason to reduce the final assessment of performance. Assessment of students' academic achievements in physical education classes can be carried out by the following types of activities:

- Mastering the technique of physical exercise.

- Compliance with the training standard.
- Performing educational tasks during the lessons.
- Assimilation of theoretical and methodological knowledge.

At the same time, the assessment for compliance with the standard is not dominant during the thematic, semester or annual assessment. [2].

A feature of the new system is the lack of mandatory modules. There are currently more than 35 modules, but their number will increase. The teacher can choose the appropriate sport for a particular class, focusing on their interests and material and technical base of the educational institution. Even if it is not possible to conduct classes in accordance with a particular sport, you can find an alternative to exercises similar to this sport.

An important condition for the implementation of the educational process in physical culture is compliance with the didactic principles of teaching: consciousness and activity; clarity; accessibility and individualization; systematicity and consistency. Creative use of these didactic principles in physical education lessons requires the use of adequate teaching methods [3].

In my opinion, physical education lessons should evoke positive emotions in students and encourage them, stabilize their psychological state, using game methods, musical accompaniment and modern computer technology. Younger students need a creative approach from teachers to keep them interested. Tempering a strong and healthy nation is the main goal of physical culture and sports in the modern world.

Appendix to the letter of the Ministry of Education and Science of Ukraine dated. (July 1, 2019). №1. URL: <https://pmg17.vn.ua/wp-content/uploads/2021/05/fizychna-kultura.pdf>

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Secondary education-New physical culture for NUS: how lessons change. URL: <https://osvita.ua/school/83843/>

## **THE MAIN PROBLEMS OF PHYSICAL EDUCATION IN MODERN CONDITIONS**

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Nowadays, the organization of physical education of schoolchildren is becoming increasingly popular for children and their parents. Physical education is one of the most important aspects of physical culture that is being taught in all educational institutions.

Physical education is designed to develop motor skills, introducing a healthy lifestyle, physical fitness. It plays a key role in developing a healthy mentally and physically student.

People who studied the importance of physical education were V. Faydevych, S. Melnyk, S. Nikolayev, N. Tabak, O. Khomutova, D. Krasnopyorova, M. Osadets, A. Slobozhaninov, A. Voloschuk and others.

V. Faydevych, S. Melnyk, S. Nikolayev, N. Tabak wrote "Main problems of physical education in heritage of V.O. Sukhomlinsky" where they discussed V. Sukhomlinsky's method education where the main focus would be on taking care of one's health and life as the most important value [2, p.146].

O. Khomutova and D. Krasnopyorova note that physical education and comprehensive development of the child's personality perform the following complex and multifunctional tasks:

- strengthening the health and hardening of the body of the younger generation, promoting their proper physical development and improving efficiency;
- developing and improvement of motor skills and abilities;
- development of basic motor qualities;
- development of hygienic skills, knowledge in the field of physical exercises and hardening;
- developing healthy habits and persistent interest in systematic exercise [3, c.53].

M. Osadets, A. Slobozhaninov, A. Voloschuk in their work "Modern problems of physical education of schoolchildren" say that nowadays the most important problem is to develop the physical education program for student in schools and colleges that would help their health and teach them how to lead a healthy lifestyle and at the same time help with their mental health as well. At the same time, the analysis of the content of physical education programs for students and the level of their physical training shows the inability of the existing system to educate a harmoniously developed and physically perfect personality [1, p.71].

Along with the development and improvement of physical education programs for schoolchildren, there has to be a change happen of new and more effective forms, tools and methods of working with schoolchildren, because achieving greater results requires constant changes and improvements.

I would like to note that the awareness of parents about the benefits of physical education of children is no less important. Parents are the people who have the greatest influence on their children, and if they tell their children about the importance of physical education, then this process will become better and more effective. Therefore parents have to be involved in their children's life whether it is home or in school.

Thus, physical education is a vital part of the comprehensive and harmonious development of schoolchildren, which will ensure the further successful life of the child. Therefore, it is necessary to ensure the solution of urgent problems of physical education in modern conditions.

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## **THE PROBLEM OF FORMATION OF PROFESSIONAL COMPETENCE OF FUTURE INFORMATION TECHNOLOGIES SPECIALISTS**

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The main task of the modern system of higher education in the field of information technology is to train a qualified, competitive specialist who not only has a certain level of knowledge, skills and abilities, but also can practically apply them in their professional activities. Under conditions of qualitative change, large-scale technological innovations taking place in modern society, economy, industry, professional education in information technology should provide a set of integrated knowledge, skills and personality traits - professional competence of the specialist, including future information technology specialist.

The problem of forming the professional competence of future specialists in information technology occupies a significant place in the development of modern professional education in the field of information technologies, as it includes all components of the study of theoretical and applied aspects of this issue. Transformational processes have led to growing demands for information and communication activities in the field of information business as one of the powerful tools of society, due to the need for rapid processing of information flows, rapid response to changes and current requirements that require flexibility and speed of professional thinking, the direction of professional action on the advanced development of the field of information technology.

It is clear the need to increase the level of professional competence of future specialists in information technologies, which generally stimulates the improvement of organizational and pedagogical, didactic conditions for training specialists in the field, resulting in rethinking methods, tools, techniques, forms, principles also forces to adjust them, taking into account the specifics of distance and resource-oriented training of future specialists in information technologies.

The obvious urgency of this problem, the inadequate degree of its elaboration in pedagogical theory and practice, the scientific needs in solving urgent issues, the identified contradictions led to the choice of research topic. Analysis and generalization of the processes of reforming higher IT education, scientific sources and pedagogical practice of forming the professional competence of future specialists in information technologies allowed to resolve isolated groups of contradictions that need to be resolved, namely in the context of social order, in the context of pedagogical science. and practice, in the context of increasing the level of informatization and technologicalization of professional training of future specialists in information technology.

The leading idea of the study is based on scientific analysis and understanding of

the phenomenon of "professional competence of future specialists in information technologies" as an integrative personality trait of a university graduate, which demonstrates his ability to work effectively with information, modern software, hardware, telecommunications to find the most effective and the best option for solving professional problems, in accordance with the requirements of educational standards, society, the global market of information and communication services, the labor market, future professional activity in the information business.

The purpose of the study is theoretical justification, development and experimental verification of the effectiveness of the system of formation of professional competence of future specialists in information technologies. The object of the research is the professional training of specialists in information technologies in universities, and the subject of the research is the system of formation of professional competence of specialists in information technologies.

It should be noted that there is no doubt that the formation of professional competence of higher education in the field of information technologies is a leading direction of improving the system of professional IT education in the information educational space. The implementation of the author's scientific research on the formation of professional competence of future specialists in information technologies consists of four interrelated components: methodological, theoretical, technological, methodological. Thanks to the conducted thorough theoretical and comparative types of analysis of the conceptual and categorical apparatus of the scientific problem, the pedagogical aspects of formation and development of the declared topic are singled out, the semantic analysis of features of professional competence of future IT specialists abroad and in Ukraine is performed.

Theoretical and practical significance of the results, which is to develop and implement in the educational process of author's special courses for higher education "Information Technology", and for university teachers, teaching materials for special courses, professional practice programs, author's site, textbooks, and also improving curricula. It should be noted that the results of this work can be used in the development of curricula for training specialists in the field of knowledge "Information Technology" and educational programs, textbooks, manuals, teaching aids, distance learning courses, as well as university teachers.

Considering vocational education as an educational process aimed at acquiring students' professional knowledge and skills to prepare for life and professional activity in a world of information diversity, the paper highlights the main approaches to interpreting the professional competence of future information technology professionals, namely: axiological, competence, activity, integrative, resource-oriented, systemic.

The author's concept of formation of professional competence of future specialists in information technologies is developed, covering methodological, theoretical, technological, methodological components which promote realization of the outlined tasks and the purpose. The basis for the development of the model was the concept, as well as the selected pedagogical conditions for the formation of professional competence of future specialists in information technology. Structurally, the professional competence of future specialists in information technology, according to the author covers cognitive-informational, motivational-value, professional-activity and interpersonal components. The pedagogical conditions for ensuring the effectiveness of the formation of professional competence of future information technology specialists were substantiated.

The effectiveness of the use of innovative pedagogical technologies, methods, forms, modern teaching aids is evidenced by the implementation of selected pedagogical conditions.

In the course of the work the range of directions of formation of professional competence of future specialists in information technologies was expanded, recommendations and directions of improvement of the system of formation of professional competence of future specialists in information technologies were substantiated. In the course of the work the range of directions of formation of professional competence of future specialists in information technologies was expanded, recommendations and directions of improvement of the system of formation of professional competence of future specialists in information technologies were substantiated. The results of experimental verification of the effectiveness of the implementation of reasonable pedagogical conditions for the formation of professional competence of future information technology professionals show that high and medium levels of professional competence in students have increased and low has decreased, which undoubtedly confirms the effectiveness of the author's system of professional competence. information technology in universities. The component composition of the system of formation of professional competence of future specialists in information technologies is determined, the organizational-methodical and software system of formation of professional competence of future specialists in information technologies in educational practice is developed and implemented.

The developed model of the system of professional competence formation of future information technology specialists consists of five components: conceptual-target, motivational-axiological, procedural-technological, personal-developmental, criterion-diagnostic, which are interconnected.

The use of software for the creation of electronic educational and methodological complexes of disciplines studied by future specialists in information technology is substantiated. CRM-solutions for increasing the level of professional competence of future information technology specialists have been developed and tested, its advantages have been described. The set goals and objectives were gradually solved by specially selected and adequately applied research methods. The work is performed in a logical sequence, covers the solution of the problem, but we consider it necessary to pay attention to further, more thorough study of the proposed third pedagogical condition for the formation of professional competence of future information technology professionals through CRM-systems.

According to the results of the research, the proposals on the prospects of improving the professional training of future specialists in information technology at universities are substantiated. Theoretical and practical results of scientific research are the basis for further study of the problem in terms of identifying specifics of ways to organize effective cooperation with firms, companies working in the field of information technology (enterprises, organizations), with foreign universities that train future IT professionals for studying the areas of implementation of resource-oriented learning, professional practice, networking of universities in the process of forming the professional competence of future specialists in information technology.

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## **THE USE OF MODERN INFORMATION TECHNOLOGIES IN TEACHING ENGLISH**

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In modern society, the role of foreign languages is increasing. Knowledge of a foreign language gives young people the opportunity to join the world culture, use the potential of the vast resources of the global Internet in their activities, as well as work with information and communication technologies and multimedia teaching aids.

The purpose of teaching a foreign language is the communicative activity of students, that is, the practical knowledge of a foreign language. The task of the teacher is to activate the activity of each student in the learning process, to find the right environment for their creativity. The main goal of teaching a foreign language to students is to educate a person who is willing and able to communicate, and who is willing and able to receive self-education. Participation in various international programs, the opportunity to study abroad presuppose not only a high level of foreign language proficiency, but also certain personality traits: communication skills, the absence of a language barrier, knowledge of international etiquette, a broad outlook, the ability to what is called “present” oneself. As a rule, when performing various tests when entering a higher educational institution or participating in competitions and Olympiads, a strict time limit is set for each task, which requires a special type of preparation. In order to achieve all these goals, of course, effective assistance to the teacher is provided by the use of computer technology and Internet resources in teaching English.

Today, the use of a personal computer, multimedia technology and the global information computer network Internet affects the education system, causing significant changes in the content and methods of teaching foreign languages. The modern teacher faces the problem of finding a new pedagogical tool. In modern conditions, students pay



a lot of attention to information technologies, so you can use this opportunity as a powerful tool for developing motivation in English lessons.

The computer allows you to change qualitatively the control over the activities of students, while providing flexibility in managing the educational process. The role of the teacher is equally important here. He selects computer programs for the lesson, didactic material and individual tasks, helps students in the process of work, evaluates their knowledge and development. The use of computer technology makes and allows an informed choice of the best training option.

When using a computer, verbal communicative activity should be considered in three aspects:

- as free communication of students in real time through the use of e-mail and information networks, that is, as an authentic dialogue in writing between communication partners;
- as an interactive dialogue interaction between the student and the computer, in which the real goals of communication are pursued, that is, as a human-machine dialogue;
- as the communication of students in the classroom in the process of working with computer training programs that act as a stimulus for communication and a means of recreating the conditions of the communication situation.

In recent years, the question of the use of new information technologies has been increasingly raised. These are not only modern technical means, but also new forms of teaching, a new approach to the learning process. The use of multimedia tools helps to implement a student-centered approach to learning, provides individualization and differentiation, taking into account the characteristics of students, their level of learning, inclinations. Learning English with the help of computer programs is of great interest to students.

Programs that exist today allow you to display information on a computer screen in the form of text, sound, video, games. Learning with the help of a computer makes it possible to organize the independent work of each student. Integrating a regular lesson with a computer allows the teacher to transfer part of his work to the computer, while making the learning process more interesting and intense. At the same time, the computer does not replace the teacher, but only complements it. The selection of training programs depends, first of all, on the current educational material, the level of training of the trainees and their abilities.

Working with a computer not only contributes to an increase in interest in learning, but also makes it possible to regulate the presentation of educational tasks according to the degree of difficulty, encouraging correct decisions. In addition, the computer allows you to completely eliminate one of the most important causes of a negative attitude towards learning – failure due to a lack of understanding of the material or a problem in knowledge. This aspect is provided by the authors of many computer training programs. The student is given the opportunity to use various reference manuals and dictionaries that can be called up on the screen with a single click on the mouse. Working on a computer, the student gets the opportunity to complete the solution of the problem, relying on the necessary help.

The active and appropriate use of a computer in an English lesson seems possible and appropriate based on the specifics of the subject itself. The leading component of the content of teaching a foreign language is teaching various types of speech activity:

speaking, listening, reading, writing. When teaching listening comprehension, each student gets the opportunity to hear foreign language speech. When teaching speaking, each student can say phrases in English into a microphone. When studying grammatical phenomena, each student can perform grammatical exercises, has the opportunity to solve crosswords, chain words, search for words, and perform game exercises.

The scope of the computer in teaching foreign languages is unusually wide. The computer can be effectively used to get acquainted with new language material, new patterns of statements, as well as with the activities of communication in a foreign language. At the stage of training and at the stage of applying the formed knowledge, skills, abilities, the computer can be used in a wide variety of communicative tasks and situations, taking into account the personal characteristics of the trainees.

Using the information resources of the Internet, it is possible, by integrating them into the educational process, to solve more effectively a number of didactic tasks in the lesson:

- to form reading skills and abilities, directly using the materials of the network of various degrees of complexity;
- to improve listening skills based on authentic Internet audio texts, also prepared by the teacher accordingly;
- to improve the skills of monologue and dialogic utterance on the basis of a problematic discussion of the materials presented by the teacher;
- to replenish your vocabulary, both active and passive, with the vocabulary of a modern foreign language, reflecting a certain stage in the development of the culture of the people, the social and political structure of society;
- to get acquainted with cultural knowledge, including speech etiquette, especially the speech behavior of various people in terms of communication, cultural features, traditions of the country of the language being studied.

The tasks of education modernization cannot be solved without the optimal implementation of information technologies in all its spheres. The use of information technology gives impetus to the development of new forms and content of traditional activities of students, which leads to their implementation at a higher level. Work with computers should be organized in such a way that from the very first lessons of the initial stage of education it becomes a powerful psychological and pedagogical means of forming a need-motivational plan for students' activities, a means of maintaining and further developing their interest in the subject being studied. Properly organized work of students with a computer can contribute, in particular, to the growth of their cognitive and communicative interest, which in turn will contribute to the activation and expansion of students' opportunities for independent work in mastering the English language, both in the classroom and in their free time.

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# THE USE OF COMPUTER DIDACTIC GAMES FOR THE DEVELOPMENT OF BASIC MATHEMATICAL CONCEPTS OF CHILDREN OF 5 YEARS OF AGE

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Different types of didactic games are an important method for the formation of elementary mathematical concepts. In didactic games, cognitive activity is combined with play. Play is both the leading activity of children in the 5th year of life and the main educational and training influence of the teacher or parents on the child. However, only when children are interested in play - there is an independent play activity. Didactic play is a really complex and multifaceted process that has its own structure.

What is the importance of didactic play for children of the 5th year of life?

1. Didactic game is a means of learning about the environment.
2. Didactic game has a significant impact on the development of mental processes.
3. Didactic game is a means of teaching and education.
4. Didactic game is a kind of work for children.
5. Children learn to dream, fantasize, overcome obstacles in the game;
6. Didactic game is enriched with emotional and cognitive content, uses a lot of clarity and more[1].

In the study, we used the online resource LearningApps.org, which allows you to create your own exercises that will suit the age and individual characteristics of children, and promote the formation and development of basic mathematical concepts or use existing interesting exercises.

Algorithm for creating your own didactic exercise on the online resource LearningApps.org:

- 1) Create a personal profile, which will store personally developed exercises that can be refined, changed, or add new ones;
- 2) Click "create exercise", select the type of exercise (find a pair, classification, numerical line, image fragments, etc.);
- 3) Enter the name of the exercise, feedback, help;
- 4) Add the necessary elements (images, text, audio, etc.);
- 5) Finish editing and preview the exercise we created;
- 6) We actively use it in practice[2].

Thanks to this online service, children's learning becomes interesting, diverse and more modern, children play - learn.

For children in the 5th year of life, we used the following exercises for the development of elementary mathematical concepts: "Count from 1 to 5", [<https://learningapps.org/10324354>]. Tasks in this game: Divide fruits and vegetables in ascending order, and then name them. In this task, children not only summarize knowledge about fruits and vegetables, but also learn the quantitative and ordinal numbers within 5. They name fruits or vegetables, characterize them.

The next task is "One-many": [<https://learningapps.org/14801316>]. The task for children is to look at the pictures together, specifying: "In this picture there is one cube, and in this one there are many of them. There are one ball in this picture, and there are

many, and so on. " Children of the 5th year of life know the essence of one-many concepts and are able to compare them. Therefore, this task was used quite effectively, the children named objects, named their color, shape and so on.

The last task "Geometric game for preschoolers (circle, square, triangle)": [<https://learningapps.org/11102817>]. Children not only acquire knowledge on the topic of geometric shapes, namely: circle, square, triangle, but also learn to compare an object with a geometric figure, enrich their knowledge of various objects, color. For children, this task is quite informative and interesting [3].

Therefore, this network resource is actively used at the present stage, in ZDO, school and even at home.

Separately, we used the online resource Logiclike.com. Advantages of this network resource:

- 1) Ability to choose the age (from preschool to adulthood);
- 2) Parents can review their child's progress, task rating, analyze errors and determine what needs to be explained to the child;
- 3) The child can obtain a certificate for a certain number of tasks;
- 4) The heroes of Logiclike.com from different collections are opened for special successes, which activates the incentive for children to further success;
- 5) Each task is voiced, which helps the child to complete it if he can not read;
- 6) Each course, and most importantly the course "Logic and Thinking" includes a large number of categories (find common ground, features of objects, continuation of the series, the composition of numbers, etc.) [3].

Logiclike.com is a network resource that helps to develop intelligence, memory, attention, and most importantly basic mathematical concepts in the form of games for children 5 years of age.

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# USE OF FITNESS JUMPING IN THE PROCESS OF PHYSICAL EDUCATION OF CHILDREN

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The lack of physical activity leads to a deterioration in human health, weakens its defenses, and does not provide full physical development. Recently, various means and methods of improving the level of health, physical fitness, as well as increasing interest in physical education have been actively introduced. So, E.Artero, J.Castro-Pinero, J.Ruiz and others. used children's fitness in an institution of preschool education. The pedagogical experiment was carried out for four years, various fitness technologies were introduced (aqua gymnastics, step aerobics, fitball gymnastics). The study showed that all the used types of fitness influenced the increase in the physical fitness of children [8].

In order to form motor qualities with children of preschool age, trampoline jumping is used. This sport involves the performance of a series of high jumps with complex coordination by children with multiple rotations around the transverse and longitudinal axes of the body. The studies of N.Kazantseva proved the positive effect of certain types of jumps on the condition of the arches of the foot of preschool children. The scientist's pedagogical experiment confirmed positive changes, in particular, the number of children with normal foot arch increased by 62%. While classes according to the traditional method of correcting flat feet in preschoolers in the conditions of the preschool institution allowed to improve the performance by 41% [2]. Also, using trampolining, the "Logo-trampoline" method was created for teaching children to read, where the child is invited to jump on a small trampoline and at the same time read letters aloud, syllables or words. As a result, the children's skills improved and the negative attitude towards reading disappeared [1].

Analysis of scientific sources [1–3; 5 and others] revealed the existence of various types of fitness, which are used in the work of institutions of preschool, primary, secondary and higher education. One of the varieties of fitness with the use of a trampoline is fitness jumping. Fitness jumping is a relatively new direction in the fitness industry that combines aerobic (cardio) loads, exercises for the formation and strengthening of the main muscle groups, as well as a stretching complex. This fitness system has no age restrictions. Jumping involves the use of round trampolines equipped with handles that serve as a support [7; 9].

So, thanks to trampolining, the vestibular apparatus is trained, the musculoskeletal system is strengthened, and this is also the prevention of flat feet. Jumping on a trampoline helps to stimulate the internal organs, due to which there is an increase in lymph circulation, while toxins are removed from the cells and nutrients are supplied to them. Trampoline jumping has a positive effect on the health of children, and the constant elimination of the center of gravity encourages the jumper to quickly adapt body position and movements. At the same time, coordination and the ability to maintain balance increase, which will be useful in the future for any physical activity. Trampoline

is a way to detoxify and strengthen the immune system, but there are contraindications. Trampoline classes are not recommended for children suffering from bronchial asthma, diabetes, and bone weakness [6].

In particular, when using trampolines, it is important to remember safety precautions: you need to install a trampoline only on a hard, flat surface. The installation site must be free from obstacles and other objects within a radius of 2 meters from the trampoline, unless a safety net is used. Also, when installing a trampoline indoors, it is important to pay attention to the distance to the ceiling [4]. Thus, the analysis of scientific and methodological literature showed the importance of using new fitness trends in the process of physical education of children of senior preschool age, which will make it possible to purposefully develop coordination abilities, activate motor activity, and increase the emotional background of classes.

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## ОСОБЕННОСТИ ПРОВЕДЕНИЯ ИНТЕРАКТИВНОГО УРОКА В НАЧАЛЬНОЙ ШКОЛЕ

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Проблема качественного усвоения знаний, формирование практических умений и навыков у младших школьников всегда была актуальна в начальной школе. В частности, в Государственном стандарте начального образования отмечается всестороннее творческое развитие ребенка, его талантов, способностей, компетентностей, умений, в соответствии с индивидуальными и возрастными особенностями [2]. Следовательно, важное значение приобретает такая форма организации обучения, при которой каждый ученик является активным субъектом образовательной деятельности, в процессе которой генерирует нестандартные идеи, активно сотрудничает с учителем и одноклассниками на паритетных, конструктивных началах, чувствуя свою успешность и интеллектуальную способность. С учетом этого стоит отметить интерактивный урок, значение которого трудно переоценить в условиях Новой украинской школы, ведь он увлекает учеников, мотивирует к усвоению знаний, учит самостоятельно мыслить и искать пути решения задач проблемного характера.

Анализ педагогической, методической литературы с проблемы исследования свидетельствует, что теоретико-практические аспекты интерактивного обучения стали объектом изучения Л. Акпинарь, Л. Пироженко, Е. Пометун, М. Скрипник, А. Янкович и других.

**Цель исследования** – раскрыть особенности проведения интерактивного урока в начальной школе.

Считаем, что интерактивный урок – это такая форма комфортной организации учебной деятельности учителя и учащихся, которая предполагает активную познавательную деятельность в группах, парах, направленную на решение обозначенных задач, исключая неучастие любого из участников образовательного процесса. Соглашаемся с Л. Дубровской, В. Дубровским, А. Высовень, что интерактивный урок является уроком необычным по замыслу организации и методике проведения [3, с. 91]. Так, Е. Пометун, Л. Пироженко выделяют пять структурных элементов занятия:

- 1) мотивация учебной деятельности;
- 2) оглашение темы и ожидаемых результатов;
- 3) предоставление необходимой информации;
- 4) интерактивное упражнение;
- 5) подведение итогов, оценка результатов урока [4, с. 82].

Остановимся подробнее на рассмотрении каждого этапа макроструктуры интерактивного урока. Мотивация учебной деятельности предполагает пробуждение интереса младших школьников к теме урока, к исследуемой проблеме. Соглашаемся с Л. Акпинарь, которая подчеркивает необходимость

личностного осознания учащимися темы занятия, путем воздействия на их эмоционально-ценностную сферу [1, с. 55]. Следует заметить, что младшие школьники должны быть нацелены на процесс усвоения знаний и выполнения практической деятельности. Считаем, что эти внутренние предпосылки являются основой результативного познания. На данном этапе урока в начальной школе советуем использовать следующие методы и приемы работы: игры («Исключи лишнее», «Разъедини слова», «Задом наперед»); отгадывание загадок; эпизод театрализованной сценки; рассказ истории с использованием кукольных персонажей; демонстрацию отрывка из фильма; интерактивные технологии: «Ассоциативный куст», «Микрофон», «Мозговой штурм», «Крыголам»; эмоционально-релаксационные упражнения для создания положительной атмосферы сотворчества и т.д. Отметим, что данный микроэтап урока должен быть регламентирован по времени и занимать не более 5% продолжительности занятия.

Следующий элемент интерактивного урока – объявление темы и ожидаемых результатов. Цель этапа – обеспечения понимания учащимися содержания деятельности, определения и осознания конкретных ожидаемых результатов творческой учебно-познавательной деятельности. Разделяем взгляды Е. Пометун, Л. Пироженко в том, что для эффективного и результативного обучения формулировки результатов интерактивного урока должны отвечать следующим требованиям:

- конкретно отражать ожидаемый уровень учебных достижений после урока;
- демонстрировать результаты работы на уроке учащихся, а не учителя;
- понятно определять способ измерения достигнутых результатов, например использование оценочных баллов с учетом полноты объяснения, количества приведенных примеров и т.п.;
- быть понятными, краткими для всех участников образовательного процесса: учащихся, учителей, родителей, завуча, директора [4, с. 86–87].

На данном этапе, по нашему мнению, следует использовать следующие игровые методы: «Дешифровальщик», «Бананы», «Морской бой» и т.д. Объявление темы и ожидаемых результатов должно занять до 5% времени урока.

Еще одним этапом занятия, который требует более детального рассмотрения, является предоставление необходимой информации. Этот элемент урока предполагает сообщение младшим школьникам информации в достаточном количестве, для выполнения ими задачи практического характера. Заметим, что на этом этапе учащиеся должны максимально сконцентрировать свое внимание на процессе познания. Учитель в ходе работы должен определить ошибки учащихся и предоставить им необходимые указания. Предлагаем использовать на данном микроэтапе следующие интерактивные методы: «Гронирование», «Карусель», «Диаграмма Вена», «Интервью в трех шагах», «Мозговой штурм», «Кубирование» и т.д. Временные пределы элемента занятия варьируются от 10 до 15% времени урока.

Следует отметить, что основной частью интерактивного урока является интерактивное упражнение, которое помогает достичь запланированных результатов занятия и имеет следующий ход:

- инструктирование предполагает сообщение учащимся правил, целей, задач, последовательности действий выполнения интерактивного упражнения. Продолжительность – до 2–3 минут;



- объединение в группы, распределение ролей. В начальной школе советуем использовать следующие способы объединения учащихся в группы: по жеребьевке (карточки с цветами, листочками, животными, странами, городами; предметами); по половому признаку (мальчики, девочки); по времени года, в который родился ребенок (зима, весна, лето, осень); по расчету; по цвету на одежде; по цвету глаз; по номеру варианта (первый, второй), по первой букве имени или фамилии; по интересам и тому подобное [4, с. 95]. Полагаем, что оптимальная величина групп должна составлять от 2 до 6 учащихся. Соглашаемся с Л. Шевчук в том, что состав групп необходимо постоянно менять, в соответствии с содержанием, характером учебных задач, темы и цели урока, поскольку такая перегруппировка, как отмечает ученица, способствует индивидуализации обучения – учета изменений, произошедших с учащимися [5]. Временные пределы составляют 1–2 минуты;

- выполнение учащимися задачи предусматривает предоставление младшим школьникам максимальной возможности для взаимодействия друг с другом и самостоятельной работы. Учащиеся учатся сотрудничать, общаться, конструктивно вести диалог, выражать собственное мнение и аргументировать его, принимать разные точки зрения, выполнять часть общей задачи и нести ответственность за нее. Учитель же выступает в роли фасилитатора, тьютора, ментора, наставника, направляя работу учащихся, не вмешиваясь в ход деятельности микрогрупп. На работу над заданием группам отводится от 5 до 15 минут;

- презентация результатов выполнения упражнения предполагает осознание учащимися полученных результатов и оценку собственного уровня понимания, усвоения учебного материала, планирования дальнейших действий по его проработке. Продолжительность – 3–15 минут;

- рефлексия полученных результатов группы дает возможность при коллективном обсуждении проанализировать свои чувства, мысли при первом использовании интерактивной технологии; сопоставить собственное восприятие с позициями других; осознать свои действия и спрогнозировать дальнейшие шаги. Соглашаемся с Е. Пометун, Л. Пироженко в том, что рефлексия является важнейшим компонентом интерактивного урока [4, с. 95]. При рефлексивной деятельности советуем использовать такие методы и формы работы, как «Неоконченное предложение», эссе, дискуссии, работу в парах, группах и т.д. Учащимся можно предложить ответить на следующие вопросы: «Какие чувства у тебя вызывало упражнение?», «Как ты считаешь, для чего мы выполняли данное упражнение?», «Что ты ценного взял для себя?», «Чему научился?». Временные рамки – 5–15 минут.

Отметим, что интерактивное упражнение должно занимать самое большое количество времени на уроке – 50–60%.

Завершающим этапом интерактивного занятия является подведение итогов урока. На данном этапе необходимо: выяснить содержание проработанного; сравнить ожидаемые результаты с достигнутыми и проанализировать их; сформулировать выводы; откорректировать или закрепить усвоенное; спланировать новые темы для обсуждения; установить взаимосвязи между известным и еще нуждающимся в усвоении; составить план дальнейших действий. Продолжительность заключительной части составляет 20% времени урока [4, с. 112].

Разделяем мнение Л. Акпинарь о том, что в определенной степени

результативность интерактивного урока зависит от учителя, его профессионализма, умения использовать интерактивные технологии, заинтересовывать учащихся, проектировать данный тип урока, управлять процессом поиска истины. Именно учитель направляет учебную деятельность, создает атмосферу сотворчества, доброжелательности, взаимопомощи, поддержки, сотрудничества. Л. Акпинарь отмечает, что использование интерактивных технологий на уроке учителем будет эффективным при условиях: его высокопрофессиональной педагогической, методической, психологической подготовки; высокой осведомленности и эрудированности по различным изучаемым проблемам; овладение им управленческими, организационными навыками и умениями проведения интерактивного урока [1, с. 53].

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## **ОРГАНИЗАЦИЯ КОМАНДНОГО ВЗАИМОДЕЙСТВИЯ ПЕДАГОГИЧЕСКОГО КОЛЛЕКТИВА КАК ВАЖНАЯ СОСТАВЛЯЮЩАЯ ОБЕСПЕЧЕНИЯ КАЧЕСТВА ОБРАЗОВАНИЯ**

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Основной целью каждой украинской средней школы является предоставление качественных образовательных услуг. В связи с этим Министерством образования и науки Украины совместно с Государственной службой качества образования были разработаны Методические рекомендации по вопросам формирования внутренней системы обеспечения качества в учреждениях общего среднего образования, ориентированные на помощь школам во внутреннем обеспечении качественного образования. Согласно документу система обеспечения качественного образования в школе должна иметь не только внешние стимулы (внешнее независимое оценивание (ВНО), институциональный аудит, аттестацию и сертификацию педагогических работников и т.д.), но и внутренние инструменты.

Внутренняя система обеспечения качества образования – это совокупность условий, процедур и мероприятий в учебном заведении, обеспечивающих эффективность образовательных и управленческих процессов, непосредственно влияющих на качество результатов обучения учащихся, обеспечивающих формирование их ключевых компетентностей, а также способствующих всестороннему развитию личности учащихся.

Согласно Методическим рекомендациям, учебное заведение может выбрать собственный подход к формированию внутренней системы обеспечения качества образования, руководствуясь предоставленной Концепцией «Новая украинская школа» академической и организационной автономией.

В «Азбуке директора», разработанной Государственной службой качества образования представлена Модель качественной школы, в соответствии с которой в системе управленческой деятельности выделены следующие ориентиры:

- четко сформулированная, понятная и реалистичная стратегия развития, которая определяет миссию, видение и цели деятельности учебного заведения, а также условия, необходимые для их достижения, приоритеты и шаги, которые руководство и педагоги планируют осуществить для достижения определенных целей;
- четкий и реалистичный годовой план работы, к разработке которого привлекаются все участники образовательного процесса;
- ежегодная самооценка образовательной деятельности, по результатам которой определяются направления улучшения качества образовательной деятельности, являющиеся основой для дальнейшего планирования работы учебного заведения;
- постоянное изучение руководством учебного заведения потребностей учащихся и педагогических работников; подготовка и осведомление основателя о запросах для удовлетворения потребностей учебного заведения; отслеживание их

реализации;

- комфортный психологический климат и атмосфера доверия между участниками образовательного процесса; предупреждение и конструктивное разрешение возникших конфликтов на уровне учебного заведения;

- обоснованные и прозрачные управленческие решения, на принятие которых могут влиять все участники образовательного процесса;

- информационное пространство для обеспечения открытости деятельности учебного заведения;

- эффективная кадровая политика и система мотивации труда, которая способствует профессиональному развитию педагогов;

- эффективное сотрудничество и коммуникация между руководителем и его заместителями, другими работниками.

Все это достаточно сложно обеспечить без налаженной командной работы педагогического коллектива. Следует отметить, что организация эффективной работы коллектива учебного заведения с целью обеспечения качества образования также определена как одно из направлений работы руководителя в Профессиональном стандарте «Руководитель (директор) общего среднего образования». В этом же документе указан перечень общих компетентностей, которыми должен обладать руководитель учебного заведения. Среди этих компетентностей – социальная – способность к эффективной коммуникации и межличностному взаимодействию, работе в команде.

Таким образом, создание и развитие команды сегодня должно быть приоритетом для руководителя учебного заведения.

Для того, чтобы педагогический коллектив можно было назвать «командой», он должен обладать следующими качествами:

- высокий уровень преданности педагогов общим целям;

- важность вклада каждого участника команды для достижения общей цели;

- синергетический эффект за счет объединения компетентностей и мотивации участников команды;

- совместное принятие решений;

- общая и индивидуальная ответственность за выполнение задач и достижение цели;

- высокий уровень взаимозаменяемости;

- распределение и закрепление ролей в команде;

- взаимодополняющие умения и навыки.

Таким образом, команда – это небольшая группа людей, объединенная едиными целями, правилами взаимодействия, функционально-ролевой специализацией, высокой степенью ответственности и уровнем сплоченности.

Существуют стереотипы о том, какой должна быть команда, а именно: в команде всегда царит дружеская и комфортная атмосфера; в команде всегда высокий уровень сплочённости; в команде не бывает конфликтов; в команде решения принимаются всегда большинством. Но на практике все происходит не совсем так, как мы себе это представляем и необходимо предпринимать определенные шаги для усовершенствования работы команды (табл. 1).

## Шаги для усовершенствования командной работы

Какие встречаются стереотипы	Как на практике реализуется в команде	Что необходимо сделать
В команде всегда парит дружеская и комфортная атмосфера	Работая над новой сложной задачей, команда чаще оказывается в ситуации неопределенности и испытывает дискомфорт. Чувство комфорта у команды появляется только в момент достижения результата	Сформировать у членов команды способность принять дискомфорт как атрибут развития. Для этого необходимо формировать доверие между членами команды
В команде не бывает конфликтов	Конфликт – это источник развития, необходимый для определения «проблемных мест» в работе и движении вперед. Даже при наличии общей цели, члены команды могут видеть разные, кардинально отличающиеся способы их достижения. Все это неизбежно приводит к столкновению интересов и возникновению конфликтных ситуаций.	Развивать коммуникативную компетентность членов команды, чтобы они умели конструктивно взаимодействовать друг с другом, налаживать обратную связь, слушать и слышать друг друга. Не менее важно развивать способность членов команды конструктивно разрешать конфликтные ситуации, т.е. формировать у них конфликтологическую компетентность.
В команде всегда высокий уровень сплоченности	Обычно команды поддерживают средний уровень сплоченности на основе единой цели и правил взаимодействия	Научить членов команды ориентироваться на задачу, осознавать единую философию. Искоренить «двойные стандарты», которые подрывают уважение и доверие друг к другу
В команде решения всегда принимаются большинством	Все решения принимаются на совещаниях, но не обязательно большинством, поскольку большинство принимает «удобные» решения. При этом такие решения устраивают всех, но они не наиболее эффективные. Окончательное решение за лидером, а все члены команды после его принятия считают это решение своим	Содествовать активному участию членов команды в процессе выработки и принятия решений. Научить работников воспринимать принятые решения как руководство к действиям

Важным моментом эффективной командной работы является распределение ролей в команде. Следует разграничивать командную и функциональную (управленческую) роль педагогического работника.

Функциональная (управленческая) роль касается служебных обязанностей, которые должен выполнять педагогический работник, обладая необходимыми навыками, компетентностями и опытом. Командная роль характеризует поведение и взаимодействие педагогического работника в команде.

Командные роли могут сильно отличаться, в то время как функциональные роли должны быть одинаковыми. Например, функциональная роль всех учителей определяется одинаковыми должностными инструкциями и единым профессиональным стандартом (в зависимости от уровня среднего образования: начального, базового или полного), но при этом даже учителя одного и того же уровня образования могут выполнять разные командные роли (генератор идей, аналитик, специалист и т.п.). При этом следует помнить, что для того чтобы

человек принял как функциональную (управленческую) роль, так и командную, он должен знать, что от него требуется.

Наиболее популярной теорией командных ролей является модель Р. М. Белбина, которая широко используются при подборе сотрудников в команды. Рэймонд Мередит Белбин – английский ученый и консультант по управлению, который на основании исследований пришел к выводу, что команда наиболее эффективна в тех случаях, когда она неоднородна и состоит из людей, обладающих различными способностями, способами мышления и поведения. При этом необходимо, чтобы члены команды не просто различались, а дополняли друг друга и благодаря своим особенностям могли выполнять различные функции в команде. В соответствии с теорией Р. М. Белбина существуют следующие командные роли:

«*Координатор*». Организует работу команды и использование ресурсов в соответствии с поставленными целями. Имеет четкое представление о сильных и слабых сторонах команды и максимально использует потенциал каждого члена команды.

«*Исследователь ресурсов*». Его задачей является поиск ресурсов, налаживание нужных контактов, ведение переговоров.

«*Командный игрок*» – следит за тем, чтобы команда работала как единое целое, разрешает конфликты, осуществляет моральную поддержку членов команды  
«*Генератор идей*» – инициирует новые проекты, предлагает пути развития.

«*Аналитик*» – оценивает ситуацию и предполагает дальнейший ход развития событий.

«*Специалист*» – выступает экспертом в конкретном вопросе, поддерживает профессиональный уровень команды.

«*Реализатор*» – воплощает идеи в жизнь, превращает планы в действия.

«*Шейпер (Мотиватор)*» – подталкивает членов команды к действиям.

Процесс овладения командной ролью происходит с разных сторон:

*От человека.* В зависимости от индивидуальных особенностей человек предлагает команде роль, которую он способен выполнять. При этом команда может испытывать потребность в других командных ролях, нежели в той, которую предлагает взять на себя этот человек.

*Из группы.* Человеку навязывают ролевое поведение, необходимое команде. При этом человек не всегда имеет нужные личностные и профессиональные качества для выполнения навязанной ему роли.

*Навстречу.* Происходит сопоставление личных особенностей и потребностей человека с ожиданиями команды. В данном случае процесс овладения командной ролью является наиболее эффективным.

Таким образом, роль в команде определяется как тенденция людей вести себя определенным образом; осуществлять вклад в работу; взаимодействовать с окружающими определенным образом. При этом совершенно не обязательно, чтобы один человек выполнял лишь одну командную роль, поскольку он может соответствовать сразу нескольким ролям. Главное, чтобы реализовывались три важных направления работы: идеи, люди, действия.

Рассмотрим ключевые характеристики успешных команд и рекомендации по повышению эффективности командной работы:

1. Сплоченность. Проявляется, когда члены команды чувствуют единство и сопричастность. Для этого необходимо:

- сформулировать общую цель, которая будет объединять и воодушевлять;
- разработать совместно с членами команды правила, основывающиеся на ценностях и традициях команды.

2. **Согласованность.** Проявляется, когда члены команды умеют договариваться и учитывать интересы друг друга. Для этого необходимо:

- провести мероприятия, направленные на развитие доверия между членами команды (например, тренинги по тимбилдингу);
- установить процедуры (где и как команда будет общаться: совместный чат, планерки и т.д.);
- создать условия для развития эффективных коммуникаций внутри команды.

3. **Многофункциональность.** Проявляется, когда у членов команды есть все необходимые компетентности, чтобы справиться с задачей от первого до последнего этапа. Для этого необходимо:

- определить, какие функции не выполняются;
- создать условия для развития профессиональных компетентностей, обмена знаниями и опытом, совместного обучения.

4. **Вера в свои силы.** Проявляется, когда члены команды уверены, что добьются успеха. Для этого необходимо:

- демонстрировать процесс движения к цели;
- «замечать» и отмечать даже незначительные результаты.

Для развития командных эффектов используются комплексные методы, направленные на поддержание командного духа (в англоязычной литературе – Team spirit) и формирование навыков командной работы (Team Skills).

Командный дух – это причина, которая определяет и отражается на поведении и действиях работников, поддерживающих цели организации и чувствующих принадлежность к ней.

Действия, направленные на развитие командного духа, должны являться неотъемлемой составляющей системы мотивации команды и способствовать решению следующих задач:

- усиление чувства «мы»;
- повышение лояльности педагогических работников (эмоциональной привязанности к своей школе);
- создание неформальных содержательных и полезных для учебного заведения отношений между педагогическими работниками;
- усиление неформального авторитета руководства;
- создание опыта высокоэффективных совместных действий;
- повышение мотивации на совместную работу;
- более глубокое понимание индивидуальных особенностей друг друга; повышение степени принятия друг друга; развитие доверия между педагогическими работниками;
- создание яркой общей истории, усиливающей осознание и принятие философии учебного заведения.

Основным инструментом формирования навыков командной работы (Team skills) является тимбилдинг (групповой тренинг по командообразованию), благодаря которому создаются и корректируются установки работников и выравниваются компетентности в области командного менеджмента (ведь тренинги по тимбилдингу включают в себя большое количество практических

упражнений, направленных на развитие эффективного командного взаимодействия).

Большинство методов проведения тимбилдинга построены так, что отдельный участник не сможет выполнить задание, преодолеть трудности или препятствия наедине. Залогом победы является четкая и слаженная командная работа коллектива. Более важными, чем физическая сила, смекалка, ловкость отдельного участника оказываются такие качества человека, как умение сфокусироваться на происходящем, быстро реагировать на изменчивые условия, понимать других участников, идти на компромиссы.

Таким образом, в современных условиях формирование и развитие команды должно быть приоритетом для руководителя учебного заведения общего среднего образования, ведь развитие внутренней системы обеспечения качества образования предполагает объединение усилий членов педагогического коллектива в достижении этой цели.

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## **ПРОЯВЛЕНИЯ МЕЖЛИЧНОСТНОЙ АТТРАКЦИИ В СВЕТЕ ПРОФЕССИОНАЛЬНОЙ ПЕДАГОГИЧЕСКОЙ КОММУНИКАЦИИ**

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В тезисах предпринимаем попытку подробного рассмотрение внутренних факторов явлений межличностной аттракции (Коваленко, 2004) в процессе профессионально-педагогического общения и особенности ее проявления:

1) Педагогическая аттракция проявляется через *возможности выразительной речи* – артистичной, компетентной, лексически богатой, ораторски выраженной. Она может непосредственно вызывать положительные эмоции, мотивировать студентов или будоражить их чувства и сознание. Выразительная речь педагога проявляется в интересной, эмоционально-экспрессивной манере передачи знаний, навыков и умений. Стремление лектора угодить адресату (получателю), поддерживать с ним дружеские, равноправные отношения вознаграждается интересом окружающих. Однако эмоциональная коммуникация учителя не должна



быть чрезмерно красноречивой или чрезмерно сложной. Неестественная фраза часто прикрывает отсутствие смысла в словах. То есть выразительность должна быть естественной, необременительной, гармонично вести содержание сообщений.

2) *Коммуникативная гибкость речи* – еще одно проявление педагогической аттракции. Оно обостряет, подчеркивает языковое чутье преподавателя, помогает эффективно управлять поведением аудитории (устанавливать контакт, вызывать и поддерживать интерес к общению, нейтрализовать раздражение, вызывать чувства симпатии, открытости и т. п.). Коммуникативная гибкость педагога проявляется и в его профессиональной способности подбирать соответствующее содержание сообщений, адекватно реагировать на различные изменения коммуникативных моделей. Иными словами, такое проявление педагогического влечения демонстрирует способность педагога к “коммуникативной дипломатии”.

3) *Коммуникативная целесообразность* лежит в основе социолингвистических и прагматических норм речи. Первый означает целесообразность использования языка в разных социальных условиях (формулы речевого этикета говорящий подбирает в соответствии с социальным статусом собеседника и уже приобретенными им знаниями и умениями). Прагматические правила общения, в свою очередь, демонстрируют умение начать и закончить разговор, своеобразную коммуникативную тактику преподавателя, его умение перефразировать или объяснить сложный теоретический материал простым языком, используя доступные примеры, схемы или модели.

4) *Коммуникативная эстетика педагога* – это эстетическое проявление речи средствами языка, способность вызывать речевое эстетическое удовольствие. Это достигается за счет риторических навыков. Высшей степенью коммуникативной эстетики является способность адресатов к интерпретации, когда красивые фразы сочетаются с глубоким и конкретным смыслом. Эстетика речи обогащается средствами художественной выразительности (сравнения, эпитеты, метафоры), фонетическими средствами речи (интонацией, тембром голоса, темпом речи, дикцией), использованием пословиц, поговорок, цитат, афоризмов, крылатых слов и выражений и др. Сюда принадлежит и высокий уровень языковой культуры оратора.

5) *Профессиональная эрудиция* свидетельствует о глубоких и разносторонних знаниях педагога; насыщение речи актуальной информацией общеобразовательных дисциплин (философия, психология, социология, история и др.); использование примеров, статистики, конкретизация фактов. Энциклопедичность знаний является ведущей характеристикой эрудиции учителя. Поэтому он должен постоянно повышать свои знания, развивать навыки, интересоваться и соответствовать современным тенденциям в обществе. Профессиональная эрудиция лектора всегда привлекает его аудиторию и реализуется через непрерывное образование и самобразование.

6) *Творческая индивидуальность* внедряется через оригинальность в выражении мнений с целью эффективного воздействия на коммуникативного партнера. Это означает особый стиль общения, свойственный адресату, индивидуально-типологические особенности преподавания, структурирования и оформления учебного материала. Творческие качества личности учителя не только обеспечивают его эффективную педагогическую деятельность, но и мотивируют развитие потенциальных творческих способностей учащихся. Креативность

является необходимой составляющей профессионального мастерства педагогов. Специфическое по своей сути творчество педагога имеет много общего не только с художественным оформлением его профессиональной деятельности, но и с научной. Другими словами, учитель дает новую жизнь научным фактам и гипотезам, открывая путь к уму и сердцу своих учеников. Творчество формирует педагогический талант педагога, отражая на всех уровнях рецептивную эстетического мышление.

7) *Личная позиция.* Межличностное взаимодействие лектора со студентами должно строиться на принципах равноправия, взаимоуважения и доверия, сопровождаться использованием в речи необходимых формул этикета. Не менее важным признаком является адекватный тон коммуникативного акта (спокойный, нейтральный), мотивированный темп речи. Преподавателю лучше избегать резких оценочных суждений, иронических замечаний и неоправданного повышения тона беседы. Поведение педагога часто является примером для своих учеников. Поэтому культура его общения, высокие нравственные ценности, хорошие манеры и доброжелательная атмосфера учебного процесса в целом по праву привлекают внимание студентов.

Уровень настроенности реципиента по отношению к коммуникатору (лектору) может быть разным. Соответственно мы считаем, что можно зафиксировать повышение/уменьшение степени межличностной аттракции. В процессе установления контактов межличностного притяжения происходит принятие или непринятие коммуникативных моделей собеседника, их понимание и сопоставление в соответствии с собственными нормами и правилами мировоззрения и осознание значимости учителя в целом.

Высокий уровень межличностной аттракции педагога является важной предпосылкой результативного общения со студентами и другими участниками педагогического процесса, что, в свою очередь, приводит к повышению его социального статуса эффективности образовательного процесса в целом. Коммуникатор посылает аттрактивные сигналы своим реципиентам. Эти знаки могут быть как вербальными, так и невербальными средствами общения. Но главное условие – они должны быть положительным, эмоционально заряженными и профессионально оформлены.

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