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Introductory word

"Everywhere I go I find a poet has been there before me"

Sigmund Freud

2020 completely changed the community's perception of communication and reality, transferring everyone to remote communication. There was a value reassessment; people lost a familiar world view. That affected the consciousness and subconscious, gradually exposed human "lack" and "desire" to return to tactile contact and physical presence of "other" nearby.

Dear friends, in the 2nd issue of Astraea journal among the scientific articles we present the understanding the society influence on language and culture that is reflected in the language reform of the twentieth century as a result of feministic movement leading to social and political correctness.

We offer the interpretation of Theodore Decker's "The Goldfinch" as a conflict provocation the between art and community, the decline of morality and spirituality, the opposition of beauty and art. We draw your attention to the common genre and style features, motives and issues of family novels "Buddenbrooks" by T. Mann and "Lyuborackyi" by A. Svydnytsky that define the generation conflict, the family decline, the tradition denial.

We also provide an overview of the language variability as a peculiarity of diplomatic discourse, its modifications, constants and invariants. We present the transformation types of phrasal units, changes in the elements of syntactic units, it allows to create new semantic nuances or word play, that can be traced in modern journalism, in particular, in the headlines of "The New York Times".

We reveal new approaches to educational practice in China, where ICTs are involved in the learning process that become relevant in the lockdown in terms of teaching methods. We draw your attention to the use of artificial intelligence during the COVID-19 pandemic, when self-isolation and long-term quarantine forced us to look for new learning forms in primary school. Under these conditions the quarantine promoted the use of artificial intelligence in education.

In the section "Fiction" we present the poems of the trans-cultural poetess Eleonora Martiian, who lives now between two countries: Spain and France; poems by the Ukrainian poet Yaroslav Skidan and the prose by the famous Ukrainian writer Serhiy Zhadan.

We thank Svitlana Berezhna and Larysa Hryhorova for the organizational assistance of the cover design of this issue of Astraea journal.

Your opinion and attention are very important to us.

Yours sincerely, Editors
Ivan Prokopenko, Yuriy Boychuk,
Svitlana Kryvoruchko, Ilona Kostikova.

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MODERN FICTION

ATTEMPTS AT REFORMING THE ENGLISH LANGUAGE: ORIGINAL GOALS AND LATEST OUTCOMES
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ABSTRACT

Human speech exists as a special type of activity - clearly structured, organized, regulated by the society we live in, its norms and traditions. However, communication being determined by social relations still leaves the individual some space for personal choice of certain speech acts and language units in accordance with his/her previous experience, which is undoubtedly based on the individual picture of the world created in the brain through diverse interaction with the world. Language and culture (namely: a set of traditions, ideas, habits, knowledge and rules of conduct imbedded in language units) are closely interelated allowing to transfer experience from one generation to another, while influencing people's attitudes to things, facts, events, and reinforcing certain stereotypes. This allowed activists to start a language reform in the 70s of the twentieth century. First, feminists proclaimed the need for linguistic change in women's nominations, then this trend became national in many countries around the world and affected members of other minorities. Currently, this

trend is called social correctness, because it fights for well-being of all members of society. The proposed changes were considered socially and culturally desirable and useful due to the assumption that changes in people's language would lead to changes in their attitude to certain phenomena and life in general. Given the recent events in the United States, it should be noted that the current interest in "politically correct" language is not declining, but continues to gain momentum. It seems interesting to trace the socio-cultural origins and principles of this phenomenon, as well as its linguistic reflection.

Keywords: biased language, female, male, feminist critique of the language, non-sexist alternatives, political correctness.

АНОТАЦІЯ

**Спроби реформування англійської мови:
оригінальні цілі й останні результати**

Людське мовлення існує як особливий вид діяльності – чітко структурований, організований, впорядкований, що регулюється суспільством, у якому ми живемо, його нормами та традиціями. Проте детермінованість комунікації суспільними відносинами залишає індивідові певний простір для особистого вибору тих чи інших мовленнєвих актів та мовних одиниць у відповідності до його попереднього досвіду, який безперечно базується на індивідуальній картині світу, створеній у мозку завдяки багатоманітній взаємодії з оточуючим світом. Саме соціальні відносини і є своєрідною засадою комунікативної діяльності будь-якого представника цього суспільства. Мова та культура (а саме: сукупність традицій, уявлень, звичок, знань та правил поведінки, що зафіксовані у значеннях мовних одиниць) нерозривно позв'язані та дозволяють передавати досвід від однієї генерації до іншої, закріплюючи й певні стереотипи. Отже, здатність мови впливати на ставлення людей до речей, фактів, подій цілком зрозуміла, що й дозволило активістам запропонувати мовну реформу у 70-і роках ХХ століття. Спочатку феміністки проголосили необхідність мовних змін у жіночих номінаціях, потім ця течія стала загальнонаціональною у багатьох країнах світу і торкнулася представників інших меншин, отримавши назву політичної коректності. Наразі цю течію називають соціальною коректністю, оскільки вона опікується злагодою усіх

членів суспільства. Запропоновані зміни вважалися соціально та культурно бажаними й корисними через припущення, що зміни в мові людей призведуть до змін у їхньому ставленні до певних явищ та життя в цілому. Зважаючі на останні події у Сполучених Штатах Америки, слід зауважити, що сучасний інтерес до "політично коректної" мови не вщухає, а й далі набирає обертів. Цікавим видається прослідити соціо-культурні витоки та засади цього явища, а також його лінгвістичне відображення.

Ключові слова: антисексистські альтернативи, жіноче, чоловіче, політична коректність, упередженість мови, феміністська критика мови.

INTRODUCTION

In the value system of most ethnocultural traditions all over the world, consideration of masculinity and femininity as polar principles that make up a binary opposition creates a favorable basis for their metaphorical rethinking not only in terms of difference, but also in terms of hierarchy in a great number of binary oppositions that constitute the basic categories of almost all known philosophical systems: good – evil, light – darkness, mind – body, spirit – matter, logic – emotion, activity – passivity, power – submission, man – woman, where the left members united around the basic essence of "man" are associated with a positive value and are hierarchically superior to the right ones, united around the basic essence of "woman" and associated with a negative value.

LITERATURE REVIEW

The above-mentioned concepts have attracted attention of numerous thinkers since the times immemorial, however, it was feminists who suggested certain steps to change the status quo.

The feminist language reform has undergone several stages in the past decades and each of them has been extensively covered by home and foreign scientists. There are a number of studies that show close connection between gender and social status (as well as status-marked nominations) where, as numerous surveys show (M. Hellinger, 2001; Ch. Kramarae, 1985; D. Cameron, 1999; et al.), the higher degree of prestige is associated mainly with male referents in the English-speaking discourse. The researchers revealed the underlying social stereotypes and practices by

distinguishing "female" and "male" nominations and antecedents and by comparing their share in the English discourse of the second half of XX century.

Numerous articles and theses have been devoted to understanding the interrelation of mind and language, as well. In the structuring of sociocultural categories of masculinity and femininity there are universal principles of categorization (Lakoff G., 1990, p. 95-96), in particular: the "principle of centrality" (centricity), where only the main central members (associated with masculinity) of the category are distinguished, while the perific members (associated with femininity) are typically left out of discourse, as well as life.

AIM OF THE ARTICLE

The scientific problem is to revise the current stance on the feminist critique of language, as well as politically correct language, and describe the results of the attempts at reforming the English language initiated in the 70s of XX century and still taking place in XXI century. The review of patriarchal, racist and other stereotypes and meanings imbedded in language units contributes to a better understanding of the extent a language can be influenced by society, in particular, and the interrelation of mind and language and society in general.

We suggest tracing the evolution of gendered and other biased nominations in the English discourse from the 70s of XX century to the 20s of XXI century. This will help understand the progress of the feminist language reform started in the 70s of XX century and still going on at the beginning of XXI century.

METHODOLOGY

In interpreting the topic selected, it is appropriate to apply the principles of feminist criticism (J. Butler, 1990; D. Tannen, 1999) which promote understanding men's and women's images in language, help distinguish power relations, focusing on the difference between men and women regarding their socially constructed roles. It also includes descriptive analysis, which enables us to reveal the existing biased and politically-correct language units in the English discourse of the time period specified above.

RESULTS

To fully understand the role of language in the communication process, it will be useful to recall the characteristics inherent in all functioning languages. Namely, the fact that any human language: 1) is guided by certain linguistic rules; 2) is determined by its social and cultural environment; 3) is an arbitrary verbal system of symbols; 4) provides opportunity for abstraction.

The ability of language to influence people's attitudes to facts and events is quite conceivable, which is clearly demostrated by the current interest in the "politically correct" language. Although the exact nature and extent of the cause-and-effect relationship between language and attitudes is not clearly defined, various institutions and organizations continue to publish handbooks discussing or proclaiming the need for a language change. These changes are considered socially and culturally desirable and beneficial due to the assumption that changes in people's language will lead to changes in their attitudes towards certain social phenomena and life in general.

Despite all the apparent unpredictability and subjectivity, our speech exists as a special type of activity which is clearly structured, organized in an orderly manner and governed by the society in which we live, its norms and traditions (Ye. Tarasova, 1999). However, the fact of communication being determined by social relations, within which it occurs, leaves some space for the individual to make their personal choice of certain speech acts and language units. The speech constructions that the individual chooses are determined by his or her personal previous experience, which is undoubtedly based on the individual picture of the world created in the brain of the individual due to their diverse interaction with the surrounding world. It is social relations that act as a kind of basic principle of communicative activity of any representative of this or that society. Language and culture being intertwined, the set of traditions, ideas, habits, rules of behavior (etiquette), peculiar for a person or the whole nation would be reflected in the language. While mirroring the outer world and culture, language provides a speaker with the idea of how this world is organized and what it should be like.

Language is not just a means of communication. By using our language on a daily basis, we do not just speak, we teach, repeat and reinforce our ideas of what men and women should be like in the society around us. The set of words we use is passed down from generation to generation and is not neutral: behind each word is an object, thing or concept and attitude to them. By repeating words and constructing sentences,

we repeat the culture reflected in them and once again remind ourselves how it is meant to be. As a result, mastering the language, we get the key to understanding and evaluating everything that happens, which we use throughout life (Hellinger, M. & Bussmann, H. 2001).

The set of language stereotypes of gender includes "male" and "female" traits, expectations of certain characteristics and actions by women from men and men from women. This also includes stable metaphors and aphorisms about real men and women. The automatic transfer of the full range of gender-specific traits to a person is also an example of gender discrimination. The belief that men are the stronger sex and women are the weak, beautiful and tender sex was established in language, society and culture and used to be perceived as a "natural state of affairs". Although strength (physical and inner), beauty and emotionality are equally inherent in both women and men, these should be viewed as individual characteristics, but not signs of gender, as a social category.

Let's consider the difference between sex and gender. While the former is strictly a biological category, the latter represents a complex unity of social characteristics, as well as centuries-long stereotypes, ascribed to representatives of the two sexes and determining their social behaviour.

Besides, gender is a grammatical category inherent in different parts of speech and consists of the division of words into two or three classes, which traditionally correlate with the features of animacy or inanimacy, "humanness" or non-humanness, and biological sex. These genders are called masculine, feminine and neuter. The category of gender is a characteristic feature of the grammatical structure of Indo-European languages, despite the fact that they reflect varying degrees of preservation of gender, which is directly dependent on the stability of synthesis in the system of word change. The development of analytics in the English language led to the destruction of word change and the loss of generic oppositions in names. Thus, gender has become a hidden category, which is manifested only through the anaphoric pronouns "he", "she", "it").

A number of nouns denoting living beings can refer to both the masculine and the feminine. When you want to indicate to which sex the animal belongs, the word indicating its gender is added to the noun. A series of feminine nouns are formed from the corresponding masculine nouns by adding the suffix -ess or others. This type of forming feminine words is considered to be offensive to women as equal members of

 any society.

This is a basic situation that has developed during the evolution of some modern societies, and causes a negative attitude on the part of a certain group of linguists who are fighting for the revision of the category of gender in modern English. Thus, they believe that the practice of consolidating the masculine gender in neutral terms is due to the presence of prejudices in English society during its historical development, when it was a "society for men" with a dominant patriarchy, which inevitably affected the evolution of English.

Thus, the word "man" in English has two meanings: it can mean a human being or a male human being. It is believed that in line with previous changes in the social sphere, the use of the word "man" as a generic term has led to the exclusion of the word "woman" from everyday use, which was the result of a distorted representation of the underestimated role of women in English society. As an example illustrating this position, there is a statement that carries to some extent an element of inconsistency with reality. "As with other mammals, man breastfeeds his young." (Here, "man" translates as "human being", but this, from the point of view of the above linguists, is contrary to common sense.) From this perspective, any language that uses a gender category is associated with certain stereotypes about the roles of men and women in English-speaking society. The use of words (Girls, Babes, Chicks, etc.) to refer to female living beings at an earlier stage of their development (and throughout their lives) reinforces the stereotypical view of prejudice, according to which a woman is viewed as inferior and her mind incapable to equal a man's.

In this regard, we turn to some examples and recommendations of a number of English-speaking linguists, for example, J. Coates, C. Miller, K. Swift, D. Spender, D. Tannen (The Feminist Critique of Language, 1990), who proposed certain changes in English communication.

Feminist analysis revealed the manifestations of linguistic sexism in all patriarchal languages and described the laws of society, expressed in the following linguistic phenomena:

1) The masculine principle is a social norm, and the feminine – a deviation from it. This is especially evident at the morphological and lexical-semantic level;

2) Male is associated with the positive, and female – with the negative. This is evidenced by studies of the meanings of words and lexical fields;

3) The masculine dominates the language, and the feminine is invisible. This

statement is proved, first of all, by examples of designations of persons (for example, names of trades) from the point of view of possibility of adequate self-identification of native speakers by means of language material (J. Butler, 1990).

Of course, a feminist analysis of language discrimination cannot stop at describing the causes, forms, and effects of this phenomenon. That is why, assuming that changes in language behavior would promote a change in social perceptions, researchers continued to search for ways to eliminate language discrimination against women by developing and imposing neutral or unbiased language units to name women and all the practices related to them.

Changing language behavior can happen under different circumstances, for instance simply out of a sense of solidarity. An individual may still feel bound by patriarchal language norms, even if he or she supports feminist ideas in other areas of life, such as politics. However, the desire to feel confident and comfortable in a certain social group can lead to a change in their own language behavior. The list of circumstances that lead to the prevention of sexist language models includes, first of all, political goals. It should not be forgotten that women make up a significant percentage of voters, so a separate nomination of women is often used in various election campaigns. Even if the candidates' own beliefs and behavior may not coincide with his or her things, the obligatory mention of women still plays a role: the woman ceases to be a linguistic "invisible" (M. Foucault, 1987).

Thus, one of the central themes of the feminist language reform is the usage of -man in compound words, such as chairman, policeman, etc. Although sometimes some try to prove that such a reform is superfluous, because the last syllable -man, which is usually not stressed in English, is actually only a suffix and clearly different from the stressed syllable of the noun "man", suggestions for change are quite common and successful. A large number of states have already officially established the names of professions that are not labeled by gender (for example, police officer, Congressional representative, Congressperson, etc.) (Kramarae, Ch. & Treichler, D.,1985).

For example, under the laws of the state of Connecticut, if the name of any public office changes by gender, the title must correspond to the sex of the person holding that position. Because using masculine names in relation to women is not only unfair to a particular woman, but also denies all women the definition and respect (Kramarae, Ch. & Treichler, D.,1985).

The problem is not that different stereotypes and patterns are assumed to characterize the sexes, but that previously, for many centuries, we most often did not see this "difference", did not perceive it as something significant, and even if we did notice it, we did not attach much importance to things we said in our everyday speech. By using language on a daily basis, we do not just speak, we teach, repeat and reinforce our ideas of what men and women should be like in the society around us. Nowadays we have come to a better understanding of all the weight a name has.

Thus, language is most often defined as the main issue in disputes over "political correctness". The origins of this term seem to be a little obscure: some believe that it was created by right-wing political forces, due to heated discussions about the national problems of students in American colleges; others suppose that the representatives of the left wing introduced it to denote some of their own ideas. However today, the term has become a label to be pinned to any attempt to name changes in our society that run counter to the status quo. That is why the term is often referred to as a tool used by the left, and as a blow towards feminism, and women who, according to conservatives, mutilate language in the name of ideology.

Formed on the basis of such words, as "socially correct", "morally correct", etc., the term "politically correct" has had almost a century of existence. In the beginning, it was defined as "the accordance with the party doctrine", especially within the communist movement. Restored in the 1960s, it used to denote "compliance with various doctrines in modern cultural development, especially the doctrine of the elimination of those language units, which did not show compliance with the political situation regarding race, class, sex, sexual orientation, physical and mental capabilities," etc. (D. Tannen, 1999).

Political circles have always fought for power over language, and this struggle has been marked by rather high stakes, because it is language that consolidates and transmits ideas and attitudes. With the appearance of every new generation, language has adapted to reflect changes in society. Yet, any change does not happen by itself, many changes are hard-won results of the long social struggle against discrimination of certain social groups. For example, the replacement of "crippled" with "disabled" and then "people with disabilities" and "negro" with "black" and then "Afro-American" is no longer perceived as hostile. However, such social and linguistic transformations were preceded by hard work and they constitute part of a much larger process that arose much earlier than the term "political correctness".

One of the goals of such processes was to give representatives of certain marginalized groups the opportunity to define words to denote their existence, namely: to alter words with negative meanings that are considered offensive, although they are quite common among certain groups as self-determining, positive in meaning (e.g., "black", "queer") (Kramarae, Ch. & Treichler, D.,1985).

"Political correctness" has attracted considerable media attention and has become a useful way of reasoning (though often misused) in arguments. It reflects the desire of different communities to have a language that does not exclude them from their system. If language does not reflect the way we all live, if it becomes awkward, ambiguous, unclear, leads to misunderstandings or offends people, then it does not meet our requirements and ceases to be an effective communication tool. Such a situation can develop in a sexist or otherwise biased language. We define a sexist language as discriminating against or excluding women, while a biased language discriminates all social groups. Linguistic sexism and bias restrict communication between the members of society, impose certain rules and labels on its memebers, prevent distinction, options, equal representation and opportunities, etc. However, speaking of a non-sexist language, we ought to realize that each of us has his or her own definition of sexism. What some find sexist or offensive, may be well acceptable to others.

In gendered languages, masculinity is typically seen as the norm, the standard, and femininity as the exception, the deviation. This is most evident in the use of pronouns "he / his / him" and words such as "man", "mankind" to denote both men and women. This also applies to the names of professions ending in "-man": words like "businessman" (especially in the plural), "salesman" and "chairman" until recently were considered completely neutral in nature, even when applied to denote females only.

Today, there have been large-scale positive changes not only in language itself, but also in the attitude of society, first of all, to the feminist, and recently overall, linguistic reform and a non-sexist, gender-neutral or non-biased language. Talking about any kind of biased language, we should mention that over centuries a white Anglo-Saxon male used to be seen as the norm, the standard, while the representatives of other races, ethnic origins, religious beliefs, sexual orientations and sex were considered marginal and not deserving the freedom of self-naming. The latest development in reforming the English language has been the notion of

inclusive language, a kind of language that allows to include every single member of society speaking that language, without regard to race, national origin, age, religion, color, gender, gender identity or expression, sexual orientation, genetics, citizenship and immigration status, disability, or retirement. All officials, journalists and any other public speakers are now committed to compliance with all fair naming practices regarding all the above-mentioned aspects.

The emergence and development of the movement for political correctness and feminism at the end of the second millennium dramatically changed our long-standing view of the world and language and forced us to look anew at the words we had been using for many centuries. Based on the issues of gender/ race/physical inequality, as well as sexism in society, leading feminists consider language to be a factor that perpetuates the status quo. According to Simone de Beauvoir, "You are not born a woman, you become one" and Sulamif Firestone, "Nature created woman different from man. Society made her different from man", sexist social practices exclude women from public life (Beauvoir, S.,1972) and language adds to it by perpetuating sexist social ideas and strengthening stereotypes. As Angela Carter writes, language is "power, life, an instrument of culture, an instrument of domination and liberation" (Angela Carter: New Critical Readings, 1998, p. 34).

Through institutionalized processes and policies, some forms of language are becoming privileged, and the traditional focus on masculine forms overshadows the existence of women as communication participants, as independent speakers and agents. The systematic exclusion of one sex preserves the linguistic, cultural tradition of the other.

The above-mentioned is also absolutely true about all other so-called social minorities, for instance: Afro-Americans, LGBT, people with disabilities, people of different ethnic background, weight, height, etc. By labeling them with some names, other members of society operate in bad faith limiting opportunities for such groups.

Language is a symbolic system that presents both a major problem and a brilliant opportunity. Feminist linguistics, which aimed at eliminating the sexist component in language, was far from the first discipline to study the relationship between language and gender. But it was feminist linguistics, dealing with linguistic phenomena related to the designation of women and men in the language system, that succeeded in interpreting the asymmetries in the designation of different individuals and a native speaker's choice of one form over another as a manifestation of linguistic

discrimination against women and other groups. "Eliminating generic masculine pronouns precisely eliminates generic masculine pronouns. And in so doing it changes the repertoire of social meanings and choices available to social actors" (D. Tannen, 1999). It was feminist linguistics that managed to trace such manifestations directly to the level of discrimination in society in general, while not accepting the manifestations of linguistic sexism as the given world order, but goes on seeking alternatives that would correspond to the principle of linguistic equality. It pursues clear political goals, criticizing the dominant language norms and considering its proposed changes in language as part of the transformation of society as a whole. No other linguistic discipline has so far demanded the abolition of linguistic and social discrimination on the basis of a description of linguistic asymmetries. It merged with the movement for political correctness and, we believe, it would be safe to call these united efforts the movement for social correctness aiming at abolition of any form of social prejudice or injustice. Language has always been viewed the main factor which is able to change the status quo.

Naturally, the movement for social correctness cannot stop at describing the causes, forms, and effects of the phenomenon of linguistic suppression. It has continued as a search for ways to eliminate all kinds of language discrimination. Dissemination and implementation of recommendations how to avoid biased language models is one of the most important tasks of the movement for social correctness.

Advocating the implementation of these recommendations, researchers believe that, first of all, there is a connection between the social behavior of the individual and his or her worldview, including the attitude to the existing state of affairs. They assume that changes in language behavior contribute to the gradual change of social perceptions. It often happens that during the experiment the attitude of its participants to its subject changed from negative to positive (J. Coates, 1993; D. Tannen, 1999). Therefore, it seems to be a quite real situation in which the new language rules, established officially or legally, after a period of controversy and resistance will be accepted by society and cause changes in a number of social perceptions (O. Dudoladova, 2003).

An individual tends to change his or her language behavior under different circumstances. Firstly, an individual, accustomed to patriarchal language norms, even if he or she supports the ideas of women`s empowerment, may start using unbiased language alternatives because of the belief that some minority groups are

usually excluded from language communication and find themselves in a subordinate position. Secondly, changing language behavior can happen simply out of a sense of solidarity with those advocating equality, which will often imply a different choice of lexical units and a totally different pattern of linguistic behaviour. For instance, some men may not favour the so-called "generic masculine" forms, i.e., the use of masculine nouns and pronouns to denote both sexes:

- Everyone should respect his parents (Daily News, 1973)
- A secretary makes coffee for her boss (Good Housekeeping, 1975)

The list of circumstances that could lead to the prevention of biased language models includes, first of all, political goals. It should not be forgotten that Afro-Americans, women, LGBT representatives make up a significant percentage of voters in the United States, so very favorable nominations are often used in various election campaigns. Even if the candidates' own beliefs and behavior may not coincide with his or her speeches, the obligatory mention of the above-mentioned groups still plays a significant role in attracting voters: thus, these groups cease to be linguistically, and as a result socially, "invisible" (Tannen D., 1999).

One of the tasks of the movement for social correctness is to propose, as neutral as possible, "equal" or favorable language models, which could be supported by proponents of the social and linguistic status quo in order to change the "biased language" and to achieve universal equality.

Proponents of gender equality suggested that it was not worth talking about the beautiful appearance of a woman in situations where no appropriate comments were made about the appearance of a man.

With regard to gender aspects of communication, it is no longer possible to come across such slang units as "chick" or colloquial "cry like a girl"; job evaluations as "man's work" or any male executive saying that a smart woman "thinks like a man." Employing terms such as "male ego" or "female intuition" is strictly forbidden as all these words have negative connotative potential. All employers, from transnational corporations to small businesses in the United States are now very careful about all aspects of the employment process, starting with job postings and using short-and-sweet inclusivity statements that tie in milestones of progress and stories of various employees; creating a diverse environment and providing equal opportunities for all qualified applicants. Comparing to the 70s of XX century, stakeholders have made a great progressive move towards both social and language inclusivity.

DISCUSSION

Language has long represented a battlefield between proponents of unbiased speech and supporters of freedom of speech. The former state that alternative ways of nomination can help eliminate social inequality, while the latter claim political correctness to be a tool for limiting free expression of ideas and distorting reality. Started as a movement for women's liberation, the current social trend has come to be known as social correctness which requires to involve people from a wide variety of backgrounds in everyday life of society. However, seeing the results makes us want more reforms both in language and in society.

It should be emphasized that language and society have always been an inseparable unity. That is why today, when forming a new picture of the world with its image and lifestyle, it is so important to change outdated language options, thereby changing our lives for the better.

CONCLUSIONS

As a result of the changing role of men and women (as well as the groups distinguished on the basis of ethnicity, age, profession, etc.) in modern society in many countries all over the world, a number of English-speaking linguists proposed to introduce certain changes in both the lexical and grammatical aspects of the language. This is primarily due to the fact that language is closely interrelated with human mind and can affect social practice. Thus, changes in naming different groups can be of great use to promoting equality, rights and opportunities for all members of society.

Our research shows that at the present stage of the functioning of the English language, along with the use of sexist models, there are a large number of unmarked, or neutral, terms. We have studied modern British and American newspapers, observed public speeches by senators, officials, etc. in order to compare the status quo with the initial situation in the English language in the 1960s, which sustained a lot of criticism at that time.

The findings are quire reassuring, as the biased language units have given way to neutral alternatives. For example, a "chair" is an existing solution to a problem caused by a "chairman" nomination. "Chairperson, chairer, presider, coordinator,

president, convener, chairone" is by no means a complete list of anti-sexist alternatives that can be found in newspapers and magazines today. Undoubtedly, "chair" is the most widely used of analogs (up to 80%). In other cases, such as "congressman", "statesman", the part of "-person" is mostly omitted nowadays in favor to the popular "officer", "official", "representative" (up to 70%). In our opinion, some alternatives of this kind are of great interest and can be assimilated into the structure of the language, while others sound extremely artificial. The list of changes in the language material is immense and requires a separate survey. Thus, with regard to the functioning of group names in modern English at the level of vocabulary and grammar, linguists should now pay special attention to the fixation and analysis of important linguistic changes associated with changing perceptions of various representatives of modern English-speaking society.

However, the social changes greatly outweigh the linguistic part of the feminist language reform, as we can all see today the roles of women in modern societies all over the world. We believe that this is a bright example of the premise that a human mind and behavior can be influenced with the help of a language to achieve social equality.

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THE ROLE OF THE ARTISTIC DETAIL IN DONNA TARTT'S NOVEL «THE GOLDFINCH»

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ABSTRACT

The Goldfinch is a story of a boy and later an adult Theodore Decker who accidentally obtains a masterpiece. The painting, thus, becomes one of the main characters of the novel and The Goldfinch in this light is seen as a novel about an artist: as not only the one who creates the masterpiece but also the one who accepts it as real artist. The basis of such a novel is the exacerbation of the conflict between art and society in which the lack of spirituality and immorality reigns. The business world is opposed to the world of beauty and art. The central figure of the novel, as a rule, is an artist in the broadest sense of the word, trying to defend his creative independence, seeking his place in the society.

The article is devoted to the analysis of second chapter of the novel. In this chapter the main character (10-year old boy) is waiting for his mother (he had been dead at that time) at home. The writer, as a surgeon, separates one second of expectation from the other, detail from detail. The reader is presented not just a frightened child but deep sorrow of the loss of the whole world. D.Tartt skillfully accustoms herself

to the inner state of the main character, with him she travels through the memories, tracks associative relationships he makes. The writer brilliantly follows all defence mechanisms of a human faced with the inevitability. The author uses gradation way of describing, visual and auditory details and retards time of the narration.

The writing of D. Tartt is characterized by the unique skill in the detail describing. In case of such usage of the temporal and space detail the most suitable way of analysis is "in succession to the author".

Key words: psychologism, narrator, visual detail, auditory detail, critical state, art, art space.

АНОТАЦІЯ

Роль художньої деталі в романі Донни Тартт «Щиголь »

«Щиголь» – це історія життя хлопчика, а потім дорослого чоловіка Теодора Деккера, що випадково отримує на зберігання шедевр живопису. Безцінний шедевр у такому контексті стає провідником, навіть поводирем у житті для осиротілого Тео, тримає його на плаву, не дає його серцю закритися для прекрасного. Картина таким чином стає героєм твору, а сам роман «Щиголь» у цьому світлі може розглядатися у якості твору про митця, оскільки не лише той, що створює шедевр, а й той, хто його належно сприймає, є справжнім митцем. В основі такого твору зазвичай лежить загострення конфлікту між мистецтвом та суспільством, в якому панує занепад моральності та духовності. Діловий світ зазвичай протиставляється світу краси й мистецтва. Центральною постаттю твору переважно виступає митець у широкому сенсі, що, прагнучи захистити власну творчу незалежність, шукає своє місце у світі.

Дана розвідка присвячена одному розділу із великого роману Д.Тартт, в якому головний герой, тоді ще 10-річний хлопчик, чекає вдома на матір, яка (йому це невідомо) загинула під час вибуху у музеї. Письменниця, мов хірург, відділяє одну секунду очікування від іншої, деталь від деталі. Перед читачем постає не просто перелякана дитина, але глибокий жаль від втрати цілого світу – світу дитинства. Письменниця майстерно вживається у відчуття свого героя, разом із ним мандрує у часі спогадів, відстежує асоціативні зв'язки, які він вибудовує, просто геніально відчуває та змальовує захисні механізми психіки людини, що стикається із невідворотністю. Через таке дбайливе поводження

авторки із художнім часом і простором найдоцільнішим способом дослідження видається аналіз «услід за автором».

Ключові слова: психологізм, розповідач, художній час, художній простір, зорові деталі, слухові деталі, критичний стан, аналіз.

INTRODUCTION

Donna Tartt's novel The Goldfinch became a prominent literary event of 2013 when it was awarded the Pulitzer Prize. Donna Tartt wrote only three novels: TheSecret Story (1992), The Little Friend (2002) and The Goldfinch (2013), which brought her world fame. Therefore, this study is relevant and topical. Belgian weekly magazine HUMO called it the book of the year and the news website NU.nl praised Tartt as a "writing magician who is generous with detours, reflections and characters" (NU, 2013). Praise also comes from Elsevier notes "Donna Tartt's third novel is worth all the commotion. The master storyteller is back! Het puttertje is superior literary entertainment" (Elsevier, 2013).

The novel has been an international bestseller, spending over thirty weeks on the New York Times bestseller list in the U.S. and on the Sunday Times hardcover fiction bestseller list in the UK. It has had the same success in translation, debuting at number one in France in January 2014.

The novel is extremely deep and multifaceted and provides opportunities for analytic study. This research is devoted to the analysis of the second chapter of the novel in which the writer reveals herself as a good psychologist. That is why the theories of J.Mill (Mill, 1843; 1865) are to be taken into account while analysing.

METHODOLOGY

The research methodology is based on a combination of principles and methods of scientific work.

The writer, as a surgeon, separates one second of expectation from another, detail from detail. Because of such careful author's treatment to the art time and space the most appropriate way to study seems to be the analysis "following the author". This way of analysis is based upon the plot of the story, main events; it gives an opportunity to understand the reasons of actions. At the same time this

way of analysis gives an opportunity to see just the frame of a story or novel, but D. Tartt's novel is too deep for such a superficial look. That is why the analysis of visual and audio detail was chosen. The artistic world looks voluminous and alive. At the same time each detail is the reflection of the main character's inner world. Taking into account all the above, the main method used in the study appears as the combination of the analysis "following the author", the analysis of visual and audio detail and psychological insight. These ways of analysis are used to understand the main character's psychological condition and the way it changes.

RESULTS

The publishing of the Russian translation was followed by a detailed review of the translator V. Babytskaya (Babytskaya, 2014). Her analytical review places D. Tartt's novel among classical novels, such as of C. Dickens', F. Dostoyevskiy's, T. Mann's, J. Rowling's and others. The researcher traces the main problems of the novel and skilfully compares the characters of The Goldfinch with those of the world's most significant pieces of fiction.

The Goldfinch is a story of a boy and later an adult Theodore Decker who accidentally obtains a masterpiece. The framing of the work is a story about staying the protagonist in Amsterdam. Theo appears to the reader as an adult man, who at Christmas time came to Holland. The purpose of his stay is an intrigue, which the hero, who at the same time is a narrator, is gradually opening. The node of the novel is Theo's coming to the exhibition in a New York museum. The 13-year-old teenager leaves his mother to enjoy the works of old masters. His attention is mostly paid to two pictures: "The Anatomy Lesson" and "The Goldfinch". The boy is sirenized with a book-size canvas by Carel Fabritius, who was one of Rembrandt's pupils. Then accident explosion destroyed the museum and caused a lot of deaths. Fortunately Theo remained unwounded. Without knowing what has happened to his mother and according to some subconscious impetus the main character grabs the masterpiece and takes it home.

Then the priceless masterpiece, wrapped in a pillowcase and then into duct tape, became a guide for orphaned Theo, kept him it afloat and does not allow to close his heart towards beauty. The boy is not a thief: he takes the picture to save it from destruction, almost automatically goes home to wait for his mother. Theo does not

know whether she is dead or not and, hoping for better, waits in an empty apartment. Thus the following research is devoted to the analysis of novel's second chapter entitled "Anatomy Lesson". Rembrandt's picture which Theodore saw at the exhibition had the same name. Unlike "The Goldfinch" which depicted a small bird – alive and warm, enchained to the twig – "Anatomy Lesson" was a grim and terrible painting.

The painting, thus, becomes one of the main characters of the novel and The Goldfinch in this light is seen as a novel about an artist: as not only the one who creates the masterpiece but also the one who accepts it as real artist. The basis of such a novel is the exacerbation of the conflict between art and society in which the lack of spirituality and immorality reign. The business world is opposed to the world of beauty and art. The central figure of the novel, as a rule, is an artist in the broadest sense of the word, trying to defend his creative independence, seeking his place in the society. In revenge, the society "supplies the artist with complete disregard and lack of recognition, dooms him to all sorts of tests, often – to the brutal poverty and death in oblivion" (Bilyk, 1987). That is why such a hero is often in a state of crisis – ideological, moral, creative. The way out of this crisis can only be found in truly humanistic values of life and art, in a truly moral position. Along with the main motive (the artist and the society) there are a number of adjacent ones peculiar to this genre-thematic variety.

In the second chapter of the first part D. Tartt reveals herself as a skilful psychologist. She skilfully accustoms herself to the inner state of the main character, with him she travels through the memories, tracks associative relationships he makes. The writer brilliantly follows all defence mechanisms of a man who is faced with the inevitability. The previous chapter concludes with an optimistic confidence of the protagonist that his mother may be alive as she has not been found among the dead. So Theo is returning home to wait for her there. This reaction at first glance seems illogical because the boy ought to look for her some more, to ask the people. However, in the state of emergency the psyche uses a protective mechanism – it tries to follow the established procedures. His automatical deeds save him from panic; the boy feels that in the case of keeping to usual routine the result will be familiar. Moreover, Theo's desire to wait for mother at home can be perceived as a kind of salvation in the memory of generations, the archetypes. In his apartment the boy is surrounded by objects that hold sensual, memorable imprint of his mother, as if she continues her existence in everything in the flat. The writer skilfully transmits herself

through the emotions of the main character in three ways: as an adult who is – again and again – going through the critical day of his life, a 13-year-old teenager who has just survived the shock, looked into the face of death, and a child who can not wait until his mother's coming home. D. Tartt addresses (Tartt, 2013) to a number of psychological techniques in which people unconsciously manage to escape, to avoid panic in a difficult situation. The author embodies into two main hypostases of the main character – of a teenage boy and adult – simultaneously, in great detail the writer describes the rules of the game Theo Dekker played with himself.

The author leads the main character through the maze of his memory: as a little boy the protagonist of the novel was often feared, not even trying to think why, that the mother might not return from work. Evidently the situation can be interpreted as an archetype fear of being left without maternal care. As a teenager Theo reminds the games he played with his brain. The boy did arithmetic calculations taking away and adding, calculating minutes the mother needed to stay at work, then to get to the subway etc. A round clock turns into a symbol of expectation, accompanied by the fear.

The writer accentuates visual detail with auditory ones that result into vivid and living in the susception of a stressful psychological situation. Thus when the mother was much late the boy (as he mentioned), "like all abandoned puppy" (Tartt, 2013) was sitting at the front door listening whether the elevator was rising.

With the help of image and detail gradation the writer grows the tension of boy's expectations: children's fears that the mother cannot return because of something (a child does not need to establish the causation) in Theo's memories turn into rather clearly represented. In primary school he (the author insists) feared for his mother almost every day. D. Tartt depicts a real child of a media century who, being over-informed without proper understanding of events, becomes an adult (but not psychologically) too quickly. Being under influence of what he has heard and seen and according to general media impact, the main character creates almost all possible tragic events that can happen with his mother.

The writer tries to explain Theo's disquietude about mother's fate via the words of the main character: "It was desperately horrible to think that something could happen to my mother and me, particularly because my father was so unreliable. Unreliable – it was even understatement" (Tartt, 2013). That is why all tragic scenes in boy's imagination were also caused by fear of the future taking into account that

all his world was focused on the figure of the mother. However, recourse to Freudian theory (so fashionable nowadays) is not appropriate here as the Oedipus complex is out of the question: Theo has no emotion to his father, accepts him as a stranger, and occasionally – as in the implementation of children's fears. He used to see his parent drunk, making scandals and scaring his wife and son.

The author describes the life of the family, in a few paragraphs skilfully depicting the pain of the child and the mother who had to suffer because of the alcoholic addict. Then there follows Theodor's confession to himself of how his father left the family. The author notes that it was a great relief for the mother and son. The changes in the family hierarchy can be traced via detail: "The photo with a tanned young father on the slopes for skiing has quietly disappeared from the wall, while there was a photograph of my mother and me on the rink in Central Park" (Tartt, 2013).

Even before Theo learned the tragic news there suddenly comes the understanding of loneliness, futility and fragility of their (his mother and his own) microcosm. The author gives the main character her skill to transform, to accustom to the feelings and thoughts of the others. With the help of improper direct speech the author transfuses the boy's ideas what father – wherever he was – would say and do when he learned of the tragedy. Theo's imagination creates a series of images presented by the writer as rhetorical questions. The anticipation of tragedy fills thoughts of the main character and the details of his world perception. The writer retards the artistic time of the novel. It is stretched for the main character when he goes home, to the place that can protect him, which was the continuation of maternal hypostasis. Theo is sure mother has already come home but cannot abandon fear. Everything seems to scream to him about inevitability. Therefore, the street is seen not just gray and cold but "wrapped in shroud" (Tartt, 2013). The retarded artistic time for the main character is skilfully interwoven with highly localized art space. The writer intertwines the details of the real world with powerful metaphors: "Headache and rain pulled the whole world into a narrow circle of pain" (Tartt, 2013).

Reminding the long way home the grown-up Theo Dekker compares himself with a broken toy which was following a specified route. This metaphor accumulated frustration and confusion as the childhood, suddenly, just in a moment was over for the orphaned boy. Artistic time is stretched by the author due to adding visual and auditory details. She skilfully and meticulously describes everything that happens to Theo on the way home. The description of the rain dropping off the boy's eyelashes

turns to be rather successful solution of the anticipation. Such a detail does not even require a metaphorical comparison with tears.

The emotional connection between the mother and the son is accentuated by the scenes in Theo's imagination (the mother who does not know what to do because of his absence) by improper direct speech (the mother reproaches herself for taking his cell phone) and some interesting mental image of the main character as a child and an adult man who tried to establish a kind of telepathic communication with the mother.

The writer skilfully conveys the depth of character and his experience, his various feelings, describing how the boy was trying to persuade himself that his mother had survived. Theodore "switched on" some other emotions, recollecting a red-haired girl from the exhibition. Pippa, whose face remained with the main character and was carried through his life, actually saved him, having kept him for a few minutes at the exhibition. Theo did not abandon hope that a wounded old man, whom he had seen in the museum with Pippa, survived. The writer depicts panic condition in which a person is trying to convince oneself that everything is in order.

The chosen way of analysis «in succession to the author» is the best way to follow all the details of writer's skill. She leads the main character (and the readers together with him) along the streets, dives into memories, shows his strained senses, makes him feel the smallest raindrops on the face, dizziness as a result of the accident. She makes Theo, with his very skin, feel and hear the sounds around: the cries of policemen and skirr of the elevator in the house. The image of the house, as it has been mentioned, has got a powerful archetype meaning. It is seen as a combination of artistic details – the author creates not only alive, relief image of the apartment, and even the corridor where appropriate smells and bleak colors surround the boy.

The emotional tension portrayed increases when the art world is localized in the flat of the character. Apparently, the most important semantic accent (combined with bitter irony) falls on the boy's appeal to his mother, especially because it becomes rhetorical: the boy calls his mother, but doesn't hear the answer. The mentioned appeal transforms into a question, then – into a tragic refrain accentuated by author remarks. After seeing the apartment, Theo calls his mother again: "Mom? – I called with visible panic crack in my voice" (Tartt, 2013). The author uses the method of internal call – not a monologue, but a conversation (inner) between the main character and his mother, represented by the messages left by the son. D. Tartt appeals to interesting

bitterly ironic comparison of the obsessive thoughts of a mother with a purple cow from a kid's rhyme.

The author uses gradation to describe while stringing visual and auditory details, retards artistic time when Theo comes into the room and freezes there. The author uses the method of a magnifying glass: she carefully examines all things, giving a special semantic loading to visual details with the particle «no»: those which were expected to be there (as they were an integral part of normal everyday life) but weren't, disappeared together with boy's tranquillity. So the detail transform routine image of the artistic space into a tragic one: "There were no keys of hers on the hook by the door, there was no bag on the table" (Tartt, 2013). A teenager, being panic-stricken, grabs the slightest traces of memory, for example, turns attention to mother's cup with print of her lipstick and the remnants of cold coffee. Such visual, as they may be called, non-details are accentuated by audio ones: there were no messages on the phone.

Emotional stress of the child is accentuated by physical pain he feels: as after the explosion Theo suffers from headaches.

The author uses gradation while describing the changing of the main character's emotional state, noting that he got home as if using internal reserves of hope. But when his expectations were not fulfilled he was caught by weakness: he could hardly move, it took him much pains to concentrate. Then fear and panic come. It was veiled by the mind that the gas had been left turned the kitchen.

The author points out the boy's boundary condition. Despite pain and weakness, all his senses and feelings were sharpened, he was tracing all the slightest sounds, the mind was trying to find some logical explanation of the situation and the ways solution.

The writing of D. Tartt is characterized by the unique skill in the detail describing: she makes the reader not only empathize Theo but feel what he feels. So the details become relief. The inner discomfort (if fear and panic can be summarized into such concept) of the main character is emphasized by physical discomfort: "I fell asleep as I was – in dirty and wet clothes, bed was also wet, where I lay there remained a wet hollow" (Tartt, 2013).

The increase panic results into the following effect: Theo is puttering around the apartment, turning on all the lights. The writer notices subtle features of a child psychology (because he was still a child): the fear of the unknown is transformed into

the fear of the dark with all the hidden horrors and challenges.

The message on the answering machine brings Theo bitter disappointment: the boy expected to hear a human voice to break the circle of his lonely silence. And then comes the painful disappointment because the voice does not belong to his mother.

The writer compares two artistic worlds within the artistic world of the novel: the microcosm of Theo's apartment with retarded artistic time and macrocosm (the world in general) with normal temporal characteristics. There are some remnants of hope for the boy to live within the microcosm of home (the place of defence) while the macro exists according to its own inexorable laws. The message not from his mother breaks a thin protective shell. At the same time, the main character, who already feels what has happened, destroys this protection completely. This destruction and the fusion of two worlds is traced due to the assistance of details: the boy opens the curtains, looks out and faces the world that continues to live, the world full of sounds and movement. Then the world breaks into the unreliable shelter of a lonely child brining vanity, sounds, smells of life, people, families, animals, events. The boy is surronded by all these as before – by silence. Stringing visual and auditory images and details of syntax is represented in the form of period – a syntax construction, which is logically and intonationally divided into two unequal parts: the first is a list of grammatical phenomena, in which the tone gradually increases, the other – coming after a pause – is accompanied by a decrease in tone and is in some relations with the first (temporal, causal, opposite, etc.). The first part may be represented as a number of similar subordinate clauses, a number of similar members, and the parts are generally constructed using syntactical parallelism (Mel'nyk, 2005). The second part of the given period is a rhetorical question and refrain: "Where is she?" (Tartt, 2013).

The writer appeals to intertemporal overlapping memories in the form of opposition, as well as a small Theo invented tragedies that could happen to the mother, so Theo as a teenager was looking for reasons that could delay it. There is an internal dialogue between almost illusory hope and logic. D. Tartt skilfully depicts the boy who was overwhelmed with panic and almost hysterics using mentioned details: the noise of the evening bustle contrasts with the silence of the empty apartment, Theo was seeking for help at home, looking for hope to solving the situation, looking for a note, which mom could leave but did not find it. Theo was waiting for the mother, already knowing that it was useless. The boy obviously goes beyond the borders of

the microcosm in search of moral support, so he calls a concierge. Then he dare for more: he switches on the TV and understands the reality of recent events. He even notes the number of a telephone hotline and makes an agreement with himself to call if the mother does not appear in half an hour. The fact that he has made at least this step reassures Theo: he believes that due to his actions mom may return faster. The boy hopes that number will remain unused. But the mother did not come and after five minutes Theo dared to dial a number. The description of the call is characterized by the separation of artistic world of the novel: empty advertising heard from the TV – that's a world-background and a teenager with a handset becomes the embodiment of nervous expectation. Occasionally during a conversation with the social worker this background breaks into Theo's world by separate remarks, as if the big world tries to conduct a dialogue with the main character, strengthens the fluidity of life outside. However, the life stopped in the apartment. The news that the mother was not in the list of victims, initially encouraged Theo, but the tension did not leave the boy.

The writer again uses intertemporal parallelism: the boy makes some calculations. Having heard that twenty-one people were killed, Theo tries to estimate the measure of the tragedy. The boy tries to imagine that enormous quantity: "Twenty-one people – a half empty cinema, or, for example, a bus; in my English class there were three people more". Such calculations turn into panic that the boy can barely hold. The writer shows how a teenager who's wanted to be independent, becomes a frightened little child, ready to scream "Mom!" (Tartt, 2013).

He finds the rescue from panic within the planned actions, within the agreement between him and his mother: just after the accident he does not search for her but goes home to wait there, because it was customary in the family, it was their agreement. Main character's absorption in own thoughts and the remains of hope is emphasized by the retarded artistic time: the boy saves himself in the memories and everyday actions.

The picture of frozen artistic time and space is ruined by absurd dynamic element – which is the call to the hotline and talk with a social worker. Theo is trying to make his own corrections of this unreal reality, so while talking he was looking in search of unique psychological rescue boats – mother's things. He tries to move away from heavy anticipation and senseless talk with an indifferent person. The original rescue the boy finds is in the physical sensation when he realizes he is hungry. But he

doesn't stop thinking about mom so leaves meal for her, cleans the kitchen, because it will be pleasant for her, fixes the drawer. In the drawer he finds only some useless rubbish. He's wasted time trying to open so his waiting for mom was also fruitless.

Monotonous work promotes reflection and memories, so the boy, absorbed in them, builds a wall around himself, his own little world. The writer skilfully interweaves the outlook of a teenager and an adult who analyzes the past. But it is done so ably that it is almost impossible to differentiate, to distinguish these hypostases. A telephone call again breaks a protective shell, again there is a meaningless dialogue without answers, as a social worker does not want to inform terrible news to the child. The moment when the boy finally realises the tragedy is stretched by the writer again as she is looking, through the eyes of her character, about the room, which has become the locus of the former life, the life already gone. The tension of the situation is transfused through the personification of interior details: "All the furniture seemed stretched, began to tiptoe, waiting in suspense" (Tartt, 2013).

Art time is stretched, just as when Theo has just crossed the threshold of the house, he dives into sounds, immersed in himself, actually listening to the sounds of heartbeat of the house and the city. Again the writer resorts the contrast between two worlds: the main character notes fluidity, life of the world, day and night, everyday chores, people around, who seem almost aliens. At the time Theo himself seems to be frozen with a single question: "What will I do?" (Tartt, 2013).

With the help of artistic detail the author conveys the way the main character is prescinded beyond the objective perception of the world: "The flat was blurred, there was a circle of light around the lamp which was trembling like a halo" (Tartt, 2013).

The next element the author uses is a gradation, but descending: the boy, his heart fading, runs to open the door, shouting "Mom!". Having opened he faces inevitability. The writer approaches to bright metaphor to emphasize the descending gradation: "My heart flew down counting the floors" (Tartt, 2013).

Using detailed description of social workers who appeared on the doorstep to destroy what remained from boy's hope and expectation helps the author to retain associative narration: "Seeing them, I realized that my life as it was before that very minute was over" (Tartt, 2013).

DISCUSSION

Attention in the study ispaidto the interconnection of visual and audible detail and the changes of the main character's inner world. Theo's focusing on the things that surround him emphasizes his artistic perception as only such a person could understand and "feel" the "life" of the picture, of art itself. The genre of the novel can be defined as the one devoted to art and its role in the life of a human, the one devoted to artist, the novel of the way to oneself, the novel of a self-creation.

CONCLUSION

D.Tartt reveals herself as a skillful psychologist, skillfully accustoms herself to the inner state of the main character, with him she travels through the memories, tracks associative relationships he makes. The writer brilliantly follows all defense mechanisms of a human faced with the inevitability. The author uses gradation way of describing, visual and auditory details and retards time of the narration.

The writing of D. Tartt is characterized by the unique skill in the detaildescribing. The role of artistic detail in the process of inner state depicting is investigated. The author touches upon the problem of the depicting of critical situation in the novel. The attention is paid to the writer's skills in showing main character's feelings, memories, thoughts, associative relations and human nocifensor in critical situations.

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ABSTRACT

The idea of using the capabilities of artificial intelligence for the needs of the educational process is not new for modern pedagogy, but its development before the Corona time was rather fragmented. The conditions of the pandemic, self-isolation and protracted quarantine forced to look for new opportunities and forms to continue the educational process in this situation. And here the possibilities of organizing the educational process for all levels of education using artificial intelligence came to the fore. The purpose of this article is to analyze the forms of using the capabilities of artificial intelligence to organize the educational process for primary school students, that became more active because of the COVID-19 pandemic. Using of unique personal teaching methods (UPTM) at schooling always considered to be a sign of identity and elitism of educational process in a particular country. UPTM, on the one hand, are more consistent with the needs of the country and society in preparing the younger generation. On the other hand, this is the possibility of a narrow specification of the educational process. In the process of writing the article, empirical and theoretical research methods were used, that is typical for scientific studies of this kind. As the result, it can be noted that the Quarantine caused by the COVID-19 pandemic played a favorable role in expanding the range of possibilities for using artificial intelligence in the field of education, even in those areas that were traditionally considered to be unsuitable or non-effective for it due to the peculiarities of educational tasks.

The study is made as a part of «A Comparative Study on Professional Development of Primary School Teachers in China and South Korea» research program (registration number ZKNUC2017038)

Keywords: artificial intelligence; UPTM; primary school; authorial school; communication technology; teacher; professional education.

АНОТАЦІЯ

Штучні інтелектуальні технології як форма УПТМ у початковій школі: нові можливості

Ідея використання можливостей штучного інтелекту для потреб навчального процесу не нова для сучасної педагогіки, але її розвиток до початку пандемії COVID-19 був досить фрагментованим. Пандемія, самоізоляція та тривалий карантин змусили шукати нові можливості та форми для відтворення навчального процесу в цій ситуації. І тут на перший план вийшли можливості організації навчального процесу для всіх рівнів освіти з використанням штучного інтелекту. Мета цієї статті - проаналізувати форми використання можливостей штучного інтелекту для організації навчального процесу для учнів початкових класів, що активізувалися через пандемію COVID-19. Використання авторських методів особистого навчання (UPTM) під час навчання в школі завжди вважалося ознакою ідентичності та елітарності навчального процесу в конкретній країні. UPTM, з одного боку, більше відповідає потребам країни та суспільства у підготовці молодого покоління. З іншого боку - це можливість вузької конкретизації навчального процесу. У процесі написання статті були використані емпіричні та теоретичні методи дослідження, характерні для наукових досліджень такого роду. В результаті можна зазначити, що карантин, спричинений пандемією COVID-19, зіграв сприятливу роль у розширенні спектру можливостей використання штучного інтелекту в галузі освіти, навіть у тих сферах, які традиційно вважалися непридатними або неефективними для їх використання через особливості навчальних завдань.

Ключові слова: штучний інтелект; UPTM; початкова школа;

авторська школа; комунікаційні технології; вчитель; професійна освіта.

INTRODUCTION

The ability to generate new ideas is the key to success and development of any society, and the education system is not an exception here, but rather the rule. Pedagogyas a science existed for centuries and its structure becomes more complicated from year to year. It leads to appearance of different points of view regarding education and training and, as a result, to the emergence of a heterogeneous network of educational institutions and programs. Over the centuries, discussions have been held about the concept of «education» what and how to teach people. Give everyone the same education or apply differentiated approaches depending on individual capabilities and social needs? Should education be specialized or universal? Should the education be focused on practically useful knowledge or on the general development of a personality?

Throughout the history of pedagogy, many educators tried to create an «ideal» system of upbringing and education. Depending on the eras and countries in which these people worked, their views on upbringing, training and education could not only differ, but also be almost opposite. This is clearly seen when comparing the goals of the educational process in Sparta (which was characterized by one-sidedness and cruelty in upbringing, minimal literacy and laconicism of speech, only music lessons were welcomed) and education in Germany in the 19th century (it upheld the principle of nature conformity, appealed to the undisclosed inclinations of the child, as main educational skills the ability to speak, clearly and beautifully express one□s own thoughts was recognized). However, like innovations in other fields, unique personal teaching methods (UPTM) (also called «Authorial School») as a pedagogical phenomenon appears when defects or gaps are found in the standardized educational system used in a particular country.

LITERATURE REVIEW

Today, it is possible to identify clearly the issues and problems of teaching methods research that are related to artificial intelligence (AI) as a method and form of providing educational services. They can be presented as following:

• possibility of using artificial intelligence in education or "cyber education» (machine learning) as a pedagogical trend (Wayne Holmes, Maya Bilik, Mark Lieberman, Dob Norton, Charles Fadel, Nil Goksel, Aras Barkurt, Ilka Tuomi etc.) - defend the opinion that in the modern world AI is an organic part of the educational process in particular as a result of all spheres of life italization in modern society;

• use of artificial intelligence in teaching exact sciences (mathematics, physics, chemistry, drawing, astronomy, etc.) (Ian Goodfellow, Axler Sheldon, David Morin, Denis Auroux, Andrew Trask, Yoshua Bengio, Aaron Courwilleetc.) – today is probably the most developed problematics as to AI based education. Since the exact sciences are the most logical and algometric ones, they became natural basis for testing the idea of using AI in education as a method and form of learning, and also give the most representative result;

• artificial intelligence for secondary and higher education (Niels Pinkwart, Sannyuya Liu, Carin Berg, Keng Siau, Yizhi Ma, Scott Martin etc.) – based on the position that modern adolescents (the age of middle and senior school, as well as students of higher educational institutions) already have collective learning skills and psychologically are more inclined to individual forms of gaining educational services, AI based learning is almost an ideal form of getting knowledge for them;

• artificial intelligence for children from 0 to 6 (educational robots, computerized nanny programs, etc.) (Andrew Ng, Michiro Negishi, Lasse Rouhiainen, Fernando Buarque, Nicky Roberts, Tahilidzi Marwala etc) – scientific research in this area are carried out both in the area of using AI by parents for daily developmental activities with the child (to learn colors, songs, new words, tactile exercises, etc.), as well as many books for children are published that explain to the child in the form of a fairy tale about AI and its place in the modern world;

• artificial intelligence-based programs for self-education and advanced training (Stuart Russel, Peter Norvig, John Mueller, Luca Massaron, Taria Rashid, Ethem Elpaydin, Aoife D`Arcy etc.) – this area was the first one which gained complete comprehensive AI based programs, that are also certified by states and are actively used in the continuing education and vocational training systems;

• Researches on other issues (AI based teaching and educational technologies for the elderly, people with special needs, for studying different sciences and obtaining various skills, etc.) are also underway, but today they are not as massive and

fundamental as the above mentioned.

As to UPTM (or Authorial School) as a pedagogical phenomenon causes a lot of controversy among teachers, parents, theoretics of the educational process, politicians, etc.The vector of assessments ranges from a sharp rejection and denial of the UPTM progressiveness, seeing it as «experimenting with children and pedagogical egocentrism» (Phyllis C. Blumenfield, Ingrid Calgren, Hannu Simola and others) to completely transferring the activities of elementary and higher schools to the system of Authorial classes and methods (Ian Clark, Carolyn Jackson, John Lyle, Eva Osterlind and others).There are also disputes if it is possible to integrate UPTM in a system of standardized school education (especially in elementary school) without adapting and simplifying it (Frank Pajares, Jang Hyungshim, Edward Deci etc.), or whether this phenomenon should be left for non-formal education (David Wood, Margaret C. Wang, Timothy Reynolds, Carol A. Tomlinson etc.).

As to UPTM and Authorial School in general and in elementary education in particular, the main research regarding this pedagogical problem are taken in the following directions:

• UPTM as a part of self-regulated learning for alignment classes and those whose educational activities are below average (Cecilie Dalland, Kirsti Klette, Stain Martin, Kenneth Barrington and others). In their works UPTM is seen as a group of methods that allow to optimize the learning process and increase its speed while maintaining quality. The researchers mentioned especially emphasize that for these purposes UPTM can be used short-termly to achieve certain goals and to prepare the child for transition to the general education system (Dalland& Klette, 2016);

• since each teacher organizes the educational process in his own style, pace, emotionality, etc., UPTM can be considered the usual daily practice of any teacher, especially in primary and higher education (Eric Gill, Robert Grigg, Bill Bostrom etc). According to this idea the educational process organized by each teacher is an individual creative process because the teacher adapts the general teaching methods to his / her own teaching needs, combining and improving them. As a result, there is an authorial teaching style, which is one of the mandatory attributes of UPTM (Bostrom, 2016); UPTM is seen as a part of effective teaching strategy which is quite popular in teaching-training systems all over the world (Robert Marzano, John Brown, Vicki Phillips, Lyn Olson and others). Today, virtually all programs for teacher training, retraining and

advanced training contain issues as to UPTM. Teachers are encouraged to develop their own educational approaches to work with children of primary school age due to increasing differences between children as to their pre-school training, level of emotional stability, financial and social status, etc. (Phillips& Olson, 2013);

• UPTM as a creative teaching method for different purposes and groups students (children of immigrants, children with special educational needs, children from religious communities etc.) (Marlene Le Fever, Gary C. Newton, Lawrence O.Richards and others). In this case, UPTM is seen as an opportunity to adapt generally accepted educational methods to the needs of each group of children, taking into account its specific characteristics and needs at the moment and in the long term perspective (Newton, 2012).

Due (or even thanks to) the COVID-19 Coronavirus Pandemic, the processes of searching for a new system of educational work with students, and elementary school students in particular, have intensified in the world. These processes can be safely called UPTM, since in the absence of universally recognized methods and standards that, on the one hand, corresponded to the needs of the new situation, and on the other hand, the effectiveness of which would have been verified by time and experience, each teacher was forced to develop his own authorial school for his / her students. This new experience which appeared spontaneously is still waiting for its understanding and implementation in ordinary educational process.

METHODOLOGY

While making the research mainly empirical and theoretical research methods were used, that is typical for scientific studies of this kind. As to the empirical research methods, such ones as observation and comparison to analyze the background of the problematics were used as well as study of scientific research literature. Among the methods of theoretical research, such ones as abstraction, analysis, synthesis, idealization, induction, mental modeling, ascent from abstract to concrete, etc. were used to predict and substantiate possible development options of AI based technologies and methods of teaching humanities for primary school children at the time after the COVID-19 quarantine ends.

RESULTS

Elementary school is the most fertile education sector to use the UPTM. It is here that the general foundations of knowledge, skills, behavior, worldview are laid, with which a person will be guided throughout his life.In its importance and practicality, it was the elementary school that, in the course of history, has been in the first place (the requirement of compulsory primary education for everybody was often the cause of revolutions, unrest, changes of dynasties etc.).The appearance and diversity of UPTMs and authorial schools that operate in the system of official education or in parallel with it indicate both a creative search within the educational system and the democratic processes taking place in this sector.

The Coronavirus pandemic turned up to be a real challenge without the exception for every well-established social schemes and models for organizing life and human activities. On the one hand, protracted quarantine and self-isolation as a social phenomenon showed the vulnerability of existing medicine, economics, public administration and education as existing systems. However, on the other hand, the need to continue life and work, even in such conditions, led to a sharp appearance or activation of forms that before the Corona were only under development. Currently, there are many programs of artificial intelligence (AI) that help in education, thanks to which students, schoolchildren and teachers get huge benefits. The use of artificial intelligence capabilities in teaching humanitarian disciplines or humanities (in this article under this concept we mean such subjects as music, drawing, manual labor, natural history, languages etc.) is today the subject of discussion among methodologists. Also very controversial is the problem of using artificial intelligence for younger students in primary education institutions.

DISCUSSION

1. **AI for children age 6-10: age features**

Today in the pedagogical space there are many programs and methods of teaching various disciplines for students of different ages who use the capabilities of artificial intelligence. However, these programs mainly exist in the field of non-formal education or for individual use to increase the level of knowledge. And if for older children such programs are already actively used in the educational process (for self-monitoring, completing and checking homework etc.), complex programs a

re being developed, for primary schools such opportunities are artificially limited by teachers themselves due to traditional ideas about the possibilities and psychological needs of the age period mentioned. Traditional features of this age that influence the educational process and until recently were considered to be the ones that make the process of AI technologies using in primary school unreasonable and impossible are:

- need for active communication;
- the possibility of changing activities (training - game);
- swings of mood and learning activity;
- lack of concentration and memorization habits (Barrington, 2019).

Also, communication with the teacher and other students by computer removes the emotional stress and fear of the teacher, which is present in 78% of primary school school students in the first year of school, 45% in the second year of study, and in 15% remains until high school (Bostrom, 2016). AI today is able to help a primary teacher solve many emotional problems that primary school children have both in distance and in lessons with personal classroom communication.

2. UPTM or Authorial Schools: History of the Question

The term of «authorial school»as an educational concept was introduced into world education in the 80s - 90s of the XXth century. In the mid-80s in former USSR took place the process of socio-pedagogical movement that aimed to establish a new education system in the country (more relevant to humanistic pedagogy with its focus on the personality of the pupil, rather than on the demand for class-ideological education). The whole country trend as well asa set of rather provocative publications in the Teacher's Newspaper (Moscow) became the impetus for the idea of holding a competition among the schools which already were using the UPTMs in practice to make this process more centralized and controlled by the state. A competition was held among schools that use UPTM in the educational process to select the technologies that, on the one hand - do not influence the current state educational system, and on the other hand - correspond to the democratic expectations and needs of society in order to recommend them to all schools in the country.The Project competition was held in 1987-1988 and received the name «Authorial School» to emphasize that the specific approach reflects the thoughts of a particular teacher (or group of teachers), but does not contradict the main educational doctrine of the country. Among the 250 schools all over the USSR that took part in the Project after three rounds of the competition according to the decision of the public-state examination commission,

six schools received the right to be called Authorial Schools with mentioning the name of the author (authors) of the educational program (or system) used (Guner, 2019).

With the growing popularity of Authorial schools as a form of getting knowledge and education in USSR, this pedagogical and social phenomenon has received scientific understanding there and in the countries which were influenced by it. In the countries of Europe, the USA, Japan and Canada, due to the greater democracy and autonomy of educational institutions (like schools, colleges, universities), which are supposed by the organization of the educational system in these countries, as well as the presence of a developed system of non-formal educational institutions the term «authorial school» was not recognized and was redone in UPTM as author's methods that can be used in a particular school or by a particular teacher.

Today, the interpretation of the UPTM and «authorial school» concepts and, accordingly, their use as an educational method have differences in Western and post-Soviet pedagogical schools. In countries of the post-Soviet pedagogical system (Russia, Ukraine, Belarus, Kazakhstan, Turkmenistan, Mongolia, Vietnam and some others), these concepts are associated with an alternative system for organizing the educational process, which is often opposed to the state pedagogical doctrine. In this case «progressive school», «school of developing education» and «school of self-determination» are synonyms for the concept that is under consideration (Martin, 2019). In the European and American pedagogical systems, the UPTMs and the «authorial school» are more regarded as additional educational methods that are usedin public schools and are designed to motivate children to study, arouse their interest, diversify the forms of work at the lesson and at home, etc. (Laing & Khattab, 2016). Also, the difference in approaches can be traced in the massive of UPTM use in these two systems. The European and American systems enforce a teacher with the right to choose whether to use the UPTM during the lesson, which UPTMs to use, in what amount, etc. The Post-Soviet one, however, implies the complete transition of a certain educational institution to the specific set of UPTMs for all subjects that are taught.

3. Elementary School as the UPTM Territory

Elementary school is the basic part of the entire education system. Elementary school teachers are called upon to teach children creativity, to find out and educate in each child an independent personality able for self-development and self-improvement,

to find effective ways to solve problems, to search for the right information, to think critically, to enter into discussion, communication, etc.

Elementary school for a child means the transition from play to schooling as a leading activity, which is to form the main mental patterns. When a child enters school he\she finds himself\herself in a new social situation, where a teacher becomes the center of it. At elementary school age, educational activities become the leading ones. Education is a special form of activity aimed at changing the students himself \ herself into a subject of learning (Guner, 2019).

However this age is characterized by a number of features and needs, which are determined by the level and patterns of a child's physiology, psychology and cognitive development. UPTMs in general contribute to solving problems related to the individual manifestations of the above mentioned factors at a particular elementary school student.

• **Memory** at elementary school age develops in two directions - randomness and meaningfulness. Children involuntarily remember educational material that arouses their interest, presented in a playful way, associated with vivid visual aids, etc. But, unlike preschoolers, they are able to purposefully, arbitrarily memorize material that is not very interesting to them. Every year, in elementary school sphere appear UPTMs based on randomness memory. Elementary school students, as well as preschoolers, usually have good mechanical memory. Many of them throughout the course of elementary school mechanically memorize educational texts. This method of studying for students most often leads to significant difficulties in secondary school, when the material becomes more complex and larger in volume and solving of educational problems requires not only the ability to reproduce the material, but also to think it over, analyze, compress etc. UPTMs are designed not only to make the process of mechanical memorization of educational material for elementary school students easier and more interesting, but also to smoothly shift the emphasis from mechanical memorization to the semantic one;

• It is in elementary school age that **attention** develops. Without the formation of this mental function, the learning process is impossible. During the lesson, the teacher draws the attention of students to the teaching material, holds it for a long time. A younger student can concentrate on one thing for 10−20 minutes. UTMs at elementary school can help to increase the time of productive attention of a child. Hometasks created with the help of UPTMs can contribute to the training of

attention and concentration not only during school lessons, but also at home;

• **Motives** are incentives for activities related to the satisfaction of any needs. In elementary school students they act as a concrete reflection of needs. For example: the satisfaction of school training needs may be prompted by a student`s desire to please parents, to earn teacher's praise, schoolmates' approval and interest in the subject. Several motives can act immediately as a stimulator, that is also successfully used in modern elementary school UPTMs (using the system of prizes for the correct answers, a rating system in the class, rewards of various forms, etc.) (Grigg, 2010; Dalland & Klette, 2016; Barrington, 2019). Also today, because of new social challenges, elementary school is to deal with issues that traditionally began to be considered in secondary and high school. We are talking about questions of gender education and self identification, religious and gender tolerance, foundations of legal and economic education, search and analysis of information when using the technology of online learning, etc. (Martin, 2019). In this regard, the number and variety of UPTMs used in elementary school today is constantly growing and such UPTMs are becoming more and more complex. Also, there is a constant process of dying off of some UPTMs, which were traditionally used in primary education (in most cases this applies to UPTMs using handouts, cards, one- and two-dimensional images, etc.) (Grigg, 2019).

Besides that, the technological revolution in education and the massive use of the Internet and computer in general (the process started in late 80s of the XXth century) led to a unique situation: on the one hand, it became technically easier for a teacher to fill the context of a UPTM (Trucano, 2012), but on the other, he/she faced the task of diversifying computer technologies using UPTMs towards the ones based on tactility, fine motor skills, group activities, etc.

4. **AI based programs for primary school education process Automatic rating.** A specialized computer program based on artificial intelligence, which is able to give ratings even for creative tasks in the field of reading and studying languages according to specified parameters (for example: the number of verbs in the essay, graphic parameters of letters, presence / absence of keywords, etc.). (Tuomi, 2018). Such programs can evaluate students' knowledge, analyze their answers, give feedback (recommendations based on given parameters) and make up individual training plans on the subject. (Guner, 2019). Also, similar programs today are able to analyze not only written, but also oral theists, as well as graphic tasks (from assignments for calligraphy to drawings made by younger students);

Virtual assistants. At the moment, there are already assistants for teachers who are able to respond accurately and quickly to students' questions, thanks to built-in computers with AI. (Marr, 2019). Also, simpler virtual assistants "live" in the mobile phones of primary school students. On the one hand, they favorably affect the emotional state of the child (the child has confidence in his/her abilities, since he/she always has someone who will help him/her in a difficult situation at a lesson). On the other hand, the choice of an assistant (its color, shape) reflects the child's inner world at a particular point of time and can serve as a certain type of monitoring the child's emotional state. Also, often such virtual assistants in mobile phones require the child to perform certain duties (feed, play, entertain it, etc.), which contributes to the child's self-discipline and aesthetization of his/her personal space;

Virtual lessons. It is difficult to overestimate the visual and emotional effect that virtual lessons create for younger students. With the help of AI based technologies, teachers can not only illustrate lessons in music (virtually attending concerts), arts (through virtual tours of galleries and museums), but also create the «presence effect» in the forest, on the seashore, etc. when primary school students study such subjects as ecology, natural history, history, literature, etc.

During the quarantine period caused by COVID-19, computer and AI became an organic and obligatory participant of the educational process, even in primary school. Many students due to temperament, personal features of character, etc. found this form suitable for them. It can be concluded that the primary school in the period after the quarantine becomes more AI.

5. AI based programs for primary school teachers

This section presents artificial intelligence-based technologies designed to facilitate the work of a primary school teacher and make it more productive.

Interval training. These types of programs aim to check the residual knowledge of primary school students. Their essence is that the AI, based on the standard school curriculum and the tasks that the student passed in the personal account, tracks his / her progress and is able to find out information that most likely the student could forget and give recommendations for its repetition (Grigg, 2010). These types of programs are especially useful for teachers at the beginning of the new school year to find out which topics should be repeated with primary school students in the classroom and what should be left for independent repetition at home;

Feedback for teachers. Primary school, and especially the humanities there, is the fertile ground for individual, creative and innovative techniques. Each primary school teacher to one degree or another develops his/her own methodology, finds own approaches to instill in the child love for the process of obtaining knowledge in general and for a specific subject in particular. Primary school teachers willingly share their methodological findings with each other - this is considered normal (Martin, 2019). Today, chatbots with AI are increasingly used to determine the "viability" of the particular methodological innovation. They are able not only to collect opinions through a dialogue interface, bu o find out the reasons for this or that opinion;

Personalized training. Personalized learning refers to a variety of educational programs in which the pace of learning and the educational approach are optimized for the needs of each student. Experience takes into account learning preferences and the specific interests of different students. Artificial intelligence easily selects the right pace for the student so that he/she can better learn the program. In primary school, such programs are recommended as additional tools for students with special educational needs (both for lagging students and those whose success is above average) (Williams, 2019). Such programs are extremely important for primary school, since children at this age have a different reaction rate, the rate of assimilation of the material, are characterized by bursts of educational activity, which can be replaced by apathy.

The progress in AI and machine learning is impressive; this area of education is constantly evolving. There are so many good ideas that AI can implement. In general, AI can significantly improve education systems due to its ability to optimize many parts of the teacher's work and, ultimately, giving them more and more time to spend on their students.

CONCLUSIONS

For today it is already obvious that the world will never be the same again and we are to face the Pre and Post Corona world`s differences everywhere: both in global processes and at the level of daily little things. Education is of no exception. Going to school makes major changes in a child's life. The whole way of his/her life, social position in the team, in the family changes dramatically. From now on, studying becomes the leading activity, and the most important duty of the child is to learn, to acquire knowledge. Studying is a serious work that requires organization, discipline and willful efforts of a child. He/she joins a new team, in which he/she will live, study,

develop. UPTMs are designed to soften this transition and lay the foundations for subsequent educational activities based on the principles of interest, positive perception of this type of activity, creativity, positive motivation, etc. For a teacher, UPTM is an opportunity to expand the lesson's tools, make better specification in the choice of methods to convey knowledge to a student (students), to present information in a form that is more acceptable to a particular student (or group of students), his/her/their needs, level of knowledge and development, emotional and psychological state and etc. Artificial Intelligence based technologies that before the Coronavirus Pandemic played an important role in certain aspects and fields of study as an additional component, during the Corona period began to dominate at all levels of educational services. This trend should continue after the removal of the restrictions associated with the pandemic. Under a great concern among teachers due to the peculiarities of the psychological development of children has always been the question of AI based teaching methods active use with an age group of 6-10 years (primary school period), especially in teaching humanities. The main argument against was the dominance of individual forms of work in such types of training without the interaction of children with each other. In other words, the weakened communicative aspect. Today, this problem has been already solved both at the technical level (conference-call formats widen the teaching opportunities in general a lot), as well as the concept of "communication" has been expanded to include communication using video communications and other popular sources.

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VARIATION AS INHERENT FEATURE OF DIPLOMATIC DISCOURSE: A CASE STUDY of ITS INVARIANT, VARIANTS AND THE PROCESS OF VARYING

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ABSTRACT

The article deals with the phenomenon of variation as inherent characteristic of the diplomatic discourse at any stage of its evolution as well as in all its modern manifestations. The author made a review of existing scientific papers on linguistic variation; elaborated and suggested her own definition of variation, contrasting it to the notion of invariant adjusted to the needs of the diplomatic discourse research. The latter is applicable, in particular, to the linguistic analysis of the discourse under investigation. *Thus, variation of the diplomatic discourse is understood as entire spectrum of all its possible manifestations unless the set of its key features, characteristics and components is recognizable, being, actually, its constant or invariant. The variation appears and exists due to a range of both, linguistic and extra-linguistic factors that nourish the process of proliferation of the diplomatic discourse types.* The author's interpretation of variation, contrasted to the definition of the invariant of the diplomatic discourse, according to the term provided, in combination with the most generic understanding of the phenomenon retrievable in explanatory sources as well as in scientific papers on philology, allowed singling out and listing the criteria of linguistic variation. Therefore, some examples of the most frequently occurring variants (types) of the diplomatic discourse are listed. The mentioned provision is stated as potentially unlimited one. This feature guides

the author to the assumption of impossibility to fulfil an overall research in order to remain scientifically faithful. It is argued that a narrower field of investigation is more likely to be analysed deeply and correctly. At the same time such important variation opens an endless prospective for further linguistic research and/or modification of the contemporary diplomatic discourse canon.

Keywords: variation; invariant; variant (type); change; constant; diplomatic discourse.

АНОТАЦІЯ

Варіативність як невід'ємно-притаманна риса дипломатичного дискурсу: дослідження інваріантів, варіантів і процесу варіювання

У статті розглядається явище варіантності (варіативності) як невід'ємно-притаманна та характерна, типова та властива риса дипломатичного дискурсу на будь-якій стадії його еволюційного варіювання, а також у всіх його сучасних проявах (варіантах). Авторка зробила огляд існуючих наукових праць, присвячених мовній варіантності, варіативності, варіабельності, варіюванню, варіації; розробила та запропонувала власне визначення явища, порівнявши його з поняттям інваріанта, адаптованого до потреб дослідження дипломатичного дискурсу. Останнє стосується, зокрема, мовного аналізу досліджуваного дискурсу. Таким чином, під варіантом дипломатичного дискурсу розуміють увесь спектр усіх можливих його проявів, якщо сукупність його ключових ознак, характеристик і компонентів залишається впізнаваною, що, власне, і є його константою чи інваріантом. У статті стверджується, що варіанти з'являються та існують завдяки цілому ряду як лінгвальних, так і позалінгвальних факторів, які живлять процес розповсюдження різних типів дипломатичного дискурсу. Авторське тлумачення варіантності (варіативності), протиставлене визначенню інваріанта дипломатичного дискурсу, відповідно до наданого терміну, в поєднанні з найбільш загальним розумінням явища, котре міститься у довідкових джерелах, а також у наукових працях з філології, дозволило виділити й надати перелік критеріїв мовної варіативності (варіантності). Відтак, наведено приклади найчастотніших варіантів (типів, проявів) дипломатичного дискурсу. По суті, досліджуване явище та відповідний процес – варіювання – є потенційно необмеженими й безкінечними. Ця особливість

наштовхнула авторку на припущення про неможливість виконати узагальнене дослідження та залишатися, при цьому, академічно чесними. Стверджується, що тільки певна вужча сфера дослідження може бути проаналізована глибоко, достеменно та правильно. Водночас така значущість варіантності (варіативності) відкриває нескінченну перспективу для подальшого мовного дослідження та/чи модифікації сучасного канону дипломатичного дискурсу.

Ключові слова: варіантність; варіативність; ін/варіант (тип); зміна; константа; дипломатичний дискурс.

INTRODUCTION

"*Variation is an inherent characteristic of all languages at all times*" (Wardhaugh and Fuller, 2015). It is the main source, cause, consequence and reason that gives grounds and supplies material worldwide to scientists, politicians, philosophers sociologists, historicists and, of course, philologists and linguists for new or further researches regardless the field of their narrow scientific interest, as all aspects of any language are subject to variations. "Linguistic variation is the spice of every language and there is no living natural language which does not show variation. How dull language would be without it!" (Lipka, 1988 : 319).

It should be borne in mind that *variation* is not to be terminologically substituted for and, thus, unintentionally confused with *variability* (less frequently *variance*). This comment is relevant mostly for non-native English-speaking researchers. The *variability* is the *mere fact* of something being likely to vary (Oxford Learner's Dictionary : Variability), This is the notion belonging mostly to the sphere of artificial intelligence, statistics, finance, geometry, climatology, genetics, renewable energy research, but not philology. Although one can still come across cases of terminological inaccuracy or equate and, thus, confuse it with the "inherent variability" (Labov 1969), i.e., the coexistence of alternative "ways of saying the same thing" within the speech of a single speaker who alternates between them in a statistically regular way (Huspek, 1989).

On the contrary, *variation* denotes *the very change*, especially in the amount or level of something, as well as a thing that is different from other things in the same general group (Oxford Learner's Dictionary : Variation). In philology, language variation is one of the biggest discoveries of the previous century and the core concept

for sociolinguistics and historical linguistics (Britain, 2016). Actually, sociolinguistic variation studies how the language varies and changes in communities of speakers and concentrates on the interaction of social factors and linguistic structures.

In other world, *variability* is the phenomenon occurring *within a language* or dialect (Milroy, 2017), while *variation* can be traced *outside and across languages,* too.

In cognitive linguistics variation is also one of the most important and widely researched issues. Throughout the relatively short history of variation studies the very notion of variation and the attempt to find an invariant were the matter of concern for phoneticians, lexicologists and those who were paying attention only to grammar (morphology, syntax). Contemporary philologists and linguists do not stay aside, either.

Following this trend, the author of this article sets out *THE OBJECTIVE* TO VERIFY her HYPOTHESES that *diplomatic discourse* expressed by means of any natural language follows its general laws. Thus, it *is subject to varying*; consequently, *has many different types (variants), and variation is one of its inherent features.*

LITERATURE REVIEW

At earlier stages of language variation investigation O.S. Ahmanova (Ahmanova, 1957; 1969), L.A. Verbitska differentiated three notions (Verbitskaya, 976), D.A. Shahbagova (Shahbagova, 1992), and even some contemporary peer scientists (Bagana Zh., Bondarenko E.V., Chernova O.O., 2012 : 48) adhere to another terminology, differentiating:

- *variability* ("вариабельность"), understood as the quality and the ability of a language or its levels in the whole to vary the means of what is agreed as language norm;

- *variation* ("вариативность[1]"), understood as mutual substitutability of the variants, observed within the synchronic approach, literary language and the norm; functioning of the standard variants in speech;

- *variance*, a range of options, plurality of variants ("вариантность[2]"), understood as juxtaposing the variants (both, in synchrony and diachrony), the usage

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1 Here and farther, the terms, given in brackets, are quoted exactly as their authors used them, without translating them.

2 Here and farther, the terms, given in brackets, are quoted exactly as their authors used them, without translating them.

of which is registered in speech.

The three terms are still accepted and used at same time, often interchanged or substituted one for another.

Scientists interested in linguistic variation research, i.e. *variationists*, try to find out *why and how languages change* in different situations and contexts. For example, variation is studied by observing linguistic and social environments, and then the data is analyzed as the change occurs (Preston, 1993).

The new branch of linguistics, whose matter of scientific interest and concern is the phenomenon of variation, is referred to as *variology* (Gak, 2002, 2010; Sandalova, 2015), mostly in post-soviet countries, or, more frequently, as *varientology* (Domashnev, 2005; Zielinski, 2008; Bagana, Bondarenko, Chernova, 2012 : 48; Nevehina, 2016, 2017).

One of the "fathers" of the concept of linguistic variation is F. de Saussure. Studying phonology, he was the first to mention that a linguistic sign aims at varying (F. de Saussure, 1916; 1993). Then four characteristics of a linguistic sign were distinguished, among which the diachronic mutability is mentioned, as well as such notions as "modification", "alterations" and "changes" (Saussure, 1916 : 109, 117). F. de Saussure also sustained that a language lives, carries on and changes over time (Saussure, 1993).

Later the idea was developed by the Czech linguist V. Mathesius, his peer, R. Jakobson, and their follower, S.O Karcevskij: "Une signe linguistique, de quelque plan qu'il relève est toujours une unité à double face. Les rapports entre les deux aspects de la langue variant d'un plan à l'autre, chaque plan, de même qu'il possede sa proper "idéologie" ... (Karcevskij, 1931 : 188–189). Then it was further analyzed, within phonology, by B. Trnka (Trnka, 1935). B. Trnka combined the ideas of V. Mathesius with those of N.S. Trubetzkoj (Trubezkoj, 1929; 1960), while N. Trubezkoy absorbed the main trends proposed by B. de Courtenay and F. de Saussure. B. Trnka's theory about phonological structures was proposed to be applied further to language in the whole as a general modelling principle (Hajicova, 1999 : 6).

In the following decades many other linguists were elaborating theories starting from the studies of linguistic sign and phoneme, originated within structuralistic approach of the Prague Linguistic Circle at the beginning of the XX century. Actually, all these theories were seeking a valid opposition of what nowadays is commonly referred to as "invariant vs variant". For example, N.S. Trubezkoj, expressed the idea

that in speech several various realizations correspond to one phoneme. So, a language was considered to be invariant, while speech varied (Lukina, 2014 : 7; Musayeva, 2016 : 410. It is evident, that early linguistic investigations of the phenomena of invariant and variability were regarded as belonging to different levels and were analyzed separately for each level of a language.

In 1960s, is W. Labov made another significant contribution to the investigation of the issue in question. The linguist described several aspects of variation, notably, its sociolinguistic peculiarities, and variations depending on and occurring according to the race of language users (Labov, 1963).

In post-modern linguistics the Russian scientist L.V. Shcherba investigated variation in the context of sociolect and idiolect research (Shcherba, 1974). The linguists' provision about any social change being reflected in speech is especially valuable for this paper as I argue that the diplomatic discourse varying depends also on the interlocutors, their purposes and target audience (e.g.: diplomats talking to or about medicine, economy and so on).

J.L. Dillard (Dillard, 1965; 1992), R. Fasold (Fasold and A. Wolfram, 1974), W.A. Stewart (Stewart, 1968), and W.A. Wolfram (Wolfram, 1973) were interested in racial peculiarities and in the American English peculiarities.

Some years later the idea of L.V. Shcherba was further developed by another Russian theoretician, L.P. Yakubinskyi. He broaden the thesis of social variation, suggesting to take into consideration the whole range of communicative situations (Yakubinskij, 1986 : 33) in which variations were registered, too. Introducing the notion of "national language", the linguist remarked peculiarities of nationally specific variations. Both ideas fit perfect into my vision of diplomatic discourse variation (here are some examples: Italian diplomatic discourse, Western diplomatic discourse, etc.). It should be remarked that similar reflexions had been anticipated even in M.V. Zhirmunskij works in the middle of the XX century (Zhirmunskij, 1936 : 6; 1964 : 107-110).

At the current state of research, the most prominent linguists, who dedicated at least part of their scientific papers to the field and the issue in question, and the respectful aspect they contributed to, are the following (mentioned here in alphabetic order): J.K. Chambers, who analyzed sociolinguistic peculiarities, paying more attention to variations according to the age of language users (Chambers, 2003); J. Fisher (2015) and J. Gumperz (1954) who worked within the trend of

dialectology studies; R. Keller (1994; 2009) who researched different manifestations of variation; R.T. Lakoff who wrote papers concerning gender differences (Lakoff, 1975) as well as about the influence of contexts (Lakoff, 1972); G. Schlee (2001) who mentioned individual ethnical variations in speakers' ways of expressing themselves; P. Trudgill (1974), H. Volker (2009), M. Weinreich (1972), and others who made their contribution to variation research and analysis, as well.

In contemporary linguistic paradigm, the phenomenon of linguistic variation is being still studied in many aspects. It drew attention of peer linguistics from different countries and belonging to different schools. Some scientists retained there were enough grounds to go beyond the traditional margins of variation research. They suggested the following provisions, ideas and trends:

O.O. Selivanova and T.S. Musayeva suggested their own definitions for the phenomenon under research (Selivanova, 2006). Besides, T.S. Musayeva expressed her critical thoughts regarding the accuracy of the main terms used in the theory of variation (Musayeva, 2016). A.E. Lukina analysed the notion of variation and the respectful terminology, as well. She made a thorough in-depth investigation and traced the evolution of variation studies in the world (Lukina, 2014).

N.D. Golev and L.G. Kim considered the established tradition of analyzing variation pays attention mostly to its manifestations on the levels of phonology, lexis, morphology and grammar in general, which turns to be too narrow for the contemporary linguistics. Thus, they argued the necessity to consider the level of text, and study the cases of its varying (Golev, Kim, 2009).

K.S. Serazhym (Serazhym, 2002) argued variation being peculiar to a discourse as an element of higher level in a language system, while N.S. Berseneva was analysing some cases of grammatical variation in the scientific discourse (Berseneva. 2017). I.M. Basovets was interested in variation of some grammar constructions in media discourse (Basovets, 2019 : 23–25). E.V. Glinka contributed to the research of media discourse, too (Glinkina, 2012 : 53–54). S.P. Halaur looked for cases of variability manifestations in communicative strategies in different contexts (Halaur, 2019 : 10–12).

The above mentioned findings are important for my present research as they direct and lead the current trend in variation studies onto the level of super-phrasal units and – more extensively – pragmatics. Namely, these papers prove that variation

exist not only on the phonetic, lexico-grammatical and stylistic levels. It is obvious that discourse as phenomenon of any natural language varies, too.

T.N. Homutova elaborated her theory of variation, considering the sociolinguistic aspect of the phenomenon (Homutova, 2005). In the context of my investigation the conclusions of the peer serve to pay a particular attention to a number of sociolinguistic components of communication process as main discourse variation factors and the endless source of its variants.

The beginning of the second decade of the XXI century was also marked with a new wave of attempts to find and explain theoretical basis (Bagana, Bondarenko, Chernova, 2012) and methodology for variation studies (Tagliamonte, 2012).

S.N. Dubrovina sustained and reiterated the thesis of variation being a universal feature of any language (Dubrovina, 2015). N.V. Sandalova (2015) formulated and made an attempt to solve the problem of unification and standardization of metalanguage used in theory of variology (Sandalova, 2015).

The list of active contemporary researchers is far from being complete. This fact testifies the importance of variability as well as shows the directions in which the contemporary linguistics evolves.

Among the latest works of peer linguists, I particularly appreciate the contribution of M. Borodinà as she applies the notion of "area/range" ("ареал"[3]) while analyzing the Romanic languages, their dialects and linguo-geography, to be more precise. She made a valuable conclusion for the sphere of my narrow professional interest, arguing that a linguistic space depends on the extra-linguistic conditions, in particular, on the geographical, political and economic ones (Borodinà, 2002 : 137). I share this belief, and one of my goals is to contribute to the general research by investigating some peculiarities of the diplomatic discourse of four countries belonging to the Romanic languages area (Ponomarenko, 2012), variability being one of its inherent features.

It is obvious that variation is still being studied, and the number of researches interested in the phenomenon is constantly growing. Scientists publish their results in individual articles and collection of papers, dedicated exceptionally to the phenomenon under investigation, for instance, "Linguistic Variation Yearbook" and "Linguistic Variation" journals published by John Behjamins Publishing (2001-2019); Belorus journal of conference proceedings ("Variation in language and speech/Variativnost

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[3] Here and farther, the terms, given in brackets, are quoted exactly as their authors used them, without translating them.

v yazyke i rechi") All linguistic theories account for some particular manifestation of variation underline that it is the primary and key feature of languages and each of their units or elements. According to T.N. Homutova (Homutova, 2005), it is typical for languages to be realized in different and multiple variants, when actualized in speech. It is reiterated that variation is considered to be one of the most important factors of language evolution, is manifested on all its levels and in all forms of its existence, which "allows to argue the universal character" (Solntsev, 1982; Homutova, 2005 : 28) of both, the phenomenon of variation and the process of varying.

Generalizing the approaches suggested by the scientists mentioned above, it seems me possible to conclude that in linguistics, *variation* – still referred to in some linguistic papers as *variability* – is generally understood as regional, social, contextual or other differences manifested in the ways a particular language is used (Musayeva, 2016; Selivanova, 2006; Serazhym, 2002; Lehmann, 2019; Nordquist, 2019; Wardhaugh and Fuller, 2015; Reppen et al., 2002) and is recognized to be "a fundamental property of a language" (Lukina, 2014 : 7), as well as "the vehicle of language change" (Trask, 1999/2005).

Limits of previous investigations and lacunae in linguistic analysis. Regardless the endless chain of scientific papers and researches, continuing one another, there still exist a great variety (Bagana, Bondarenko, Chernova, 2012 : 47), instead of unanimous convergence, of views, theories and definitions concerning variation in language and speech. The contemporary linguistic paradigm lacks a systemic view regarding the phenomenon under investigation (Slozhenikina, 2006 : 123). T.S. Musayeva joins to this thesis. She retains that nowadays there is *an urgent need to generalize and systematize* the already accumulated experience [in linguistic research] as well to *elaborate some norms in variation investigations* throughout their history. The linguist thinks that the *study of language variants' competing* is the indispensable link for determination of the *main tendencies of a language evolution* as well as for the *elaboration of the dynamic theory of the language norm/ standard* (Musayeva, 2016 : 44).

A.E. Lukina underlines that while the discussed issue has been thoroughly analyzed on the material of the Germanic languages, but it still requires a closer and more attentive look when it comes to the *Romanic languages*. In particular, she argues that the French language was singled out as the one lacking its variation description in diachronic aspect (Lukina, 2014 : 9).

T.N. Homutova urges peer colleagues to conduct *sociolinguistic* investigations

of variation, especially of *text and discourse* (Homutova, 2005 : 32). N.Ye. Kashchyshyn appeals to scientist inviting to research all aspects of the diplomatic discourse (Kashchyshyn, 2016).

The above quoted pool of research directions and aspects of variation not exhaustedly analyzed **shows the gaps** in the recently established branch of linguistics, i.e. variology. Therefore, in our opinion, the contemporary philologists should lock their investigations onto completing the missing links and provide all the necessary provisions tin order to present the general theory (Gak, Domashnev, 2005; Firsova, 2000), which is being created at present. In particular, *linguistic studies in the field should aim at*:

- elaborating the unique (Slozhenikina, 2006 : 123) and comprehensive terminological nomenclature (Bagana, Bondarenko, Chernova, 2012 : 47), appropriate for the linguistic research;

- state the notion of invariant (constant) as the indispensable point of reference and king of a "margin" or "limit" for variation analysis;

- list all the factors, reasons and causes of variation and/or those triggering it;

- describe the dimensions of variation, taking in account the latest change in linguistic paradigm, in particular, the emerge and further diversification of digital communication;

- determine the levels of variation, paying special attention to different discourses, as they seem to have not been considered by variationists before;

- establish the criteria for singling out (sub)types of variation;

- start research on the material of those languages that, up to now, did not constitute the interest of linguists.

Judging by the collected and overviewed corpora of linguistic works dedicated to the phenomenon of variation, they are impressively numerous. It is obvious that the list of goals goes far beyond the limits of a scientific article restrictions.

While setting priorities for the present research, I noticed that **neither of** existing papers on variation is dedicated to the **investigation of the diplomatic discourse variation**. So, the **identified gap** led to the current research and **constituted the original contribution** of this article.

The **need for such research** in the universe of the existing scientific literature is explained by the general tendency in linguistics **to elaborate comprehensive theories** explaining different phenomena. As far as the so vastly studied phenomenon

of variation is inherent to any language, and – at the same time – diplomatic discourse is generated exactly by means of natural languages, the **conjunction point** between all previously made researches and the current paper becomes obvious. Thus, the complete and comprehensive survey on the diplomatic discourse must include also include its extensive variation analysis.

AIM OF THE ARTICLE is to analyze the peers' papers dedicated to the phenomena of variation and variability, decide on the correct terminology to be used, draw attention of the scientists and researchers to the issue of diplomatic discourse variation, which has not been studied so far; suggest the possible ways of its typologization (i.e., its types or variants' singling out and definition), their classification within the generalized investigation of the modern canon of the contemporary diplomatic discourse.

METHODOLOGY

1. Design

For the purposes of this article the necessary and relevant data were collected in several stages. Namely, at the very first stage, I found, sorted out and catalogued the existing linguistic works on the subject of variation, variability, variance, the process of varying, variants and invariant. The following research was carried out to analyze the existing terminological nomenclature and decide on the appropriate and relevant terminology to be used in this paper. The next step was to prove that diplomatic discourse is subject to variation, too. For this scope, the notion of variation in the diplomatic discourse was defined, with the previous determination of the concept of the invariant.

2. Materials

Further on, to create the sample database of the discourse under investigation, I collected and analyzed 218 papers on diplomacy in general and 189 ones dedicated to different aspects of the linguistic analysis of the diplomatic discourse, as well as 560 diplomatic documents (speeches, open letters, tweets, Facebook posts and similar) in free access.

3. Procedure

The singled out variants were subject to quantitative analysis and generalization. Finally, they were logically and thematically grouped into classes. Thus, the collected corpora proved to be sufficient to elaborate the multi-component and largely diverse classification of the diplomatic discourse variants.

RESULTS

The investigation carried out enabled me to present schematically the range of diplomatic discourse variations in the following way:
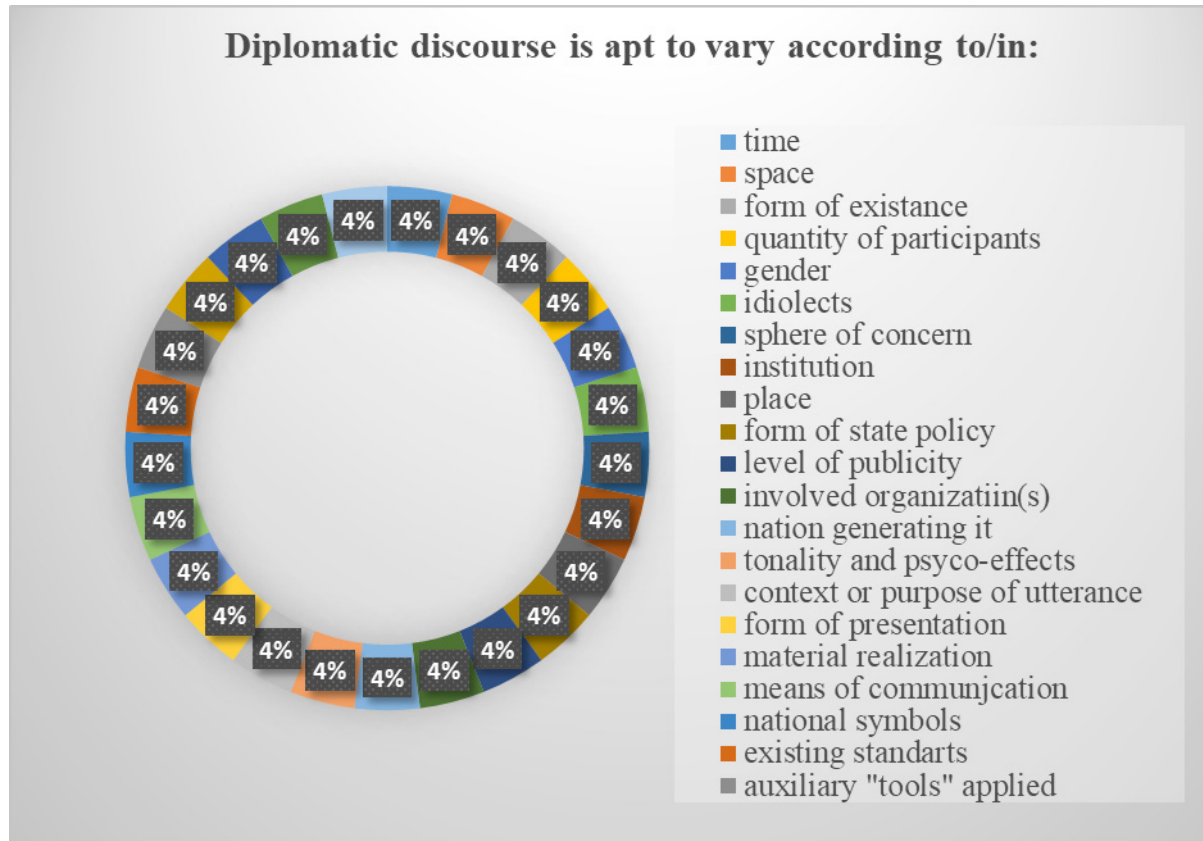
Pic. 1. Variation of the diplomatic discourse.

The diagram visualize that the *diplomatic discourse is apt to vary*:

- in time (prehistorical, ancient, Medieval, current, contemporary);

- in space/geolocation (European, Oriental);

- in form of its existence (real/material, digital/virtual, Twiplomacy);

- in quantity of the participants (bilateral, multilateral);

- in gender (masculine, feminine);

- in individual psycho-linguistic peculiarities and idiolects (of Trump, of the Pope);

- according to the sphere of a particular diplomat/s' concern (military, economic)

- according to the institution it is being used (parliamentary, clerical);

- according to the place where it is being carried out ("Russian banya"/bathe, Turkish Hammam);

- according to the chosen form of state policy (feudal, presidential, monarchical, totalitarian, democratic);

- according to the level of publicity (public, secret);

- according to the organization involved (OSCE, UNESCO, UN);
- according to the nation generating it (Italian, Chinese);

- according to the tonality and physiological effect it creates (coercive, evasive);

- according to the context or purpose of utterance (for youth, for immigrants, for journalists/briefing; consular);

- according to the form (dialogue, conference);

- according to its material realization (written, oral, electronic);

- according to the means facilitating communication (telephone, Internet/ digital);

- according to national symbols (panda, "vyshyvankovyi" = of embroidered shirts);

- in comparison to/with the standard existing in particular period (traditional, modern);

- according to "auxiliary", additional or similar external means, tools or similar applied (caviar, sport, gunboat; transport).

The list of possible variant is long, but not exhausted. It is open for any relevant change or modification reflecting the real current state of a natural language development.

It is worth mentioning that the important quantity of samples analyzed revealed no data that could contradict my hypotheses.

The collected data – sufficient in quantity, quite diverse but relevant to the object of investigation and logically arranged – led to the fulfillment of the research aim.

At the same time, such multi-component structure and diversity in the classification of types (=variants) of the diplomatic discourse shows the great extent of its variation, which, in its turn, backs up the validity of the initially proposed hypotheses.

DISCUSSION

Having fulfilled the diachronic review of previous linguistic findings, I picked out the most logical, well-proved and relevant provisions. Further, I defined variation

in diplomatic discourse, providing a couple of examples. This will help to continue the elaboration of the theory of diplomatic discourse variation as part of the general theory of variation.

I followed the trend of finding correspondents to general linguistic terms, used in variology, for the sphere of the diplomatic discourse research. I think it logical to suggest the following definitions and build my research on these theoretical assumptions:

1. Original elements of the paper **of worldwide readers' interest**. Language is one of the most important, powerful and widely used tools of diplomacy. In fact, diplomacy embodies in practice by means of natural languages. Any natural language is a system; and any system possesses the intrinsic and inherent quality and ability to vary. Thus, it is also apt to variation, which is considered to be one of its general and universal characteristics (Homutova, 2005 : 28).

At the same time, any specific discourse is either a part of a language or, at least, makes use of language means in order to exist as a discourse. It automatically implies that any discourse possesses main features of the language it belongs to or that it uses. This provision enabled me to conclude that diplomatic discourse can also vary.

1.1. For diplomatic discourse research, *varying* is *the process of using (=recurring to) one or several variants* ***of the diplomatic discourse*** in oral, written, virtual or any other form; it changes depending on pure linguistic and/ or external factors and it adjusts itself to each particular communicative situation, context, participants and similar needs in order to achieve effective communication.

At the same time, adapting the thesis as well as definitions, mentioned at the beginning of this article, to diplomatic discourse analysis I suggest the following formulation: ***variation of the diplomatic discourse*** is *its realization by means of its numerous and diverse variants* (=types) occurring within the universal process of language varying.

At this stage of my research I consider it possible to use sporadically the noun "variability" but only as the descriptive characteristic of the diplomatic discourse, because it is, in fact, is able to vary.

1.2. There are two dominant ***factors triggering variation*** (Borodinà, 2002 : 137), and both are indispensable for its scientifically faithful research (Volker, 2009; Lukina, 2014 : 10):

- the *inner (linguistic)* one, as any language is in constant evolution, which literally means that it changes or varies;

- the *external (extralinguistic)* one, as language does not exist in a "vacuum", it serves human beings to be able to interact in personal, social, highly professional and other communicative situations. In all these interactions, languages are influenced by geographical, political, economic, cultural, age, sex and other peculiarities of the communicative context. At the same time, languages themselves tend to "format" this communicative context adjusting it to the inner laws, regulations and patterns of grammar, word order and so on.

1.3. I agree with T.N. Homutova, who states that the general *process of varying* – the usage of variants – in language and speech comprises three *main types*: *formal, semantic* and *functional* (Homutova, 2005 : 28). Analyzing samples of diplomatic discourse, I revealed that all of them are *relevant for the diplomatic discourse*, as well.

1.4. Thus, the notion of a **variant of the diplomatic discourse**, in my opinion, corresponds to the *concrete (single or repeated) realization of one of its types in an equal or very similar (=typical) communicative situation*, context, circumstances, sphere of human activity, etc.

1.5. Another point not to disregard in a meticulous research is the **multi-level manifestation of variation**, which means that it should be traced on different language levels. For example, intonation patterns applied for solemn diplomatic speeches or during press conferences; typical lexical units, peculiar grammar structures and so on are to be studied. This approach enabled me to define such variants as The Pope's diplomatic discourse, coercive, clerical and other ones.

It should be also borne in mind that, in linguistic analysis, *variation can be traced* in language if it occurs in course of *inter-personal* interaction within a society as contrasted to *inner-personal* peculiarities, called idiolects. The examples are: the royal diplomatic discourse, the diplomatic discourse of Trump and similar (Ponomarenko, 2020).

2. **Validity of the research and its limits**. Any scholar, starting a new research, should think carefully about *what* particular **aspect of** its **variation**s *to focus at*, as the latter **are** so **numerous** that it is impossible to embrace all the aspects in one scientific paper. Ch. Lehmann argues that "any empirical generalization is a statement about a principle obtaining in the variation" (Lehmann, 2019). The author

theorizes further, stating that linguistic activity is goal-directed and, thus, obeys a teleonomic hierarchy. "Consequently, any generalization abides at a certain level of abstractness. It ascertains something which, at that level, may appear as an invariant, but which, at a higher level of the hierarchy may be just a variant means for a higher goal" (Lehmann, 2019). From this quotation derives the necessity to determine the *notion of the invariant*, agreed and accepted as a "template" in each sphere, also referred to as a "dimension" (Lukina, 2014 : 9) of variation. This definition is also indispensable in terms of proving the validity of my research and show its limits. Actually, the concept of invariant is the key one as it is the starting point for defining variants within traditional dual paradigm, based on oppositions. Consequently, this investigation will comprise only what can logically be contrasted to the defined notion of invariant of the diplomatic discourse.

There are *several coexisting* similar or different *theories, called "models"*, each aimed at describing in/variant, contrasting and/or trying to find out the exact [linguistically relevant] hierarchal correspondence. A closer look at them will help to elaborate the definition of the notion of invariant, applicable for the diplomatic discourse analysis.

2.1. One of the most widely spread theories is the *invariant-variant* one (A. Guillaume, Solntsev, 1971; Homutova, 2005; Skrelina, 2009; Lukina, 2014 et al.). In general paradigmatic theory:

Invariant generalized abstract unit of a language level, possessing all features and characteristics of all its variants (mostly, in diachrony)	⟺	*Variant* concrete realization of a linguistic unit (=element) occurring in speech (mostly, in synchrony)
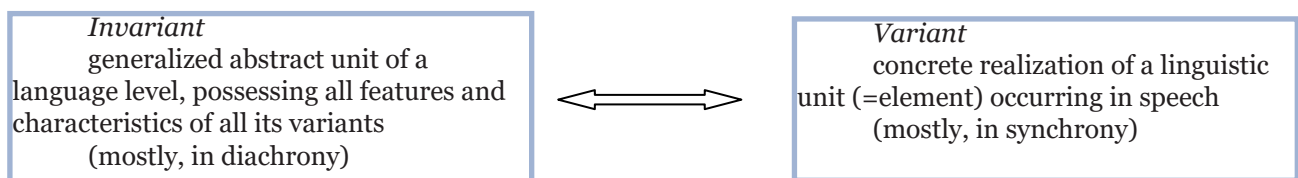
In classic works (Labov, 1972; Preston, 1986). Within this theory the notion of "invariant" is a generalized image, an abstract unit of a language level, possessing all the features and main characteristics of all its variants, while the notion of "variant" is understood as a concrete realization of a linguistic unit (=element) occurring in speech. The two notions are seen as an opposition to each other. In this assumption, the invariant is regarded as an ideal used for analyzing and studying common features (Solntsev, 1971; Homutova, 2005) of all its possible variants and/or each particular single variant, belonging to the same category as the invariant itself. Such approach allows classifying language material, language and speech units and other linguistically relevant issues. In this case, the invariant

is neither a representative of a class, nor its "template" or the best/ideal member. It is a shortened name of the class (Vasilev, 1990).

The above described invariant-variant theory was initially elaborated within phonology and, step by step, applied to other levels of language (Homutova, 2005 : 29). That's why it is also referred to as *paradigmatic* or *radial*.

V. Yartseva indicated that invariant can be traced in diachrony, while variants are typical for synchronic descriptions of a language (Yartseva, 2000 : 80). This approach coexists in nowadays linguistic paradigm with the first one, based on the opposition language-speech (Lukina, 2014 : 8; Skrelina, 1987 : 20).

2.2. As far as not all the linguistic community is unanimous when it comes to the notion of invariant (Belyayevskaya, 1987), considering it to be too narrow to comprise all empirical possibilities, they suggest, instead, the *theory of two zones* (areas): those of *constant and variable characteristics* of language (linguistic) units (Homutova, 2005 : 29; Vinogradov, 1947; Smirnitskij, 1956). It is called otherwise the *syntagmatic* or *horizontal model*.

In theory of two zones (horizontal/syntagmatic model):

Constant zone a pool of unchangeable characteristics	⟷	*Variable zone* a concrete realization of a language unit possessing all constant and some variable characteristics
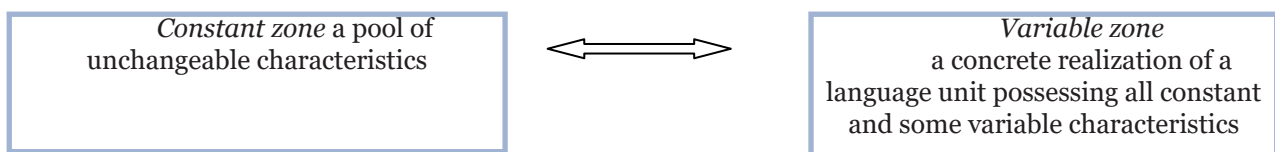
The theory implies that the *constant zone* is a pool of defined characteristics which remain unchangeable in cases of all modifications of the very language unit; while the *variant* is a concrete realization of a language unit possessing all constant and some variable characteristics.

The two approaches do not contradict, though, but, to a certain extent complement each other. They are appropriate for different types of language units and linguistic analysis. T.N. Homutova suggests that the former model suits better the formal variation studies and the latter one satisfies the needs of the semantic variation analysis (Homutova, 2005 : 29).

Both theories are being still elaborated and used nowadays. I retain them applicable for the diplomatic discourse variation research, as well.

2.3. For the sake of completeness of the present review of approaches and model, it is necessary to mention that there exist:

- W. Labov's model of *linguistic variable*, a set or a paradigm of variants actualized in speech and influences by sociolinguistic context; two or more / two

alternative ways of saying the same thing (Labov, 1972; Sankoff, 1980 : 55; Tagliamonte, 2006/2012 : 70-98). Here we quote a simple Labov's definition, different from the original one, formulated in 1966 (Labov, 1972/1982 : 49). The approach using this notion is perfect for analyzing sociolinguistic variation.

W. Labov's model of linguistic variable:

Invariant ideal way of saying something	⟷	*Variable* paradigm of variants actualized in speech and influences by sociolinguistic context, alternative ways of saying the same thing
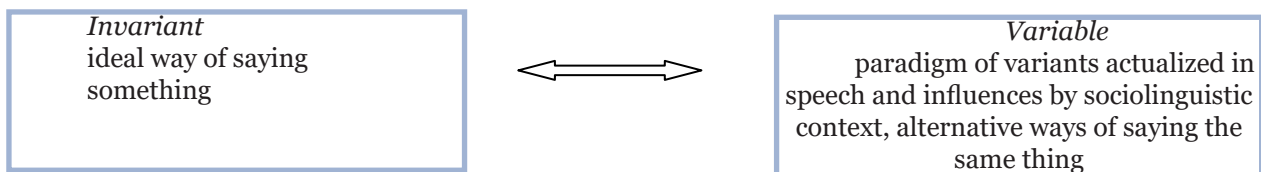
- E. Rosch's *theory of prototype*, a kind of cognitive reference point or "standard" in comparison to similar, not prototypical variants; the proto-image of all representatives of a conceptual category; the most central member of a category. Again, I quote the simpler and re-elaborated definition (E. Rosch et all., 1976: Rosch, 1978), different from the initial one, given in 1973 (Rosche, 1973). The notion is adjacent to "family resemblance" (Rosch, Mervis, 1975).

E. Rosch's theory of prototype:

"Standard" prototypical cognitive reference point	⟷	Variants similar, not prototypical units
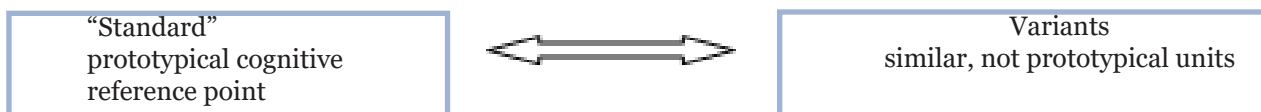
Comparing these two theories, T.N. Homutova calls the first one "paradygmaic, vertical", indispensable for sociolinguistic investigations (Homutova, 2005 : 29). Thus, the second one should be "syntagmatic, horizontal", appropriate for cognitive linguistics.

This provision is also valuable for the analysis of diplomatic discourse variation.

2.4. The other issue to be mention in regard with variation is the so-called "*free variation*", an accidental choice of a variant (Homutova, 2005 : 31).

Free variation:

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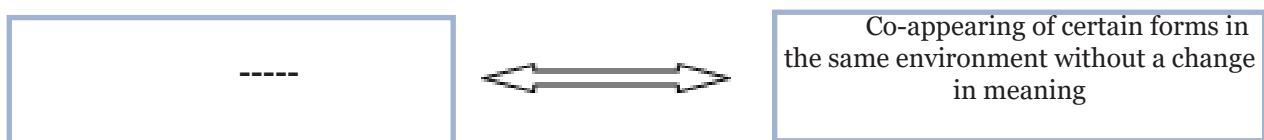
2.5. Depending on the particular purpose of its analysis, philologist may focus more on:

- an abstract notion of traditional diplomatic discourse remaining unchanged over evolutionary time (i.e., its invariant),

- a concrete set of characteristics unanimously ascribed to the diplomatic discourse (i.e., constant);

- number of ways, chosen by professional diplomats depending on their interlocutor, to express and convey the same idea or thought (i.e., linguistic variable),

- the ideal example of a written document, speech or any other message, compelled according to the norms and traditions of diplomacy (i.e., prototype) or

- a sporadic usage of "out-of-the-diplomacy" element for some specific rhetorical, stylistic, psychological or any communicative purpose.

If to choose among these theories, in my vision, the invariant-variant one suits the best for the present research. Though I assume that the *essence of variation in the contemporary diplomatic discourse is* the result of *hybridization and merging of the above mentioned concepts* into a new linguo-philosophic provision.

I came to this idea after having elaborated my own definition for invariant and variant of diplomatic discourse.

I needed these definitions because the notion of invariant served as a reference point and gave me grounds to determine cases of the diplomatic discourse variations. It also enabled me to provide some examples, necessary for proving each argued thesis.

2.6. Invariant, both as notion and term, is not the "invention" of linguists. It originated in diverse areas of mathematics (algebra, geometry, topology, discrete mathematics) and in the field of physics. It was primary used to denote:

- a property of a mathematical object (or a class of mathematical objects) which remains unchanged, after operations or transformations of a certain type are applied to the objects (Hunt, 1996; Weisstein, 2019);

- more generally, with respect to an equivalence relation, a property that is constant on each equivalence class (Popov, 2001);

- quantity which remains unchanged (under certain classes of transformations). Invariants are extremely useful for classifying [mathematical] objects because they usually reflect intrinsic properties of the object of study (Hunt, 1996);

- in theoretic physics, a property of a system which remains unchanged under some transformation (Cherepanov, 2019).

In cognitive linguistics, the *invariance principle* was initially developed within attempts to explain similarities and differences for conceptual metaphor. It originated from G. Lakoff and M. Turner invariance hypothesis (Lakoff, Turner, 1989), which

was revised and renamed later (Lakoff, 1993 : 215). The key concept of this theory was that of preserving cognitive topology, i.e. image-scheme (inherent) structure of the source domain.

On the other hand, the invariant studies emerge from invariant-variant theory elaboration, which was already described here above (*See par. 6.2.1.*).

L. Hjelmslev was the first to suggest a wide and comprehensive definition of the invariant, retaining it to be the multiple repetition of "one and the same" (Hjelmslev, 1960, p. 320) essence, but expressed in different ways in the text.

N.D. Arutyunova recalled the dual nature, the arbitrary of a sign, the signifier and the signified (Arutyunova, 1969 : 380). This idea is developed into the following thesis: the variation of linguistic units in their form is the very identity of these units to themselves, while as far as denotation is concerned, it is confined to emerging of new meanings which are being accumulated (Solntsev, 1977: 228, 235).

V.M. Solntsev contemplated that the notion of invariant stood for something general in the row of similar objects (Solntsev, 1977: 214), he considered that the invariant was an abstract object thought to be a common name for the particular pool of objects, each of them being a variant in relation to the others of the pool (Solntsev, 1977: 215).

I.S. Uluhanov proposed to determine semantic variation by singling out identical ("тождественные")[4] components in the non-motivating part of word meaning (Uluhanov, 1977 : 89). Actually, in the middle of the XX century the development of invariant theories was quite popular in semantics and lexicology; and the notable contribution was made by V.A. Zviegintsev and A.I. Smirnitskij (Gryaznova, 2009 : 186).

A thorough analysis of historic and contemporary understanding of the invariant in linguistics was made by V.M. Gryaznova. She analysed crucial theories and approaches to the phenomenon and traced the usage of the appropriate and out-of-terminological context usage of the notion "invariant" in modern philological investigations (Gryaznova, 2009 : 189–190). The scientist states that it is typical to observe in contemporary linguistics the blurring and erosion of usage, research and description of previously existing boundaries. Finally, she concludes that the critical comprehension of variation is the manifestation of contemporary research processes' further evolution (Gryazniva, 2009 : 190).

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4 The term, given in brackets, is quoted exactly as the author used it.

So, different linguists provide their own definitions for the "invariant", and there is not the unique one. Still, judging from the analysed provisions, I am certain that all of them contain the general philosophic idea of "remaining unchanged, preserved under any modification of coordinates and time" (Rozental, Yudin, 1968 : 129).

Adapting this thesis to my current research and taking in consideration the provisions of the invariant-variant theory (See par. 6.2.1.), I suggest calling provisionally the diplomatic discourse in its traditional assumption the invariant, while any particular or more specific (restricted, limited, context bound) usage of the diplomatic discourse will constitute its variants. For example: coercive diplomatic discourse, the diplomatic discourse of the Minister, etc. Thus,

in diplomatic discourse:

Invariant traditional assumption according to classical definition	⟺	Variant any particular or specific usage
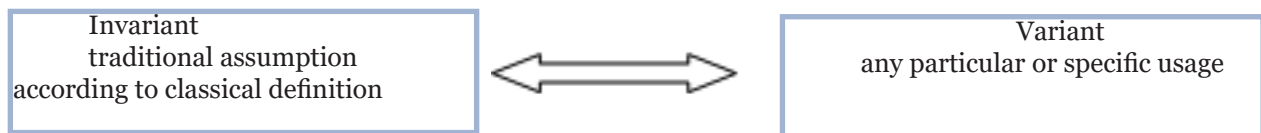
2.7. I think, there have been given enough proofs so far that *languages vary* in many aspects and *according to a number of criteria*. They change throughout centuries, sometimes slowly, sometimes in remarkable leaps as, for example, with the advent of digital technologies. In particular, I refer to the development of the Web 2.0. It gave birth to new types and means of communication among which social nets stand out.

Variations are also perceived when one moves from the North to the South and from the East to the West, covering long distances, as well as within one country or its regions.

Languages vary depending on who is using them: people of different age, sex, social and professional groups; those of prominent or weak physical and mental abilities.

All these and many other distinctions are reflected on the level of phonetics, lexis, grammar, syntaxes, stylistic and rhetorical devices, communicative (pragmatic) tactics and strategies applied.

These variations are registered both, in group and individual language practices.

Previously, my peers made several attempts to *classify cases of variation*:

- M.A.K. Halliday, A. McIntosh, P. Strevens (1964) distinguished two types: *according to the user* (participants of communications) and *according to the use* (function or register) variations. The latter type was further subdivided into three

types (Halliday, 1978): register *variation of field of discourse* (political, religious, etc.), *variation of the tenor* (tone/tonality: official-familiar, polite-rude/impolite, etc.), and *variation of the mode* (i.e. channel of communication: written-oral, monologue-dialogue, etc.).

- D. Crystal & D. Davy enumerated eight "dimensions of situational constraint" predetermining language variation, but then grouped them into three (Crystal, Davy, 1969): *individuality* (idiolect), *dialect, time* (diachrony), *discourse* (with regard of medium and participation: monologue-dialogue, etc.), *province* (law, advertising, etc.), *status* (formal, polite, intimate), *modality* (genres, mode), *singularity* (individual peculiarities of the author).

- The University Grammar (1973, quoted after Lipka, 1988 : 319) lists six kinds of variation, called there '"varieties": *region* (geographical); *education and social* standing, *subject matter* (register), *medium* (speaking vs written), *attitude* (stylistic), *interference* (of native/foreign language). The six types may be subjected for further subdivision.

- W. Croft applied the notion of "*domains of variant*" (Croft, 2006 : 98–103), singling out their three types: *phonetic, lexical and morpho-syntactic variation*. These domains can be observed after having defined what M. Rydén called a "variant field" (Rydén, 1987), i.e. a pool of linguistic features considered "roughly equivalent".

- Ch. Lehmann, following ideas of the German-Hungarian linguist E. Coseriu (Coseriu, 1981), singled out and listed four dimensions of language variation, calling this set, after L. Flydal (Flydal, 1951), "the architecture of a language" (Lehmann, 2013). I would like to precise that, according to A. Lukina, the initially suggested model in 1969 did not contained the diachronic dimension (Lukina, 2014 : 9, with reference to Coseriu, 1963 : 165, 167-183), while, according to Lehmann (Lehmann, 2019), K. Bentein, M. Janse, J. Soltic (2017), these dimensions (dia-types, type-setting dimensions) are:

- *diachronic*, i.e. variants and even *historical stages* following each other on the diachronic axis,

- *diatopic*, i.e. different *dialects* spoken in different places and regions of the linguistic area,

- *diastratic*, i.e. different *sociolects* used in different social groups according to sex, age, profession),

- *diaphasic,* i.e. different levels of *style/register* used in different communicative settings.

Some scientists see little distinction between diastratic and diaphasic dimensions, retaining they overlap (Bentein, Janse, Soltic, 2017 : 3), as both connect language to the social context in which it is being used. The very E. Coseriu (1988) originally classified age, sex and occupation distinctions belonging the same dimension (Lipka, 1988 : 320-321).

In the first part of 1980s P. Koch and W. Oesterreicher suggested to add one more dimension, distinguishing "communicative immediacy" and "communicative distance" (Lukina, 2014 : 9; Koch, Oesterreicher, 1985 : 35). The former one stands for particular spontaneous communication with one or several known interlocutors. The latter one refers to a public prepared beforehand communication, often without a concrete audience of reference. This dimension of variation, in fact, combines all or some variations, namely, those according the interlocutor, social status, communicative situation/context, spoken vs standard language. Such provision allows to conclude that variation is not bound to a couple of oppositions, but should be regarded as a multi-dimensional phenomenon (Lukina, 2014 : 9), with the communicating individual in the centre. While this idea remains partially accepted, there is, anyway, the clearly distinguished fifth dimension of variation, suggested by the French linguist F. Gadet (Gadet, 1997 : 5). This dimension is called

- *diamesic,* i.e. differentiation between the *oral* and *written communication* (speech, "parole").

Real-life communication within the modern linguistic paradigm shows the fact that people nowadays interact in different – parallel (independently in each of them or simultaneously in both) or inter-crossing (up-to-the-moment or time-unspecific) – real and virtual worlds. This peculiar feature is also reflected in the contemporary diplomatic discourse, that is why *I suggest broadening the already existing classification of linguistic variation* and add the sixth type, called provisionally

- "*dia-dimentional*". The proposed type or vector, in terminology of A. Lukina (Lukina, 2014 : 9), or dimension, using the E. Cosiriu's terminology (Cosiriu, 1981), embraces all the cases of diplomatic discourse *variation in virtual* (electronic, digital, Internet, online) professional *communication* of diplomats *being compared or contrasted to the real one.* While choosing the name for this dimension, I followed the logic previously establish by the inventor of the first model for variation analysis, E. Cosiriu (Cosiriu, 1981). Thus, I opted for using the Greek prefix "*dia-*", too. It sounds a bit clumsy, though. But as far as Greek prefixes are very productive, and they are frequently used in terminological derivation, I remained faithful to the already

created tradition.

In the Greek language the element "dia-" had the meaning of a "movement through, penetration", "distribution", "sub/division, separation, singling out", "mutuality", "boosting", "accomplishing, realization" (Ryzhenkova, 2008) and it helped to create such commonly used lexical units as diagonal, dialogue, diachrony, diagram, dialyses, diapause, diaphragm, diarist, diaspora, diastema, etc. All the quoted meaning of the prefix "dia-" are relevant for the purposes of our research, but we used it in the meaning explained by G. Ryzhenkova (Ryzhenkova, 2008) and as the one prevalently used in the Russian and Ukrainian languages "movement through, penetration". Thus, we intend to say that the diplomatic discourse of the first quarter of the XXI century has been shifting from the real world communication into the virtual one. It infiltrated into other discourses (purely political, economic, financial, juridical, medical and so on). At the same time the diplomatic discourse acquired some peculiarities and, especially, lexical units. So, the process is mutually beneficial. All its manifestations can be separated and singled as its (sub)types. Such facts justify the chosen name for this type of diplomatic discourse variation. The newly coined term may be rendered into Ukrainian as "*діа(ви)мірний*".

For each of the above named dimension of linguistic variation I highlighted using italics, both, the linguistic term and the key notion it stands for.

The above mentioned sixth dimension of variation broadens the dia-system (W. Weinreich, 1972), the complex of co-existing systems applicable for researching any phenomenon in different manifestations, each of them accounting for a triad "individual/interlocutor – language – society" (Lukina, 2014 : 9).

Having considered the already exposed ideas, I narrowed the field of my research by concretizing the type of variation I am particularly interested in. Actually, it is the combination of diachronic, diastratic, dia-dimentional and – a bit less – diaphasic uses (assumptionë) of the diplomatic discourse.

This sphere of research enabled me to single out and classify the listed variants of the diplomatic discourse (*See par. 5 in this article*), existed and/or still existing throughout its evolution.

3. It is remarkable that variation understood as inherent feature of linguistic phenomena in general, thoroughly studied on the example of the diplomatic discourse, revealed its peculiarities which – in a mirror pattern – can be **extrapolated to any other research on the topic**. It means that peer linguists can make use of my

terminological nomenclature (namely: in/variant and variation of a discourse), the indicated factors triggering variation of a discourse and the suggested typology of a discourse variants, and **apply the results of this study** to their own investigation of any other discourse on the material of different natural languages.

4. At the same time, the complexity, considerable diversity and multi-levelled realization of the phenomenon under investigation indicated the necessity to analyze it by studying its single constituents, i.e. its particular manifestations. On the one hand, this finding revealed geographical, epistemological, methodological **limitations of the variation research** conducted with the utmost academic integrity and faithfulness. On the other hand, it showed the right way how to develop **the generalized theory of variation**, applicable worldwide.

CONCLUSIONS

Since language is not only the main "tool, vehicle for transmission thoughts, or instrument of communication but very often the very essence of the diplomatic vocation" (Stanko, 2001 : 39), the urge and relevance of studying diplomacy and the diplomatic discourse in all their linguistically relevant applications are also obvious. (Kashchyshyn, 2016).

The conducted investigation of the diplomatic discourse manifestations in Romanic and Germanic languages resulted in typology (architectonical scheme) of the diplomatic discourse variants, enumeration of factors causing variation, elaboration of the appropriate terminological nomenclature. In their turn, the conclusions driven enabled me to argue the following provisions:

1. For the purposes of linguistic investigations, *variability of the diplomatic discourse* can be determined as the *entire spectrum of all its possible manifestations* (geopolitically, socio-linguistically, ethno-culturally, financially, historically, individually etc. depending) *unless the set of its key characteristics and components is recognizable*, being its constant or invariant. A range of internal and external, objective and subjective factors determines the plurality of variability cases. These factors nourish and keep evolving the process of variability proliferation, contributing to the constant growth of the diplomatic discourse variants and (sub)types.

2. Bearing in mind the definitions suggested above, and taking into account the generic interpretation of variability retrievable in the explanatory dictionary (Busel, 2003 : 75) that highlights variability as the derivative noun from the verb "to vary",

understood as doing or saying the same, but in a different way; or change the proper form ("робити або говорити те саме по-різному; видозмінюватися"[5] – we claim that, much more than what had been determined for linguistic units of lower levels, the diplomatic discourse is apt to vary according to, at least, 21 criteria (*See par. 5*). It is important to remark immediately that the variations of the diplomatic discourse provided in my article are not limited by the already enumerated ones.

Consequently, the possibility to fulfil ever a complex analysis or research of the diplomatic discourse is called into question. It seems more scientifically faithful to investigate and draw conclusions applicable for one or several period(s) in the diplomatic discourse usage, for its particular type, a single exponent and so on. Anyways, the variations are numerous and, for the moment, there are no preconditions to consider the diplomatic discourse variability exhausted.

3. The evolution is expected not to stop ever. Thus, any phenomenon of any sphere of human life and activity, including communication in general, the vast range of its discourses and *the diplomatic discourse*, in particular, *will go on evolving thanks to the inherent variability potential* of the latter one. The very process of permanent mutation and *variability is likely to generate new forms, genres, adjacent spheres of usage, types and so on of the discourse* under investigation. It goes without saying that all processes in the society are strongly interconnected. It means that any change in domestic or foreign policy, phenomena of globalization, mediatization, some drastic issues in economy, important historical events, scientific discoveries or technological achievements will create valid basis for growth and expansion of the diplomatic discourse variability.

Thus, my **initial hypotheses** that *diplomatic discourse* follows the general laws of a natural language it is being expressed by, **proved to be the right one**. The observations of the diplomatic discourse manifestations in different contexts and communicative situations evidenced how and to what extent it *is subject to varying*, revealed the *plurality and diversity of* its types *(variants),* provided proofs that *variation is one of its inherent features.*

Perspectives for further research. Consequently, the above revealed circumstances and their material consequences are nourishing fresh ideas, and they will open new horizons for the linguistic research in the field of variability investigations. It is much likely they would change one more time the current canon

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5 Here the quote, given in brackets, is reported exactly as used in the original source.

of the diplomatic discourse, as change appears to be, so far, the only constant in life (Wikiquote).

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GENERATIONAL NOVELS AS A KIND OF A FAMILY NOVEL: THE KEY ASPECTS OF THE GENRE FORMATION

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ABSTRACT

The article raises the problem of genre formation of the family novel in the theoretical aspect in the historical and literary process of the XIX century: the process of its development in Ukrainian and world literature is considered.

The purpose of this article is to try to define the features of the family novel as a genre that stood out in the world and Ukrainian literature of the Romantic era and realism.

A review of existing literary works on this issue, namely the works of I. Razumova, Z. Kirnose, Y-L. Ru, the use of the terms "family romance", "novel of generations", "family idyll", "family chronicle", "family narrative", "family decline" is substantiated. The common genre-style features and problems of family novels in different national literary contexts are revealed on the examples of T. Mann's "Buddenbrooks" and A. Svydnytsky's "Lyuboracki" and it is determined that the conflict of generations, the

decline of the family, the denial of traditions are common features of both works.

In the presented literary research A. Svydnytsky's family novel "Lyuborackyi" is considered in the context of expanding the boundaries of genres of domestic, social, historical novels, which emerged as a separate genre on national basis. The thematic-problem and space-time specifics of the novel are conditioned and the key aspects of genre formation of the novel of generations as a kind of family novel in the Ukrainian literature are determined.

Key words: genre, family idyll, family novel, generational novel.

АНОТАЦІЯ

Генерація роману як вид сімейного роману: ключові аспекти формування жанру

У статті порушено проблему формування жанру сімейного роману в теоретичному аспекті в умовах історико-літературного процессу XIX століття: розглянуто процес його розвитку в українській і світовій літературі, бо в сучасному літературознавстві немає чіткого визначення як терміна, так і типології сімейного роману.

Метою цієї статті є спроба визначити особливості сімейного роману як жанру, що виокремився у світовій та українській літературі доби романтизму й реалізму та намагання розглянути концепцію становлення жанру сімейного роману в українській літературі, спираючись на погляди М. Бахтіна, який основними рисами сімейно гороману визначав як «сімейну ідилію», так і «зруйнування ідилій» на зламі епох у «романі поколінь».

Здійснено огляд наявних літературознавчих праць з означеної проблематики, а сааме робіт І. Разумової, З. Кірнозе, Ї-Л. Ру, обґрунтовано застосування термінів "сімейний роман", "роман поколінь", "сімейна ідилія", "сімейна хроніка", "сімейний наратив", "занепад роду". Виявлено спільність жанрово-стильових особливостей, мотивів і проблематики сімейних романів у різнихнаціональнихлітературнихконтекстахнаприкладахтворів"Будденброки" Т. Манна та "Люборацькі" А. Свидницького й визначено, що конфлікт поколінь, занепад роду, заперечення традицій – спільні риси обох романів.

У представленій літературній розвідці сімейний роман А. Свидницького "Люборацькі" розглянуто у контексті розширення меж жанрів побутового,

соціального, історичного романів, що виник як окремий жанр на національному ґрунті. Обумовлено тематико-проблемну й часопросторову специфіку роману й визначено ключові аспекти жанроутворення роману поколінь як різновиду сімейного роману, що став канонічним зразком розвитку цього жанру в українській літературі.

Ключові слова: жанр, сімейна ідилія, сімейний роман, роман поколінь.

INTRODUCTION

It should be mentioned that the focus of human literature has been concentrated on creating family chronicles, the defining feature of which is the storytelling of the family genealogy. The family narrative is one of the oldest types of narratives which has been intristic to the human culture and kept to nowadays.

In classical Ukrainian literature, the genre of family novel begins to develop in the nineteenth century. Among the works that can be defined as family, is the novel "Lyuboracki" by A. Svydnytsky, which is often referred to as a family chronicle. G. Kvitka-Osnovyanenko's novel "Mr. Khalyavsky" (1839) is one of the genre varieties of the family chronicle. The study of family novels in Ukrainian literature is carried out in most cases on the material of the XX-early XXI century. (I. Franko "Petriy and Dovbuschuk", U. Samchuk "Volyn" and "Maria"). The heyday of the family novel genre in Ukrainian literature reaches its apogee in the XXI century (V. Shevchuk "Shadows of the Disappeared", V. Lys "Jacob's Century" and "Solo for Solomiya", M. Mathios "Sweet Darussa", O. Zabuzhko "Museum of Abandoned Secrets " and other).

A Russian researcher of the family narrative in folklore sources I.O. Rasumova considers a family narrative as a complex of texts which exists in "a family communicative area" and shows the family to the world. These texts include the level of family relationships and serve to transfer the gained experience and reflect peculiarities of relations within the family (Rasumova, 2011). She indicates that family memory has such features as selectivity, individuality, a special attitude to "memorizing" and "forgetting", giving preference to the meaning of events to their actual side. I.O. Rasumova draws attention to the fact that "the inner time" of a family is being considered on two levels – " the genealogical time"("the time range of a particular group that is represented in terms of generations – from the ancestors in the past to the offspring in future") and family time that includes linear and cyclic

models : a change of generations and a reproduction of a family group". An overall (calendar) chronology is limited in a family historical narrative. The basis is the time of the event, dating is secondary (Rasumova, 2011). These features of the family narrative are intristic to the genus history in oral folk art and a literary text.

LITERATURE REVIEW

What does the term "family novel" mean? In modern literature there is no clear definition of the term and the typology of the family novel. Among American and Russian literary sources where there are similar studies, the most common terms are "family chronicle", "family saga", "family narrative" but there are no common criteria for the specific classification of this literary genre. It should be noted that there is no single approach to define the term "family novel" and there are also no common criteria for the intraspecific classification of this literary genre. Despite the intensity of this literary polemic the term "family novel" could not find a proper place in literature textbooks and reference books and dictionaries of literary terms that had not included separate articles dedicated to the genreuntil the early 2000s.Wed idnotfindtheminsuchwidespreadandpopularin the Soviet and post-Soviet (including Ukrainian) intellectual and scientific dictionariesas "The Dictionary of Literary Terms" by V.M Lesin and O.S Pulinets (K., 1971), in the "The Short Dictionary of Literary Terms" by S.V. Turaev (M., 1978) and other publications.

For a long time the attention of researchers was involved in the structural and compositional features of family chronicles in which they saw another variant of the genre. In particular, this approach was outlined by Z.I. Kirnose. Noting the structural heterogeneity of the family novel, Z.I. Kirnose justifies the need to separate the family novel and the family chronicle. In her opinion, a family domestic novel requires a detailed description of life, characteristics of a social environment. Furthermore, the difference of behavior, evaluation of events, self-perception of heroes forces the author to deep psychological analysis. In the family-novel "a family conflict arises as a conflict of nature, locked in a circle of chosen circumstances" as Z.I. Kirnose notes (Kirnose, 1977). All features of a family novel are organically inherited by family chronicles. However, family chronicles are characterized by ways of expanding the narrative framework, engaging historical events that point to the prospects of nationwide development that is built on the principle of historical approach.

In our opinion, M.M Bakhtin presents the whole concept of forming the genre of a family novel in a work called "The forms of time and chronotope in the novel" where the genesis of the genre and its main structural features are traced. The literary critic separates the features of a classic family novel and signs of a generational novel. The literary critic does not define neither a family novel nor a family chronicle but he determines the ways of its differentiation. He does not operate the term "family romance" but clearly defines the issues and motives of the genre of the generational novel. According to Bakhtin, "Generational novel" arises at the turn of the epochs, caused by a cataclysm in the society and the "destruction of idylls"(Bakhtin, 1975:384).

The research of the genre requires the identification of an appropriate problem-thematic paradigm because the genre of a family novel implies a thematic affinity of works of different genres. The family novel brings together many stories of the family life in different generations. A characteristic feature of such a novel is the presence of an internal family conflict and aggravation of family relationships. The crucialvalue for the whole architectonics of the genreliesina nature of a person's connection with other family members and relationships between them have a number of features of a private nature and are built on the principle of movement from organic unity to rupture (Bakhtin, 1975:365). An idyllic moment is crucial in a novel of generations according to Bakhtin. In a generational novel a hostile power breaks into the world of the family and destroys the idyllic patriarchal system unlike a family novel. The special emphasis of the family novel is put on interaction between representatives of different generations who are typical in their outlook, in a search of values and in the choices of ways of self-determination. Generations differ in the way they think and the spiritual experience. The family can become a discouraging and even a hostile force for the person. The backwardness of artificially supported foundations often deprives the family of the necessary dynamics for self-reproduction which causes its degeneration. In the image of the family you can see the expression of eschatological mythology. On the other hand, the family will always remain the moral and ethical support of becoming a human personality, a test of self-sufficiency as the natural form of human relationships. Therefore, family can be seen as a typical phenomenon of the social order, as an example of the development of a moral defect (on the principle of the "curse of the race"), which was born inside a clan but caused by outside influence, which becomes a symbol of time or it can serve as a unique model of interpersonal relationships. (Allamuratova et al., 2014) (Allamuratova et al., 2014: 1187).

AIM OF THE ARTICLE

A serious break in the image of family relationships occured in the literature of XIX-XX century when the psychology of a personality and the specificity of confrontation between a human and society began to be analyzed. The theme of the tragic decline of generations reflected the degradation and defects of society in the literature and provided an opportunity to expand the genre differentiation of the novel in the areas of romanticism and realism. The main purpose of the article is to investigate which traits of the family narrative are appropriate to the novels "Liuboratski" by A.Svidnytskyi and "Buddenbrooks" by Thomas Mann and to prove the hypothesis of M.M Bakhtin that both family novels can be considered as "generational novels" by genre.

METHODOLOGY

Methods of analysis and classification.

The method of classifying genres of family novels was first applied by M.M. Bakhtin in his work "Forms of time and chronotope in the novel". The scientist talks about the family romance in the section on the idyllic genre. The researcher identifies a separate type of idyll – a family idyll. At the same time, he notes that "family idyll in its pure form is almost never found, but in combination with agricultural labor is very important" (Bakhtin, 1975:375). Bakhtin for the first time points to two main types of family romance in world literature.

It gives rise to new genre varieties of the family novel, among which he singles out the "family novel" and the "novel of generations" (Bakhtin's terms). The literary critic does not single out the family novel as a separate genre, but determines the ways of its differentiation. He does not use the term "family novel", but outlines the issues and motives of the genre "novel of generations".This classification seems to us to be fundamentally important for the study of the family novel as a genre. The method of classification of a family novel, proposed by Bakhtin, is used in the article.

RESULTS

Let us try to consider how T. Mann and A. Svidnytskyi have portrayed the decline

of families, how the two types of the worldview have been contrasted. Patriarchal values are represented by the older generation, trying to keep old traditions but the younger generation seeks to adapt to other social conditions and selects the values of the new era.

A modern researcher of a family novel Ru Yi-Ling thinks that one of the first family novels in the world literary tradition is "Budenbrooks" by T. Mann. She says, "it is the first prototype of a family novel in the West that marks the rapid development of this sub-genre because it shows a more distinctive form that separates it from other types of a novel" (Ru Yi-Ling, 1992:4). The researcher considers that a family novel "developed new aspects by inheriting the literary traditions of the previous periods" in the twentieth century (Ru Yi-Ling, 1992:165). While using the established form, a family novel adds new energy to this literary genre by introducing new ideas, taking different approaches to old problems, using innovative techniques (Ru Yi-Ling, 1992:165).

In the semantic structure of the term family novel we distinguish the meaning, which signals the connection of the novel as a literary genre with the concept of family and social group consisting of married people, their children and relatives, and acts on the basis of general economic, domestic, moral-psychological lifestyle.

The semantic load of the first word in the title of the genre "family" specifies the features of this novel on a formal and semantic level and distinguishes this type of novel from others (adventure, psychological, detective novels, etc.). This aspect of genre formation determines the study of peculiar issues, plot aspects of the work, as well as categories of time and space. In the context of the issue, it should be noted that the family novel explores the traditions of the family, its microclimate, the problems of parents and children, as well as the study of conflicts and social ties of the family.

The spiritual and moral vector of family novels is evident in the means of genre formation and in the features of their poetics. The historical and generic basis of the story forms the typical heroes. The key figure is the ancestor of the family – the "originator of the genus." The story about him, his portrayal or some of his features are the source of the story that naturally grows in the system of heroes: "great-grandparents", "grandparents", "grandmothers", "sisters", "brothers", "aunts", "uncles", "daughters", "sons", "nephews", etc. … Usually, referring to one of the representatives of the genus, the narrator seeks to offer the reader all the family "branches" of this character.

Thomas Mann defines the theme of the novel "Buddenbrooks" as "the fall of the burgher house." The program of the storyline is defined in the subtitle of the novel "the decline of one family". The father of the family Johann Buddenbrook heads the house and is the owner of the firm, embodying the authoritarian structure. The burger house has a production because the concepts of family and business were synonymous at that time. Everything in the house is created on their own. This does not contribute to the development of trade relations but makes it possible to use cheap labor. "The old benefactor was not a man who is unable to do something. He saw the world, on the thirteenth year went to the south of Germany to buy grain for the Prussian army. Also he visited Paris and Amsterdam and, as an educated man, did not consider that everything at the gate of his country is worthy of rebuke. Yet, where business relations ended, in public life, he was a greater supporter of strict delimitation… "(Mann, 1973). Therefore, the family authority of the father has been economically conditioned. He rules the house because he makes money and owns capital. It seems that the upbringing function of children is normatively owned by the father but mother takes care of them throughout the history of the family, because the head of the family is completely absorbed by work at the firm. The process of change in burgher families accelerates. The work in the company and family life are separated from each other so there is a redistribution of ethics that affects generations.

The novel " Liuboratski" by A.Svidnytskyi shows the history of the decline of the family on the Ukrainian national soil. Despite years of oblivion, the work impresses readers and researchers with its "condensation" that is not inferior to the novels of the twentieth centuryas V. Shevchuknotes.

The novel " Liuboratski" by A.Svidnytskyi went to his reader for almost 40 years. The first part of the work was written in 1861 and was published in January 1862 in "Fundamentals". The second part was almost completed in the spring of 1862, but the writer did not send it to the journal because it did not receive a response from the editorial about the first part of the work. In 1886 in the publishing house called "Zoria" the text of the novel was printed with the assistance of I. Franko. And only in 1901 in Kiev the full edition of the novel "Liuboratski" was published. The author determines that the genre of the novel is a family chronicle. The theme of the novel is the story about the family of the priest Liuboratskyi in three generations: Gervasiy and his wife, their children Masia, Antos, Oryssia and Teklia, their grandson Phonia who is Oryssia's son.

Unlike the Buddenbrooks family where the authoritative head is old Mr. Buddenbrook, in the Liuboratski family the mother is the custodian of the genus and the bearer of the family memory. Perhaps this is due to the cultural traditions of Ukrainians and the role of the mother, who is the guardian of the family. Her life is little different from the life of a simple peasant. She works hard every day and teaches her children. Of all the heroes of the novel Mrs. Luboratska stands close to the roots of her people and keeps national values. She teaches her oldest daughter Masia and says, "You are from a noble family, an ancient family"(Svidnytsky, 2006:113) because her great-grandfather had consecrated the knives of the haidamaks, her grandfather participated in Koliyivshchyna and fought for faith and freedom. The old priest's wife has a dual nature. This can be traced in her attitude to ordinary people. "She (MrsLiuboratska) does not prohibit to socialize with rural girls but strongly does not allow to fraternize with them"as V. Sivachenkonotes. (Sivachenko, 1962). She has a negative attitude to education and constantly repeats her father's words: "theyarenotdisciples, they aremartyrs; they are not teachers, they are torturers "(Svidnytsky, 2006:70).

Father Gervasius who was the ancestor of the Liuboratski family is a typical representative of the clergy of Podil in the 1940s-1950sthat "was respectedby thecommunityandthe community respected him; andthey did not shun the lordsbecausetheyknewthey can take something from them"(Svidnytsky, 2006: 51). He is a good priest and polite in relationships with parishioners. There is respect between him and his wife, peace and harmony reign in the family. They use the word "heart" addressing to each other with warmth and love. Father Gervasius is a good host, a caring father and a loving husband. But the laziness of the priest has led him to not being concerned with their children's upbringing in the spirit of the traditions of his own people. "Father Gervasius feared nothing as much as God's punishment for the plight of children and he was lazy because he put everything off."(Svidnytskyi, 2006:59). Priest Liuboratskyi "initiates the departure of his children from … harmony" of life according to the traditions and customs of the ancestors as V. Shevchuk notes. (Shevchuk, 2006: 25)

Both novels have an autobiographical background. ''Buddenbrooks'' are written on the basis of the family ''Bible'' by Mann and the novel "Liuboratski" shows the life of the writer Anatoly Svidnitsky who took prototypes of the characters from his own family: theauthor'sfatherPatrykiySvidnitsky, a priest, who was a deacon for a long

time without education and become a priest only at the age of 36. He learned to "read, sing and the church charter "(Sivachenko, 1962:177); the author's sister Maria (Masia's prototype) studied at Mrs Werner's Polish school in Ternivka (Gerasimenko, 1959). The writer himself received his education as AntosLiuboratsky at the Krutian Theological College and Kamianets Theological Seminary. The writer portrayed the reality that surrounded him and the social stratum of society which he came from.

The descendants of Buddenbrook and Liuboratski have a common motive. This is the motive of "lost children". Even in the first generation of Buddenbrooks there is a hint of a family destruction: The home of Johann's father is abandoned by his eldest son Gothold. Tony and Christian Buddenbrook also leave their parental fortress which was their refuge. Antonia lives a very humble, secluded life in the first and the second marriages. After two divorces the woman returns to the house on Mengstrasse which has become her great salvation. After her parents' house has been sold, Tony feels confused and unprotected, and she and her daughter have to rent an apartment. The fate of Christian Budddenbrook, who is not interested in burgher activity at all, is tragic. As a real "prodigal son" he constantly "wanders" from place to place returning to the roof of his parental home from time to time. His marriage with a "suspicious woman" becomes a parody of a true patriarchal burger family. Finally, frustrated and broken Christian finds himself in the four walls of a psychiatric hospital after selling his parental house.

The image of Thomas Buddenbrook is interesting. He does not disappear from the house and at the first glance seems successful: in the spirit of burgher traditions, Thomas, Christian's older brother, is trying to continue the family's business. But Thomas is trying to impose artificially the "nature" of a wealthy merchant and patrician. For a while, he even manages to do it. It seems that Thomas Buddenbroke has a brilliant career and endows Buddenbrook's burgher house with nobility because he is the first who becomes a senator and builds his own house. But he lacks the strength of spirit, fundamentality, and his weakness gradually destroys the personality. Thomas Buddenbrook's "tradition" eventually turns into empty, low-quality acting. And he destroys the amulet of the Buddenbrooks, the home on Mengstrasse, by selling it to the rivals. A weak, sickly boy who was a descendant of Thomas Gunn crosses out the family history saying:"It seems to me that after something there will be nothing"(Mann, 1973;177).

Antos is the prodigal son in the novel "Liuboratski". He grows up to be a smart

boy who, at the age of eleven, was "ready to be a great person," but Father Gervasius sends his only son to learn science in the Orthodox seminary. The guy becomes completely modified there. First, young Antos seeks social justice:

"When I go to the priesthood, I will start to work at school, I will teach children, I will stand for the community before the lord, before the court, before the king … Will they flout? So what? I will follow the Christ» (Svidnytsky, 2006:145). He tries to protest against scholasticism, in human abuse of the Bursacs (for every guilt the students were beaten with a caning until losing consciousness).

But what could one young man do against the entire system of anti-human laws? At first, someone humiliates Antony's dignity. He, one of the most perspective students, leaves the seminary «without a degree». Then he is blackmailed and to get a parish he has the only way out – to marry a spinster, and Galia, who sincerely loved Antos, marries the other guy. In the prime of his life, devastated and broken, Antos degrades: at first he drinks and then dies.

The father convinced by Rosolynskyi, sends his eldest daughter Masia to study in a Polish school where the girl was completely changed and from a working, responsive girl under the psychological pressure of surrounding people turns into a lazy girl. She begins to speak only Polish and was ashamed of her mother. "She was only with Poles and she went to churches and monasteries; she did not show a nose to her church... the last drop of blood … drew from her mother" (Svidnytsky, 2006:119)Masia becomes a cruel and vicious polish girl. She returns home only to retrieve her last possessions from her mother and even picks up a pillow. To receive Polish nobility the girl marries a widower, MrKulinskyi, whose children leave Masia in poverty. She degraded morally and, as a consequence, committed a suicide.

In our opinion, the fate of Oryssia is the most tragic. Having arranged the marriage of the girl and the priest Timokha, the old priest's wife hopes to live happily with her grandchildren. But the son-in-law scoffs at the old woman, kicks her out of the house, and eventually deprives little Fonia of his mother: he killsOryssia whenshepleadsforparishioners. Old MrsLiuboratskadiesontheroad, andFeklafindsherselfin a monastery. ThefamilyoftheUkrainianclergy, whichoncecon secratedtheknivesofthe haidamaks, hasfinallydeclined.

DISCUSSION

Attention should be paid to the chronology of the family narratives of "Buddenbrook" and "Liuboratski", to the temporal sequence of events. The novels gradually reveal family stories over several generations, their family relationships against the background of social events in a linear sequence that is considered a sign of family chronicles. Researcher E. Nikolsky defines the genres of novels as family chronicles:"It is necessary to pay attention to the chronology of the family narratives of "Buddenbrooks" and "Lyuboratski", to the temporal sequence of events. The novels gradually reveal family stories in several generations, their family relationships against the background of social events in a linear sequence, which is considered a sign of family chronicles". (Nikolsky, 2009).But, in our opinion, the principle of historicism in both novels is not clearly defined. Family relationships are depicted at the turn of the ages. Thomas Mann depicts the disintegration of the bourgeois family under the pressure of capitalism, and in A. Svydnytsky's novel "Liuboratski" it is not only the decline of serfdom and the emergence of capitalist relations, but also the inability of Ukrainians to realize their national identity and overcome inferiority complex.

CONCLUSION

Thus, having carried out a comparative analysis of T. Mann's novel "Buddenbrook" and A. Svidnytskyi's "Liuboratski", we can assume that both works are family novels, namely, generational novels (and T. Mann defines the genre of the novel as the decline of one family). External influence and personal qualities destroy traditional families in Germany and in Ukraine, and the decline of patriarchal families always occurs amidst social conflicts. But in our opinion, the problem of "Liuboratski" by A. Svidnytskyi is much deeper and more tragic. The Buddenbrook family loses only material possessions and the house, and only then breaks down, but the Liuboratski family forgets the roots of their own genus, i.e. declines spiritually, so all its descendants gradually degrade and they are killed. In our opinion, A. Svidnytskyi, hinting at the uncertainty of the Ukrainians, reveals the impossibility of overcoming the inferiority complex under the influence of the cultures of the two empires (Russia and Poland) and defines the genre of the novel as a family chronicle, determined by

the linear principle of the plot construction (chronological sequence) and the principle of historicism. But this is just a hint of historical events, so if you look more closely and observe the behavior of each of the Liuboratski, one can understand that it is the low spirit that causes the spiritual degradation of the family and the moral decline of the personality of each member. The "family idyll" observed in the family at the beginning of the work is destroyed not only by external factors: it is facilitated by the microclimate of uncertainty and indifference of senior Luboratski, the desire of posterity to adapt. This leads to the hypothesis that the genre of "Liuboratski" by A. Svidnytskyi can be formulated not only as "the first realistic novel on a household background" (as I.Franko notes)(Franko, 1980:7), and as the first family novel, a generational novel that has become the catalyst for the development of the family novel genre in Ukrainian literature.

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ICT IN THE PRIMARY EDUCATION TEACHERS` EDUCATION PRACTICE IN PR CHINA

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ABSTRACT

Educational reforms of late 80s-early 90s of the XXth century faced the educational science of China with the need to create a totally new approaches to the educational practice, including the vocational training system for teachers which would take into consideration three important factors: borrowing international experience, making maximum use of the achievements traditional for the educational system of China and requirements of the country's ideology. Special attention in this concept was to be let to ICT technologies in the vocational teachers` training and education process as well as to the teachers`-to-be readiness to use ICT in their practical work. The article aims to represent the modern approaches of the Chinese teachers` training system to ICT both as an educational method and a requirement for teachers-to-be that also influence the whole educational practice in the country. On the other hand the article presents COVID-19 quarantine as the positive factor for developing the ICT technologies as the teaching method in China as well as the steps made by the educational authorities of the country to make this process real.

Key words: PR China; professional education; teachers` training system; ICT; self-motivation; self-development.

АНОТАЦІЯ

ІКТ у початковій освіті та підготовці вчителів у КНР

Реформи освіти кінця 80-х-початку 90-х років XX століття постали перед освітньою наукою Китаю необхідністю створити абсолютно нові підходи до освітньої практики, зокрема щодо системи професійної підготовки вчителів, яка враховувала б три важливі фактори: впрвадження міжнародного досвіду, максимальне використання здобутків традиційної освітньої системи Китаю та вимоги ідеології країни. Особлива увага в цій концепції полягала в тому, щоб залучити ІКТ-технології у процесі професійної підготовки та навчання вчителів, а також сформувати готовність вчителів використовувати ІКТ у своїй практичній роботі. Стаття має за мету представити сучасні підходи китайської системи підготовки вчителів до ІКТ як навчального методу, так і обов'язкового компоненту практичної роботи учителів, що також впливає на всю освітню практику в країні. З іншого боку, у статті розглядаються питання карантину COVID-19 з точки зору його позитивного впливу на процес розвитку ІКТ-технологій як методу навчання в Китаї, а також кроки, зроблені освітніми органами країни для того, щоб зробити цей процес реальним.

Ключові слова: КНР; професійна освіта; система підготовки вчителів; ІКТ; самомотивація; самовдосконалення.

INTRODUCTION

The development of ICT as a technology had a huge impact on education as a whole: technological processes, content, goals and objectives of educational process, etc. China did not stand aside and also decided to take advantage of ICT to modernize national education system, in particular, the teachers` training system (and primary teachers' one in particular). Today as to the vocational training system of primary teachers China is actively building the infrastructure of specialized educational ICTs (the network of digital resources and educational innovations for teachers) and the management of education system supported by ICTs. Teachers` education in the field of ICT and high demands on a teachers` ability to use ICT are seen as a solution to many of China's current educational needs and problems. Also, according to the Chinese leadership, ICTs have high potential for expanding access to education in general and to teachers` training and education system in particular.

Ensuring fair and high-quality "electronic education" or using ICTs for teaching and learning in primary and secondary schools across the country is considered to be a national priority (Gu, Zhu & Guo, 2013). At the same time, the development of using ICTs teaching and self-educating methods can exacerbate the existing digital and technological imbalance between urban and rural areas. While in Chinese cities about 80% of students use Internet at home for homework and self-study, in rural areas only 2% of school-age youth have Internet at home, and only half of them use it to communicate with a teacher or search for information necessary for educational process, etc. (Trucano, 2012).

LITERATURE REVIEW

Contemporary research of the Chinese educators as well as of the abroad ones reflects different issues of the problem mentioned starting from the general prospects of the ICT development as an educational and practical method for future Chinese teachers (including the primary school ones)(Ding, 2005; Kuai,2006; Liu, 2014) etc. and up to general prognosis of ICT development in China as a teachingmethod and aim of the Educational Paradigm for the century coming (Wan,2010; Zhu, Gu, Collis & Moonen, 2011; Miao, 2007) and others. Some of the modern publications on the issue reflect main difficulties China faces in ICT development. For example, according to F.Miao (Miao, 2007) and M.Trucano (Trucano, 2012) they are mainly of two kinds:

• psychological and educational one: teachers (especially working ones whose age is over 40) are psychologically not ready for huge amount of ICT (Miao, 2007);

• financial and technical one: technical weakness of the rural area schools makes usage of ICT as a practical method of teaching quite difficult (Trucano, 2012).

MATERIALS AND METHODS

In the process of writing, the authors used methods and techniques typical for scientific research in the field of social pedagogy and theory of education:

• general scientific methods (analysis, generalization, comparison) for

analysis and research work with encyclopedic, psychological, pedagogical and methodological literature on the subject of research;

• problem-targeted methods for the analysis of scientific and methodological literature, periodicals and normative documents related to educational process for teachers organization in both pedagogical and non-pedagogical education institutions of China;

• comparative pedagogical methods for analyzing and research study in using and treating ICT as an educational method (as well as the method of self-education of teachers and teachers-to-be) and one of aims of vocational training system for teachers and educators in China .

Moreover, such methods as authors` personal observations during internship and work in the education system of China, interviews with teaching staff, summarizing data of official statistics were also of great use.

RESULTS

ICT exerts revolutionary influence on the development of education. Most developed countries attach great importance to ICT in education and have worked out a series of national strategic plans to support and promote the development of ICT in education. China has also made a strategic choice to facilitate education modernization through ICT in education in its education reform and development. Using the model "everything starts with a teacher" a huge effort of the Chinese government was and is made to make ICT not only a method of teacher training programs (including the primary teachers' ones), but also to make it a practical instrument of a ll levels teachers which is obligatory to be used. The historical realities of the the Chinese state's development as well as peculiarities of the national mentality of the Chinese always have seen panacea for many "diseases" of the society in the work of educators and educational institutions as the official representatives of the state in this area. Mainly it was set upon the idea that the state knows best what kind of citizens it would like to have, what habits and skills the citizens should obtain, what kind of personal values and social rules they are to follow. That is why "educating of educators" is seen by the Chinese as the basis for the development of the society and the country, quality changes of the society and one of the main tasks of the educational process in the country in general (Mei, 2009). Though a number of programs were started on

local and state levels ("Computer Literacy" (1990-2000), "Connecting Every School Project" (2000), "National Development Plan for ICT in Education (2011–2020)" etc), China still faces lack of local, regional as well as national programs on avoiding ICT illiteracy both for students and teachers.

DISCUSSION

1.Genesis of ICT as a form of education in China

Hieroglyphs are a form of writing that is used not only in China. Today hieroglyphic writing is used in Korea, Japan, Egyptian hieroglyphs and Mayan hieroglyphic writing are widely known (they already exist as dead languages). However, while Korean and Japanese scripts use hieroglyphics as a form of sound designation (and they are closer to alphabetic languages), Chinese characters represent a unique type of script, where each significant element gives an additional hint to the meaning of the character in general, but the meaning of the whole hieroglyph cannot be deduced from the meaning of its parts. This phenomenon (the so-called "internal meaning of the hieroglyph") provides additional bonuses for researchers in the field of social and humanitarian processes (which also includes education). On the one hand, the constancy of hieroglyphic writing gives a complete continuity of the particular reality perception over a long historical period, and on the other hand, it teaches a person to perceive a particular social phenomenon with a fixed content and practically eliminates variability in its understanding.

However, it is precisely the "internal meaning of the hieroglyph" that makes it difficult for the Chinese language to penetrate neologisms, internationalisms, etc. with the phonetic transcription preserving as there is a need to select hieroglyphic characters that are content-related to the reality for the specific sound of the word. And the Chinese language solves this problem towards the dominance of the meaning over the sound. The same principle applies to the functioning of professional vocabulary and terms in the Chinese language: the meaning and idea of language categories mentioned when translated from foreign languages becomes much wider. If we get the character-by-character understanding of the hieroglyph «信息通讯技术» which in the direct translation means «ICT», we shall get:

信息- xin xi - information, news;

通- tong - through;

讯- xun - fast, rapid;

技术- jishu - technology; way of doing something; skills.

As the result, we get the following meaning of ICT that function in the Chinese language and is the only one to them: «the way of spreading new information quickly». It widens a lot the meaning of ICT in education as it is used to be seen in English-language literature where it is mainly associated with the use of computer technology in the educational and teaching process (Marcial, Fortich & Rendal, 2014). The Chinese also include in this process all information spreading sources like educational radio, television, educational and training movies, training app for cell phones etc. (Chan, 2017).

After the founding of PR China in 1949 China faced a set of problems to be solved immediately as they were connected to existence of the country as it. And some of them were planned to be solved through education. The two great problems of this kind were illiteracy and the need to make the population (especially minorities) more loyal to the policy the state government provided. By 1949, over 80% of the population in China was illiterate (Report of the State Commission, 2005). As to the minorities, traditionally in old China for not han or man minority representatives it was rather difficult to get education in middle schools, not saying a word about Universities. The system of education through ICT the Chinese government in one hand provided the population with the information and education needed and fitted the new political and social conditions, and in the other hand provided potential problematic zones of minority location (Tibet, Xijiang, Qinghui, Inner Mongolia, Ningxia) with Chinese language and ideology. (Epstain, 1982). It was the reason to force all the forms of education through ICT sources development to reach the results as soon as possible.

In this perspective, we can say that China has a rather long history of using ICT as a means of training and teaching. Below, the authors of the article make an effort to present the main forms of ICT method of training and teaching in China:

• *education radio* - although this type of training (in the form of radio broadcasts and lectures on a specific topic) is the oldest in the world in the field of distance and ICT education, today it also has not lost its popularity. It acquired more local features (each school or university has its own broadcasting system), and is also focused on a more targeted audience (the older generation, rural residents, Buddhists, etc.).

• *education television* - for today China has 5 state TV channels that are included into the education system. They are:

· CETV-1 - officially began to broadcast in 1986, the channel of general secondary education for citizens of China. More than 2,000 colleges and universities as well as more than 400,000 primary and secondary schools are connected to this educational resource. The total number of channel users is about 971 million people. The programs of this channel are officially included in the educational process and are used for homework and workshops;

· CETV-2 is a specialized training channel for already working specialists and those who take continuing education courses at the workplace. Broadcasting content is mainly goes according to the state programs of Adult Education and Professional Education;

· CETV-3 is an educational channel for the Beijing region that broadcasts documentary and educational films in various fields;

· CETV-4 (previously - primary and basic education TV) is a specialized channel focused on primary and secondary school teachers, as well as on parents;

· CETV-5. (CETV kids) - officially began broadcasting in 2005 and is the only national channel for young children education. Basically, it broadcasts training programs for 0-12 year olds, but also offers courses in prenatal education for parents. (CETV, 2020).

· *education internet lines* - on the state level is presented by China Education Network Television, BAIDU and DOUDOU search systems:

· China Education Network Television is the only Internet television channel that is included to the state ICT and distance education and training system. This channel uses government resources to use the Internet, mobile networks, etc. It is the only professional national educational Internet channel that is designed not only for the Chinese, but also for foreign audiences and concerns education (learning the Chinese language, Chinese culture, archival documents, etc.). (CETV, 2020);

· BAIDU - a search system, by its functions makes the analogue to Google;

· DOUDOU - a special search-entertainment system for children of age 3 to 16, which has no ads, political or economical news, provocative or violent content etc.

· *education apps* - are quite popular in China and produced by many non-state firms. The most popular ones are of English language learning, driving training and knowledge of traffic rules programs etc.

We can say that China was one of the first countries in the world that created the centralized system of education through ICT, using as example models of USSR

and US that started 1930s used radio as a source of education.

2. **Open University of China as a form of ICT teachers training system in China**

By the beginning of XXI century delousing countries and countries with average incomes had 8 of 10 large complex institutions of education through ICT sources in the world. The largest among those 8 are University of Antalia (Turkey) with 578 thousand of students and Open University of China (OUC) with 530 thousand of students. (Altbax, 2016).China Open University (China Central Radio and TV University - CRTVU) as an educational system was established in Beijing in 1960 and initially was represented by 1 University which in 1979 dissociated and got the name of Beijing Central Radio and TV University. Initially, the main goal of such classes at universities (on the radio, mainly) was "just to keep the unemployed busy" and "to give the right ideological orientation to working specialists," and the diplomas of such a university were "equal in status to a college of two years." By the mid-1960s, more than 50,000 students were enrolled in the university system, but only 12,000 received a diploma. (Epstain, 1982). The CRTVU system was formed directly under the control of the Ministry of Education of PR China to make up staff shortages in specialists of various fields (and, first of all, pedagogical personnel), and also license the practical skills of those already working.

Now the CRTVU system operates through 44 Provincial Radio and Television Universities (PTVUs), 279 Provincial School Branches, and 625 District Workstations. The RTVU system employs about 85,000 employees (including 52,600 full-time employees). It offers educational and continuing education programs (including those in the workplace) in 75 programs, 9 disciplines and 24 specialties, including science, technology, agricultural science, medicine, literature, law, economics, management and education. The number of graduates of the system of these universities today has exceeded 9 million. And the number of students who took short-term courses at these universities is about 50 million. (Liu, 2014). For today the most large and well-known regional universities in the system of OUC are:

• *Beijing Open University* (CRTVU) considers to be the central one that forms the content and ideological orientation of the entire system of the Open University of China. Provides educational programs on following departments: Faculty of Arts and Law, Faculty of Economics and Management, Faculty of Engineering, Faculty of Teacher Education, Faculty of Foreign Languages, Faculty of Agroforestry and

Medicine (BJOU, 2020);

• *Shanghai Open University* (SHOU; formerly known as Shanghai University of Radio and Television) today is an open university, conducting distance education programs based on ICT, broadcasting and television, as well as computer and other equipment. (SHOU, 2020). SHOU has 9 major education directions, among which the most famous are Education and teaching, State and Business administration, Chemistry etc.;

• *Open University of Hong Kong* is an international institution for specialized training in ICT and distance models. The University was founded in 1989 as an open type educational institution, which allowed workers and employees to obtain higher education or improve their qualifications in their existing specialty. This University as an education center was established by Chinese Ministry of Education to force its education system and educational values in Hong-Kong (then still under British protectorate) according to Sino−British Hong Kong Joint Declaration of 1984. In 1997 the University was re-certified, changed its name to «Open University» and officially entered the Chinese Open University system as a regional representative. Today, the University employs about 2,000 teachers (more than half of the specialists are also employees of scientific institutions of the PRC) and more than 20,000 students are studying. (OUHK, 2020).

Over the past years, the Open University system, providing diverse forms of education, created and improved new mechanisms to ensure the quality of distance learning with the help of ICT. Starting with the idea to provide as many people as can with the opportunity to receive higher education and improve their qualifications in various specialties, now it turned to be the leading force in the implementation of e modern distance learning program, as well as an important component of the Chinese higher education system, representing a unique type of educational service which is based on ICT achievements.

3. **ICT in the system of professional training of teachers in modern China**

Today, ICT as a method of teachers` training can offer China a wide range of tools and products, both of foreign and domestic production: online educational platforms, access to electronic databases and libraries, as well as software for their use. However, at present, many of these products remain insufficiently demanded and their usage is largely limited exclusively by top Chinese universities or by non-formal educational institutions. The state makes large investments to expand access

and adapt ICT programs, methods and practices for middle and elementary schools and even kindergartens, as well as for teachers` and teachers`-to-be specialized trainings. China has announced an ambitious plan to create the whole China digital educational environment by 2030, promising to provide broadband connectivity for all K-12 classes. To take advantage of this Project, all provinces are to connect all educational institutions on their territory to high-speed Internet and start to test the «ICTeducation system» software in 2025. (Chan, 2017)

ICT education technologies for teachers do not noticeably differ in China and other countries, but the difference can be seen in the role of the state in the process of ICT`s implementation as an educational and practical method. The Chinese Government, traditionally playing a great role in all the aspects of the Chinese life, definitely could not have an idea to exclude ICT from the sphere of its interest. China's official "Plan for ICT in Education 2011-2020", which was published in March 2012, states that "Special focus should be put on ICT use and infrastructure building in rural areas, poor areas, and ethnical areas, aiming to narrow the digital divide among regions and schools" (Trucano 2012). According to this plan the Chinese government started a set of programs and projects to implement ICT as an educational and self-educational method both for students and teachers. These initiatives include:

• Distance Education Project "School-to-School Project" (launched in 2000, this aimed to bring Internet access to ~ 90% of Chinese schools via three basic models: instructional DVDs played on televisions; satellite TV + computers; and Internet-enabled computer classrooms plus satellite TV);

• Experiment on Leap-forward Development and Innovation of Basic Education (228 "experiment" schools in rural areas are involved in this project overseen by Beijing Normal University);

• MOE – Microsoft "Partners-in-Learning" Project (large scale public-private partnership began in 2003);

• Modern Distance Vocational Education Resources Construction Project (from 1999-2003, the Ministry of Education developed and delivered more that 130 online courses mainly for rural teachers and educators from the private sector);

• "One Village, One College Student" Plan (begun in 1999 by the open University of China, this higher education project offers courses of study in 18 agriculture-related majors);

• Poverty Alleviation through Distance Education Project (begun in 2003

by Tsinghua University, 1,018 county-level and 2,440 village and township level teaching stations have been set up in 539 high poverty sites);

•   University Agricultural Science and Technology and Education Network Coalition (since 2003, agencies in this coalition have trained over 500,000 people);

•   Village and Township Digital Learning Demonstration Center Based on the Public Service Systems (targeting farmers and others engaged in rural agriculture);

•   National Teacher Education Network Coalition Plan and National Training Program (building a teacher education network in China since 2003, latest initiative is training 435,000 teachers through distance learning);

•   Continuing Education Network for Primary and High School Teachers (continuing education network launched by Northeast Normal University in 2002);

•   New Form of Distance Teacher Education for Less-Developed Regions (small pilot project exploring creation of distance education learning centers in Yulin, Shaanxi);

•   Training of Substitute Teachers in Primary and Junior High Schools through E-learning (training substitute teachers in 15 less developed cities in Guangdong province). (Trucano 2012; Unesco-China Project on ICT … 2017).

•   Education programs provided by Open University of China system.

As to the courses provided by OUC for teachers, they aim to enable working teachers to undergo the necessary advanced training courses, prepare for qualification exams to receive a category, and also receive additional teaching competencies (which is especially important for teachers of rural schools and educational institutions organized at the expense of territorial communes or local self-government bodies). The educational process in such programs is organized as follows:

•   two or three years programs are offered (depending on the teacher's existing level of education and his / her goals);

•   each year consists of 2 semesters of 18 academic weeks each;

•   the curriculum consists of micro-courses of 18 teaching hours each;

•   each micro-course ends with a credit;

•   to be admitted to final exams, a student must pass 160 credits in a two-year study program or 240 credits in a three-year program;

•   credits are taken through mailing or smart-phone applications;

•   the student must work out laboratory classes and internship on the basis of the nearest state university or its branch;

usually a week, the student has 82 academic hours using television or smart-phone applications, of which 33 hours are lectures on the curriculum directly, and 49 hours are a selection of additional information on courses taught;

• once a year OUC`s regional office conducts final exams for a diploma (sometimes this function is delegated to the local education department in the case of hard-to-reach areas);

• after final exams, a state-level diploma is issued, which, however, is not equal to the diploma of pedagogical university graduation. Depending on the needs of the province for teaching staff, this diploma can be equated to the diploma of a pedagogical college graduate or the level of "junior bachelor in the field of education». (Ding, 2005; Fan 2011; Fu, 2017; SHOU, 2020).

Recent years, Chinese government has organized many programs for facilitating teacher ICT education. Examples include: Facilitating Education Informatization for Teachers, Enhancing High-Quality Teacher and Management Team Engineering, and Planning for the Development of National Teachers' Competences of Educational Technology in Schools. Distance training programs were also added to the national training program and over 2.7 million teachers attended IT-aided subject training. At the school level, all high schools, 95% of middle schools, and 50% of primary schools are required to provide ICT compulsory courses for their teachers (National Statistical Report on Education 2015).

4. Challenges for ICT as a teaching and learning method in China

Recently, teacher education institutes have made efforts preparing pre-service teachers to integrate ICT into their future teaching practices. There were presented several key strategies to introduce ICT integration to pre-service teachers: delivering a single technology course; offering mini-workshops; integrating the technology in all courses; modeling how to use technology, etc.

In the case of China, the government has given big emphasis to the effect of ICT integration, and dedicates to make ICT an important means for teaching as well as a new type of tools for learning. Since China has huge differences in its geographic, economic and educational level in different regions, the way that ICT is being integrated in the system of professional trainings of teachers is diversified. In developed areas, such as Shanghai and Beijing, many educational authorities make full use of their advantages, conducting various kinds of ICT innovation activities that cultivate teachers` and teachers`-to-be problem-solving abilities by integrating ICT into classrooms. One-to-one e-learning, mobile education, miniature learning

and digital whiteboard-based interactive learning are all new approaches of using ICT application in pedagogical teaching and learning process (Zhang, 2002).

Rural and less economically developed areas (as well as the ones geographically located far from big cities and popular touristic areas) face the problem of poor network connection that definitely influences the usage of ICT as learning and teaching method both for students and teachers. Also the Chinese government speaking about challenges for ICT in these regions found at least two categories of barriers tightly related to teachers' behavior: the lack of specific knowledge and skills about technology integration and attitudes and prejudice towards technology as a teaching method. Even many teachers have strong desires for integrating ICT into teaching, they encountered significant barriers, such as lacking confidence and competence, or having negative attitude and inherent resistance (mainly it concerns the teachers of the age over 40) (Wu, 2014).

Not only teachers' passive attitudes can cause barriers, but students can also pose challenges to ICT integration process. New generations, which are also called the Millennials, are much more skilled and adopted at using technology than their teachers. Under this circumstance, students have different patterns of thinking and communication, notions of learning, needs for control, and even personal and social values with their teachers. The same gab can be noticed in the educational institutions for teachers as well where about 68% of teaching staff is over 40 years old and especially in the retiree courses for teachers where about 80% of listeners and students obtain degrees and represent the generation of 45-55s. (Hu & McGrave, 2011)

Chinese teachers, in particular, expressed more doubts about the effectiveness of using ICT applications in collaboration, independent learning and self-education. Moreover, Chinese teachers regard themselves more of an authority role when compared to Western teachers. The authority figure hinders the interactive use of ICT, as this is not consistent with the formal traditional education (Fu 2017, p.21)

5.COVID-19 quarantine and the ICT education process in China

Unlike other countries (especially the ones of the former Soviet territory) the quarantine restrictments and study-at-home form of education did not much China due to self-organization of the Chinese teachers and students, thanks to technological readiness of the education system and the introduction of ICTs and distance learning methods, which began long before CORONA. Also, own money at universities allowed them to sharply increase the number of technical personnel for organizing

and maintaining the educational process in the new conditions. This allowed the entire education system in the PRC (from kindergartens to universities) quickly and entirely go into online space with minimal loss in the quality of educational services. Through the OUC system and other ICT sources were organized special training courses for teachers at rural areas to help them to adopt the new form of teaching. But as a result of the ICT revolution, which took place in the PRC's approaches to education in general back in the 2010s and the new paradigm of teacher training (and ICT as an indispensable part of this paradigm), compared with other countries, it did not lead to a boom in high technologies in the field of education in China.

CONCLUSIONS

From the development of ICT in China in recent decades, one can see the significant progress made by the Chinese government, researchers and educators. ICT also provides opportunities for effective communication between teachers and students that has never been achieved before. In the second section, some barriers and challenges of ICT integration are identified. As it is often in case of China, some uncertainty surrounds the future of ICTs as a part of teachers training system in this country, but emerging trends inspire confidence that they will be in demand and seamlessly enter local educational practices. A large number of students (both in the system of formal and non-formal education), rapidly growing incomes and an increase in general level of education in the country, the needs of the Chinese economy based on new information technologies, are constantly increase the demand for ICT in this country. And it is ICTs that can fill the existing gaps in the teachers training sector, which still uses more traditional educational methods. Also introducing ICT into pedagogical practice of PRC corresponds with general orienting of the education system in general and teachers` training system in particular to adopting of foreign educational methods to the needs of China. As further perspectives for the research over the issue it could be mentioned such lines as usage of ICT as a practical method of education and self-education in vocational training programs for representatives of different professions (state servants, medical workers, business elite etc.), development of ICT education system in China both for working teachers and the new ones, psychological aspects of using ICT in Chinese educational system etc.

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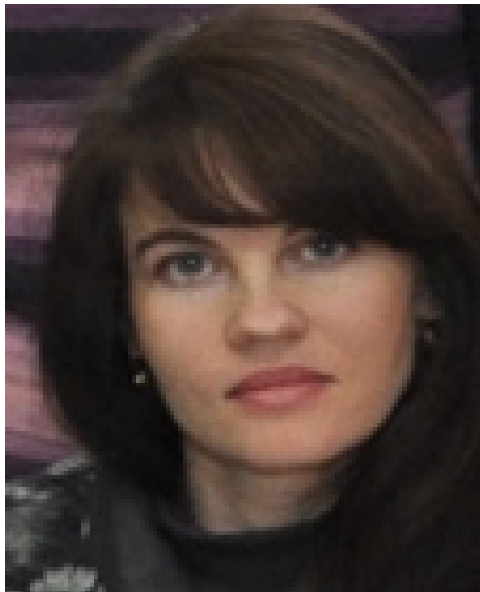
TRANSLATION OF THE PHRASEOLOGICAL UNITS IN THE HEADLINES OF THE PUBLICISTIC STYLE (ON THE EXAMPLE OF "THE NEW YORK TIMES")
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ABSTRACT

An analysis of the scientific literature showed that the concept of "phraseological unit" was considered by many scientists and is interpreted as a stable phrase or expression, which is characterized by reproducibility, integrity of meaning, words combination stability and hidden meaning.

We have identified the main types of functional and stylistic groups of

phraseological units.

Phraseological fusion is divided into two subtypes: phraseological fusion, which includes "necrotic words," and phraseological fusion, which contains grammatical archaisms.

The study showed that the main types of transformation of phraseological units are the simplest changes in the elements of syntactic units, which are the result of their permutation, substitution, addition and reduction.

The essence of the semantic transformation of phraseology is to introduce new semantic nuances or play on words into phraseology. The main types of analytical transformation can be defined as follows: syntactic; lexical; contamination. In addition, phraseologies highlight problems in a softer light, coloring the title of a journalistic text, thus drawing attention to it.

An analysis of the headlines in "The New York Times" showed that in modern journalistic practice, the use of phraseological units is a popular method of promoting the text. The authors in their works use almost all styles and types of phraseological units, but most often in the Ukrainian language it is used colloquial style and slangy words, less often the pedantic style and practically no inter-style phraseologisms are found, and in English most often the colloquial and pedantic styles, less often is used colloquial.

Thus, in practice, the newspaper headings include all styles and types of phraseological units.

Keywords: phraseological units; stable phrase; stable combinations; metaphors; integrity of meaning; transposition of words.

Аннотація

Переклад фразеологічних одиниць у заголовках публіцистичного стилю (на прикладі «Нью-Йорк Таймс»)

У статті проаналізовано наукову літературу з даної теми та порівняно особливості використання фразеологічних одиниць у заголовках. Виділено основні типи функціонально-стилістичних груп фразеологічних одиниць. Дослідження показало, що основними типами трансформації фразеологічних одиниць є найпростіші зміни елементів синтаксичних одиниць, які є результатом їх перестановки, заміщення, додавання та скорочення.

Аналіз наукових джерел показав, що поняття «фразеологічна одиниця» розглядалося багатьма вченими і трактується як стійка фраза або вираз, що характеризується відтворюваністю, цілісністю значення, стійкістю поєднання слів та прихованим значенням.

В статті авторами виділено основні типи функціонально-стилістичних груп фразеологічних одиниць.

Суть семантичної трансформації фразеологізму полягає у введенні нових семантичних відтінків або грі слів у фразеологізми. Основні типи аналітичної трансформації можна визначити наступним чином: синтаксичні; лексичний; забруднення. Крім того, фразеологізми висвітлюють проблеми в більш м'якому світлі, забарвлюючи назву журналістського тексту, тим самим привертаючи до нього увагу.

Аналіз заголовків у «The New York Times» показав, що в сучасній журналістській практиці використання фразеологічних одиниць є популярним метод просування тексту. Доведено, що автори у своїх роботах використовують майже всі стилі та типи фразеологічних одиниць, але найчастіше в українській мові вживаються розмовний стиль та жаргонні слова, рідше педантичний стиль та практично відсутні міжстильові фразеологізми, а в англійській мові більшість часто розмовний і педантичний стилі, рідше використовується розмовний. Фразеологічні одиниці складають ядро фразеологічного фундаменту будь-якої мови, містять історичну та культурну інформацію та відображають динаміку розвитку мовлення.

Ключові слова: фразеологічні одиниці, стійкі вирази, стійкі словосполучення, метафора, цілісність значення, перестановка слів

INTRODUCTION

The main properties of phraseological units are convention, as coherence and meaning, the usage of phraseological units; restriction in the use of semantic foundations or constructions; configuration i.e. the connection of phraseological units with metaphors.

Researches about the role and formation of phraseological units, their classification and distribution according to typical characteristics were carried out by such famous scientists as O. Akhmanova, V. Vinogradov, N. Komlev, L. Rakhmanova

and many others [1, 3, 7, 10]. Features of using phraseological units in newspaper and journalistic discourses considered by L. Ivashko, T. Guseva, N. Novokhacheva, A. Spiers etc [11].

Despite the extensive investigation in the field of the use of phraseological units, their features in journalistic texts are not well understood, which is relevant for modern philology.

AIM OF THE ARTICLE: to analyze the scientific literature on the topic and, based on the identification of specifics and classification of phraseological units, to reveal and compare the features of the use of phraseological units in the headings.

Object of study: phraseological units in journalism.

Research methods were as follows - theoretical: the study of national and foreign scientific literature on the topic; empirical: the study of journalistic texts and their comparison for the phraseological units' translation.

LITERATURE REVIEW

Theoretical basis of the research: works of national and foreign philologists who reveal the main issues of linguistics (A. Baranov, E. Begaeva, E. Bebchuk, I. Golub, N. Danilova, T. van Dijk, N. Komlev, O. Leshchak, N . Lukyanova, V. Maximov, V. Nemchenko); theoretical and practical studies of lexicology (N. Zhinkin, J. Lerer, E. Razlogova); philosophical and psychological studies of the language (L. Levy-Bruhl, A. Schweitzer); Internet resources on the problem of using phraseological units in speech, text transformation (N. Holev, E. Zhurbayev, O. Izmailov, A. Karasyev, S. Samarenkina, Yu. Sergyeyeva); theoretical and practical foundations of translation studies (V. Vinogradov); encyclopedic reference books (A. Akhmanova, K. Collins (Collins Cobuild), S. Kuznetsov, Yu. Larionova, A. Spiers, S. Ozhegov, N. Shvedova).

Phraseologisms are stable combinations of words that are not formed in speech as free phrases, but are reproduced by the speaker as a stable expression when it is necessary to highlight a certain semantic meaning of what was said. In this case, the speaker withdraws phraseologism from his/her phraseological stock in the finished form, and does not form it again" [1, p. 336-337]. For example, such free phrases as *"look out the window", "write a letter", "breakfast ready"* can be used in a variable form. In the case of phraseological units, actions of the transposition of words are impossible; all words are used in the chain as they are formed in the phrase.

METHODOLOGY

Due to these confrontations, phraseological units occupy quite wide range of lexical meaning and are characterized by a number of properties as semantic, syntactic, poetic, discursive and rhetorical.

Another feature of phraseological units is the exact reproduction of words, that is, the components of phraseological units cannot be used in a diminutive form. For example: 1. *Power Up: Anti-Trump Republicans are now getting out the vote for Joe Biden … People are finally fed up with Belarus's leader. Will they be heard[15]? 2. LOCK OFF Leicester mayor's fury as he accuses government of 'picking on city' over fresh coronavirus lockdown. 3. Karim Benzema's 'heel of gold' gives Real Madrid edge over Barcelona ahead of huge week in LaLig.*

For example, in English, without getting to the bottom of the meaning of the phrase, you cannot immediately notice that "we're on the same page" does not actually imply the page itself. And, after having heard "ride shotgun", the first question that comes to mind is where the gun did come from and why does it oversee this phrase. In modern languages, there are more than a thousand phraseological units that are used every day in colloquial speech, in works and on the pages of newspapers, magazines, and articles. They can be either simple, "ordinary" *("first off", "the other day", "make a point of", "What's up?"),* Or more colorful (*"asleep at the wheel", "bite the bullet"," knuckle sandwich")* [8].

Due to these confrontations, phraseological units occupy a rather extensive sphere of lexical meaning and are characterized by a number of properties: semantic, syntactic, poetic, discursive and rhetorical.

Another feature of phraseological units is that you cannot insert an additional word in the middle of a phrase. For example, the phraseology "*a dime a dozen*" is about a lot of money from a person.

You can insert a word in the middle of a free phrase only.

As we see, phraseological units are characterized by reproducibility, integrity of meaning, stability of a words combination, secrecy of semantic meaning. The existence of one of these signs may already indicate that the phrase belongs to phraseological units. Each of these indicators brings phraseology together with the word.

Thus, the main properties of phraseological units are:

- conditionality: phraseological units are consistent, because their meaning or

usage cannot be predicted, or at least completely shown on the basis of knowledge the independent conventions that determine the use of their components separately;

- severity: phraseological units, as a rule, have a restriction in the use of semantic foundations or constructions, in contrast to freely composed expressions, for example, "to stab someone in the back";

- configuration: phraseological units are usually associated with metaphors: to take the bull by the horns, metonyms: to give a hand, hyperbolas: you really want to go out into the air or other forms of figuration [3, P. 128-131].

However, the one who pronounces phraseologism cannot always understand the exact meaning of the phrase and use it to the extent that it has the exact meaning. The same situation is with one who perceives phraseologism. This is due to the semantic diversity of phraseological units. For example, the word "*beat gums*" can be used both as empty talk, and as an Internet chat, etc. [4].

As part of the vocabulary of the language, phraseological units form several functional and stylistic types, which are classified depending on their predominant use in a particular area of communication [2; 5]: inter-style, bookish, colloquial, pedantic phraseological units.

Inter-stylistic phraseology is characterized by the use of the Russian language in all styles. Interstitial phraseologies make up a smaller part of phraseology, which is related to the formation and functioning of most phraseology either in colloquial speech or in book speech. Inter-stylistic phraseology performs a nominative function, does not express the attitude of the speaker to the designation or description of the object, phenomena. Such phraseologies are neutral in terms of style and emotionality. As an example it is shown in the following phrases – *hand in hand, face to face, broken hour*, etc. [5, pp. 82-87].

Conversational phraseology is phraseological merging, phraseological unity, proverbs, which were formed in the process of live folk communication and have a pronounced expressiveness: *the song is sung, mom do not grieve, keep your pocket wider, God forbid*, etc. [5, pp. 84-89].

Prosaic phraseology is a phrase that has a lower stylistic character than colloquial, and is characterized by pronounced emotionality, in most cases, negative coloration, disapproval, condemnation, contempt, etc. For example: *the devil knows that, from the dirt in the prince, do not shake your tongue, plug the mitten,* etc. [5, pp. 84-106].

As a reproducible linguistic phrase, phraseological units are a single semantic whole, but with different ratios of meanings as a whole and the meanings of its constituent components. From this point of view, phraseological units of the modern Ukrainian language are classified by fusion into: Phraseological merging; Phraseological unity; Phraseological combinations; Phraseological expressions [5, pp. 82-89].

Phraseological merging and phraseological unity constitute semantically indivisible turns. They are equivalent, in terms of their meaning, to one word: without a king in his head - a stupid, empty man, a fool.

According to V. Vinogradov, phraseological mergers are characterized by unmotivated in the composition of turns (that is, from the sum of the components of such phraseological units it is impossible to know the general meaning of the unit) and the absolute semantic unity of the components.

Among the phraseological mergers are the following subtypes [3, pp. 202-203]:

1) phraseological merging, including the so-called "necrotic words" (lexical archaisms, historicisms and other tokens that have fallen out of use in speech). For example, "buying a cat in a bag" indicates an unprofitable and unsuccessful purchase of something that has not been carefully considered before, or a purchase that took place blindly, without specifying the product. That is, we see a case where the token continues to live much longer within the phraseological phrase than in a free phrase or in isolation.

2) phraseological merging, containing grammatical archaisms, as an indivisible syntactic monolith. These are phraseologies in which noun components are used, some real, concrete, collective and abstract nouns. For example, "hour by hour" means gradually, over a period of time. The essence of this phraseology can still correspond to "*day by day*", depending on the situation. The same phraseology can be used in another formulation of the content of the content and indicate life's difficulties, which are becoming increasingly problematic. This is achieved by adding the phrase: "*hour by hour is not easier*", "and Abbas, as people say, is very much *a one-man show.*" [7, pp. 89-92].

Foreign linguists include not only phraseological units of all types, but even paresis — folk sayings, proverbs, winged expressions, quotations, and etc., as part of phraseological units. Thus, R. Spears in the preface to the "Dictionary of American Idioms" explains the selection of units for this publication by the fact that in each language there are phraseologies or sentences that cannot be translated literally from

the language of the native speaker. Many clichés, proverbs, slang phrases, predicates, phraseologies and general statements are the cause of this problem. Phrases or sentences of this type the scientist calls phraseological [12].

As we can see, the views of V. Vynogradov and R. Spears differ significantly with regard to the concept of phraseology. R. Spears has a broader interpretation of this term. R. Spears includes not only word combinations, but also sentences of different nature: clichés, proverbs, slang phrases, speech stamps, which are united by one common feature - the concept of meaning is possible only by covering the whole phraseology, obtaining meaning based on its individual parts is impossible even by minimal linear rules.

Most of the other original dictionaries and reference books of phraseological units of different languages of the world are collected in a similar way. The compiler of another popular dictionary of phraseology K. Collins notes that the study of phraseology of language always leads to a collision of two main problems: the problem of origin and the problem of interpretation (understanding of meaning) [3, pp. 161-162].

And although the problem of defining the term "phraseology" has worried philosophers and linguists for quite some time, there is no consensus on this category at the moment; nevertheless, many researchers have an assumption about the interpretation of phraseology.

S. Ozhegov considers the concept of "phraseology" as "a stable expression with an independent meaning close to the ideological". For example, the expression "*Sodom and Gomorrah*" reflects debauchery, debauchery, disorder ("*You just have Sodom and Gomorrah in your house!*"), Not literally the names of the cities of Judea. The roots of this phraseology, a type of idiom, lie in the Bible: according to the scriptures, two cities whose inhabitants led a debauched life were destroyed by God for their sins [14].

In O. Akhmanova's linguistic dictionary the studied definition is considered in two aspects: as a word combination which in semantic and syntactic construction has specific properties belonging only to the given language, and as a phraseological unit of speech - an idiom which is characterized by its pronounced stylistic features. use brings into speech elements of play, jokes, intentions "[1, p. 166].

A. Baranov in his research points to the relationship of idioms as a type of phraseology, to such concepts as "living speech", noting their immutability, while

in ordinary speech word formation and phraseology can change, creating a different meaning [2, p. 51]. For example: *in Ohio and other red-tinted states that are effectively tied today; We built these institutions with the **blood and sweat of our sons and daughters***.

Consequently, phraseological units and idioms do not contradict each other, but can be supplemented and synthesized. The emergence of the synthesis of phraseological units and idioms is due to the need for concretization and imagery of emotional evaluation of objects and phenomena expressed in verbal form. The constant synthesis of the meanings of phraseology and idiom, as well as their lexical meaning contributes to the complication of the semantic context, complementing the imagery. The result of the synthesis is the expressive functionality of the text [9; 12; 13].

In the modern information world, the role of the media, in particular periodicals and newspapers, plays a huge role in the reader's worldview. Of particular note is the influence of newspapers as a means of communication and obtaining new information, which is used to convince the reader of a fact, phenomenon, and activity of famous personalities in the political, cultural or social fields [6]. For greater audience, newspaper publishers over the past decades have accessed Internet portals, which have created fundamentally new conditions for competition between the media - *The president's hopes for reelection are growing dimmer by the day.*

Recently, there has been a tendency of the journalistic language toward rapprochement with mass speech, which facilitated the use of phraseological units in texts as a qualitatively new way of transmitting the expressiveness of information [9]. The use of phraseological units on the newspaper page allows the reader to more clearly understand the comic nature or tragedy of events that occur in the world, as a pattern we can show this through the following e.g. *Senate approval handed President Trump a victory and promised to tip the court to the right for years to come; the seesaw of historic news events and disruptions to daily life; vow to "bomb the hell out of" the Islamic State — even as he denounced Mrs. Clinton for supporting the Iraq invasion.*

Some authors use phraseological units in order to "add color" to their author's style, while others are determined about making their text as simple as possible. Although phraseological units can certainly overcharge the work with unnecessary details, they can also introduce powerful images into the informational discourse.

In addition, idioms help the author to find a "sense of humor." So, phraseologisms can add humor to an article in places where information may seem necessary. For example, instead of writing about a character who is not smart - or at least does not think directly - it is quite possible to say "*the light is on, but nobody is home*", or he (a politician, a banker, etc.) "*does not play with a full deck*". These phraseologisms tend to be softer and somewhat less offensive [12]. Also we can introduce it in the heading of the article, for example: *Trump is a significant underdog* [15]; *they have already succeeded in making cooperation with Beijing* **a dirty word**.

Thus, in order to impress the reader, each author of an article must have a list of phraseological units at hand so that he can draw and include statements from this list in the notes, where appropriate. However, it should be taken not to "get into the pit." A lot of phraseologisms in the text can distract the reader from the essence of the problem, e.g. *He was "entitled" to take advantage of* **various financial loopholes;** *Mr. Trump's focus in the region has been on* **throttling back the flow of immigrants** . ...as a **"bully dictating policy** *to smaller countries*".

In addition, you need to make sure that the meaning of phraseology is correct for the text before using it in your letter: *Biden victory would provide Mr. Abbas with "a ladder to climb down from the tree"*. The misuse of phraseology in the right context can confuse readers and turn them away in the future: *"The ship is sinking, and everyone is fighting over the first-class cabin"; My vision presents* **a win-win opportunity** *for both sides, a realistic two-state solution that resolves the risk of Palestinian statehood to Israel's security; President Mahmoud Abbas of the Palestinian Authority immediately denounced the plan as a* **"conspiracy deal"**.

Researchers of idioms note that new ideas can be expressed not only by individual lexical neologism, but also by a combination of two or three words, for example: the well-known words salary and freeze, but the idea of salary freeze came into the language only in the early eighties of the last century. Another expression that came to our vocabulary from British politics and economics to freeze wages ("*freeze your wages*") means "stop wage growth". The similar idea is conveyed by well-established expressions to freeze prices and price-freeze (frozen prices). Thus, phraseological units, or phraseological units form the core of the phraseological foundation of any language. They do not only contain historical and cultural information, but also reflect the dynamics of speech development [13]. For example, in the article "*Friendship Marriage: Belarus demanded compensation from Russian oil industry workers*"

the aphorism "arranged marriage" was used with transformation into a friendship channel, which significantly changed the content of the phraseological turn, but did not change the essence - the benefits [15]. Some more examples from the New York Times article - *The President has been crystal clear no quid pro quo's of any kind; - to drain the swamp here in our country; - I just want to let you know that; - An independent audit faulted the social network for "vexing and heartbreaking decision"; - Kanye West's Yeezy brand falls into the Gap (minus the sneakers)* [15]. *Donald Trump trailed his Democratic opponent by as much as the midteens in polls.*

The concept of phraseology transformation is considered by linguists, theorists and practitioners as a conscious change in the linguistic norms of phraseological units, which leads to a violation of the true meaning of phraseology. In practice, the transformation of phraseology is used mainly to give the text a comic effect [3]. The study of game phraseology makes it possible to determine the features of the functioning of the phraseological unit, its semantics, and the interpretation of the transformed phraseology allows revealing the author's intention of textual information.

The main types of phraseologies transformation distinguish the simplest changes in the elements of syntactic units are the result of their permutation, substitution or substitution, addition and reduction, miscarriage. Structural transformation is directly related to the change in the form of a phraseological unit due to the spread or truncation of the elements of a phrase, contamination of two phraseological units, deformation of a phraseological unit, etc. Transformation of phraseological units is classified into non-analytical (semantic, semantic) and analytical [10]. E.g. - *Former Vice President Joe Biden by eye-popping margins: 16 and 14 points in national* [CNN/ SSRS](#) *and* [NBC News/Wall Street Journal](#) *polls.*

The essence of the semantic transformation of phraseology is that the composition of phraseology does not change, but new semantic tips can be introduced into it, or a play on words arises as a result of combining the direct and figurative meaning of a word-phrase. The result of such a transformation is a certain expressive effect.

The combination of two phraseological units with a stylistic basis is called contamination. For example, the phraseology "wasting time", the English equivalent of this expression is let grass grow under the feet ("let the grass grow under your feet"); or "pour from empty to empty", which is used in English as: to plow the sand

(s) / to mill the wind ("literally is plow, open the sand / grind the wind"). Quite often in speech and on the pages of newspapers you can find this phraseology, as the disclosure of a waste of time by a person. Consequently, the use of phraseological units in the press makes it possible to involve deeper into the context of the article and gives expressiveness to the nature of the information [14].

RESULTS

In order to solve the problems stated in the study, a comparative analysis of English journalistic texts was carried out. The source material for the comparative analysis was taken from the original source of the newspaper "The New York Times" (Official website: https://www.nytimes.com/).

Using phraseologisms in the headlines of "**The New York Times**":

1. *In Discussion Ostensibly About Tax Cuts, Trump Keeps China in Cross Hairs* - it is a conversational style and type is fusion.

2. *Another 360 at the Skate Park, This One Full of Joy* - it is a conversational style and type is fusion.

3. *The Naked Truth About Trump Spoken Unity* - it is a conversational style and type is fusion.

4. *Can Trump Screw Up the World's Best Intelligence Relationship*? it is a substandard style and type is combination.

5. *With a Glimpse of Mortality, Losing Sight of the Wild* - it is a substandard style and type is combination.

6. *On North Korea, Trump's on the Right Track* – it is bookish style, and type is combination.

7. *How to Recognize Burnout Before You're Burned Out* – it is conversational one and type is consistency.

8. *Legal Abortion in Argentina? A Long Shot Is Suddenly Within Reach* - it is bookish style and the type is fusion.

9. *At 90, Still Raising the Bar for Himself - and the Other Guys* – it is bookish style and type is consistency.

10. *Yankees Keep Pace With Red Sox, Preserving a Host of Season-Ending Scenarios* - it is a conversational style and type is fusion.

11. *Keeping Up With the Meltdown and Specter Bugs* - it is a conversational

style and type is combination.

12. *In Brexit Give-and-Take, Britain Gives and the E.U. Takes* - it is a conversational style and type is fusion.

13. *The Go-for-Broke Renovation* – it is bookish style and type is fusion.

14. *We Are Reclaiming Chicago One Corner at a Time* – it is conversational style and type is combination.

15. *It was bread-and-butter advice from an American diplomat in the former Soviet Union.*

16. *But it's not all doom and gloom.*

17. *The war was stuck in a stalemate.*

18. *Congress should now offer the country its full-throated support.*

19. *It is a dizzying array of falsehood meant to confuse Congress and the American people.*

20. *It was a money laundering machine.*

21. *in a one-on-one meeting in Toronto on July 2.*

22. *...to get to the "bottom of things".*

23. *Ambassador Bolton referred to this as a "drug deal" after the July 10 meeting.*

24. *I will leave no stone unturned.*

25. *face-to-face meeting in the Oval Office.*

As you can see from the given examples, the headings of The New York Times use phraseological units in modern journalistic practice as a popular method for promoting discourse. In their works, the authors apply almost all styles and types of phraseological units. Nevertheless, English most often uses conversational and bookish styles, less often substandard one.

By type of phraseological units on the pages of The New York Times often uses fusion and combination, less commonly consistency.

DISCUSSION

Thus, phraseologisms highlight problems in a softer light, coloring the title of the article and drawing attention to it. For example, talking the ways companies today are trying to make their employees happy at work, they "go to great lengths" to make the office environment more lively. Or, the new film "took first place" ("swept

the board") at an international award ceremony. This phraseologism literally means that someone has won all possible rewards.

Another example i.e. the American politician "suffered the severe punishment" ("for the high jump"), failing to organize an important event. Or take as example the news announcer, who was "shown the door" because of the comment in the social network. Thus, via phraseologism the author softened the news that the speaker was deprived of the place or dismissed from the organization [12]. More examples: - the delay of U.S. security assistance was an "all or nothing" proposition. - He said that President Trump wanted President Zelenskyy " in a public box" by making a public statement... - ...he had a "sinking feeling". - He was not asking for a "quid pro quo".

As a result it follows that in practice in the headings all styles and types of phraseological units are found, to one degree or another, in the frequency of application.

CONCLUTIONS

Thus, idiom researchers note that new ideas can be expressed not only by individual neologism, but also by a combination of two or three words. In addition, phraseological units, or phraseological units form the core of the phraseological foundation of any language, contain historical and cultural information and reflect the dynamics of speech development.

Phraseologisms help the author to find the emotional color of the text; can add humor to the article in the necessary places to give the information bold. Such phrases are softer and less offensive.

Equally important for the study is that each author, in order to impress the reader, has a bulk of ready-made phraseology, which helps to saturate the textual information by including from this list of statements in their records. However, when using phraseology in journalistic texts, you must be careful to ensure that each statement harmonizes with the content and meaning of the information. Also, the analysis of the literature made it possible to identify that too many phraseologies in the text can distract the reader from the essence of the problem. In addition, the author should consider that the meaning of the phraseology is correct for this text before using it. Improper use of phraseology in the right context can confuse readers and distract them in the future.

The study showed that the basic types of phraseological units' transformation are distinguished by the simplest changes in the elements of syntactic units, which are the result of their rearrangement, substitution, addition and reduction, ejection. The main types of phraseological units' transformation are semantic and analytical.

The essence of the semantic transformation of phraseological units consists in introducing new semantic features or puns into phraseological units. In modern linguistic science, there are such types of semantic transformation of phraseological units as the emergence of new shades of phraseological units; combination of free and connected meaning of words.

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https://www.nytimes.com

POETRY

ABOUT THE AUTHOR
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I was born in Kharkiv (Ukraine), a beautiful and awesome city, to two best parents in the whole world. When I was four, I started learning English, my first foreign language. I fell in love with it the minute I heard how it sounds. I would sit in front of the telly for hours and repeat after English and American speakers. We had satellite channels so I could watch a lot of stuff in English.

French came into my life a bit later, when dad told me his grandma was from Marseille, France. I was so interested in discovering the culture of my ancestors that I started learning French at the age of 16. I moved to France at the age of 20, where I found the love of my life. We are both translators, poets and writers – a perfect match. And no, we never get bored. You can trust me on that.

When my husband found a job opportunity in Barcelona (Spain), we moved there for a while. I was so glad I could finally boost my Spanish I started learning during my final university year!

Today, we are back in France, Landes, where I work in a French middle-school as an English teacher.

A new chapter is about to start...

Eleonora Martiian

***

There's always calm after the storm

There's always sun after the rains

Don't be afraid

It will be warm

So scream out loud, shake off your chains

The crowds will follow you tonight

You'll do a lot, there are no doubts

Keep watching stars high in the sky

Even if they're behind the clouds

***

Since time immemorial

We follow tutorials

Imagining boundaries

We dare not cross

We do the appropriate

We hide what we can create

Imagining boundaries

We dare not cross

There's nothing to worry us

We're no longer warriors

Imagining boundaries

We dare not cross

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POETRY

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«The old clock was slowly counting hours and minutes. In spite of the fact that the morning rays tickled his nose and prevented him from concentrating, the shaggy boy about 9 years old was drawing something on an unevenly torn off sheet of paper, then was crossing it out, then was writing again. Giving birth to the word, thoughts mixed with feelings fluttered in his shaggy head. This made him to reach for the pen and write again. Victories and failures, joys and sorrows, unknown depths of existence, a magical kaleidoscope of nature and, first of all, love - all this excited and inspired, added up in a moment and settled in verse lines, sealing up in the word. The pointers of a clock ran forward and counted the years. Uneven sheets of paper were folded into books», – said Yaroslav Skidan about his becoming.

Skidan Yaroslav – modern Kharkiv poet, member of the National Union of Writers of Ukraine, teacher of Ukrainian language and literature, head head of the circle «Literary Creation» at the municipal institution «Kharkiv center of research and experimental activities «Teachers House» of the Kharkiv regional council, graduate student of the Ukrainian language department of Kharkiv National Pedagogical University named after H.S. Skovoroda. Yaroslav Skidan started writing in the childhood, at the age of nine. He is an author of poetry collections «Tomorrow

will be...» (2007), «At the crossroads» (2011), books for children. Expect for artistic creative work Yaroslav Skidan is also known as a translator (he translated books for children from Byelorussian) and he does scientific research in the department of philology, in particular, ukrainian linguistics. The poet's poems are distinguished by a high artistic level, patriotic direction and current understanding of eternal themes. Yaroslav Skidan – diplomat and winner of nationwide Ukrainian literary festivals, participant of nationwide Ukrainian conference of young men of letters, multiple winner of regional literary seminar-review «Young Slobozhanshchina», winner of International Literary and Artistic Prize of M. Syngaivskii.

This is how the modern Ukrainian poet was born: ««The boy gradually became a member of the National Union of Writers of Ukraine. But Thoughts and Feelings didn`t leave him and therefore the Words continue to live and ask permission to be on paper». I suggest you seeing some of them.

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***

Kharkiv autumn,

A long scarf on her shoulders,

leaves in her red hair,

about to welcome the evening

is Mrs. Kharkiv autumn

The sun dancing in her eyes,

the fountains are breaking into a dance

and, as if besotted by that

are kissing her legs.

Autumn is laughing at that

and continues her walk in the park

— Why is the heart so happy?

— Kharkiv evening is upon us!..

English translation Svitlana Perlova
literary redaction by Tatyana Varenko

***

It is raining, in a rush cracking the sky open

as if wanting to shower generous gifts.

A spectator today, I do not need to hurry,

lost amid drops, I am waiting: for the Maitre to compose

a tenderly winged melody – of a flock of doves flying.

The sky has become beautiful despite all the weeping.

May work be humming alongin and deadlines approaching –

What is mine will be – mine, and it won`t escape me.

The rain came and went leaving its traces on the asphalt.

I have been in stand by

sticky fussing around just not for me

Trucks are rattling along; trees are playing

Vivaldi everyone wait. I have waited for calm for so long…

***

The sun has buried

its beams in clay

with a bit of its soul

left within the ground.

God found that clay

and created a human,

but retained one piece

hidden in His hands.

He gave it to the human

to use it to invent

sounds and words

for speaking.

And for as long as

the language exists,

for so long will

the human race live.

English translation by Koval Kateryna
literary redaction by Tatyana Varenko

Cite materials as:

FICTION

ZHADAN Serhiy

Serhiy Zhadan (born 1974) is an extraordinary writer. Sometimes it seems that he can see through the walls of human souls. He penetrates the souls and extracts such information about people that remains a mystery even for themselves.

And then he writes, both poetry and prose, where he reveals human fears and hopes, passions and loneliness, dreams and frustration... He actually writes about the things people could have been totally unaware of. It is especially interesting to read Zhadan when he writes about women. Apparently, something opens to him, a certain veil behind which the Woman appears as an unfathomable being with her body and soul. And he simply reads this information and interprets it to his reader. Just read and you will see that.

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"Fire Arms and Knives"

(Kharkiv: Family Leisure Club, 2012)

Writing about women

***

He spoke differently about women, women, he claimed, provided the change of seasons. This is indeed what happens: you think winter is when it snows. But nothing like that. In fact, it is when she wakes up around noon and, without getting out of her bed, she begins to complain, say, it's the end of December, but there's no snow, and the birds in the park merge into the black ground, open like a wound. And she says so, as if it were your fault that there's no snow, as if it were you who, in the morning, while she's sleeping, gets out on dark streets and shovels the snow that fell overnight, to the basements, manholes and bags of passers-by.

***

And she finally gets out from under the blankets, and pulls on men's sweaters, and warms her hands for a while under hot water, rummages through the rooms, looking for everything that was so consistently lost and arranged yesterday – her phone and notebook, keys, computer and business cards, puts all things in their places so that they, these things, are hopelessly lost. And only then she makes herself some tea and gets onto the balcony. She stands there and gazes at the smooth celestial plain, freezing quickly, but stubbornly unwilling to leave her air watch. And in the frosty air the tea smells so desperately of Ceylon, and she burns her fingers so persistently on the hot mug, that the snow, eventually gives in and begins to fall. And thus it will go on for the next three months.

***

In summer, instead, she is calm and sensible. In summer, her skin loses this feeling of passing darkness, the feeling of the sky moving. She loses track of time, without noticing how dusk is gradually falling after an endless day and the dry horizon is filling up with colors and charcoal. In summer, her skin is as warm as sand, and even at night it does not lose its warmth, as summer nights are too short to change anything. But summer days are long and measured, and there is no point in keeping

track of time, there suddenly is so much of it that keeping track of it becomes the same as keeping track of the changes in the surrounding darkness – it is not clear yet who is on whose track.

***

And the watch on her wrist is just a piece of jewelry that shines in the sun, without performing any functions. The air assumes all the functions, it pushes her forward through hot alleys and stops her in a dark suffocating archway, where no daylight enters. In summer, she catches the sun, it stays on her clothes and hair, it warms her palms and calves, dazzles her, reflecting from the windows of offices and trams. In summer, trams stay at their terminals so long, that after getting on one of them and taking a window-seat, she gets off it after a while and walks, passing a stop after a stop and feeling how much time and how many stops she has left.

***

And the most interesting thing is the conversations, something that she shares when we meet. This does not happen in men's conversations – men are usually reserved and silent, even if they say something, they either immediately start bragging and lying, or concealing any information that is important for them, so that after these talks, you still won't understand anything. She, on the other hand, always shares so openly as if you were a doctor, and she were afraid that by not telling something she will complicate your work, and won't allow you to make the only right diagnosis.

***

That's why she shares everything: the men she dreams of, who roam around her flat at night, quietly sneak to the kitchen, take alarm clocks and phones out of pots and bowls, pour sand and grain out of bottles, open windows, letting in the smell of leaves and smoke. She speaks about women she befriends, who complain to her every morning about the strange sounds behind the wall, about the birds looking in the windows, about the voices in the corridors, and about the threats in literary magazines.

***

She speaks about superstitions, formulas and codes, numbers used to open doors and make troops retreat; she speaks about children she meets on the streets and retells their conversations, she describes quarrels between janitors and the homeless, she mentions all the traffic guardsshe knows, describes the houses she ever visited, advertises fortified wines, that make her speech tart and slow, and the words intertwine like grass after rain.

***

But most of the time she speaks about her love: found and missed, gained and despised, stolen and lost, true and illegal, happy and doomed. Love that came suddenly and unexpectedly, love that she carefully built, love with a taste of fire and metal, with the remnants of night fights and morning silence, love that she went through quickly and then returned to all the time, love that she shunned and that helped her stay balanced.

***

She speaks, remembering and imagining, forgetting and shuffling the memories, protecting friends and blaming her female friends, revealing bloody secrets and showing crime scenes. She names the places where she was feeling good, shows the yards where she lost her faith, complains about the subway that made her feel lonely, recalls the bus routes that each time gave her strength. She repeats the names of her fiancés, says how she got along with them, what she liked about them, why she couldn't live without them and how she finally got rid of them all.

***

Maybe she needs someone else to know these things that are important for her, or maybe it is the other way around, maybe it is all worthless to her, that's why she tells her stories and parables with such ease, but either way, he said, the words of women have to be recorded, and if their words were written down, let's say, in the Scripture, it would be much more voluminous. And the world itself, he added, would be different if just women's words were written down in the Scripture. There would

be much more passion in this world. And far fewer crusades.

***

Writing about women, about their habits and fears, their words and deeds, you know in advance that you will not write the whole truth. The whole truth must remain outside the verses, it does not fit into the letters, it breaks the lines and banishes the punctuation marks. In relationships with women, there is such a strange thing that defies retelling, something like tenderness, although not quite – tenderness is still more tangible, more present in our lives.

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There is something beyond tenderness, and it is this thing, this mechanics of mutual destruction and interdependence usually disappears from the poems, gets lost in the folds of clothing, falls under the beds, settles to the bottom of the glasses. The system of hints and insights, something related to faith – it is this very side of the relationship that is mostly avoided by poets: consciously or subconsciously they feel that it is better to remain silent about such things, it is better to keep them, it is better not to cling to what will still pass.

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Poets, in general, are superstitious people, sometimes they take their superstitions for the laws of versification, for the principles of rhyming, that is why they write about women so, as not to say the main thing. They write about women's hair and jewelry, about clothes and dreams, about hearts, memories and worries, about laughter and concerns, about pregnancy, journeys and homecomings, about their own doubts and beliefs, about their own pleasure and distrust, about their incomprehension and fascination, about their tears and silence, their courage, devotion, strength and expansiveness, in a word, writing about women, they write mostly about themselves.

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Just because they have to keep some things for themselves, they can not and will not get rid of them, voice them and lose them. So they try to fill all that void with

letters and exclamation marks. And since it is simply impossible to act otherwise, we all accept this exciting game, we turn pages and find the hints and signs that only we are aware of, the traps and marks that only we understand. We study them, deciphering and memorizing, as if we were reading a textbook in the first language for the primary school.

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Cite materials as: