

“DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY
FACULTY OF FOREIGN LANGUAGES AND LITERATURES
ANNALS OF “DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY
LINGUISTICS, LITERATURE AND METHODOLOGY OF
TEACHING

VOLUME XXI
No. 2/2022

**This journal is included in
EBSCOhost
IDB SCIPHO
ICI Journals Master List 2021**



**<http://analefls.ucdc.ro>
analefls@ucdc.ro**

**ISSN 2065 – 0868
ISSN-L 2065 – 0868**

***Authors** take responsibility for their work and for the content of their publications, and the fact that it has not been previously published.*

**“DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY
FACULTY OF FOREIGN LANGUAGES AND LITERATURES**

**ANNALS
OF
“DIMITRIE CANTEMIR”
CHRISTIAN UNIVERSITY**

**LINGUISTICS, LITERATURE AND METHODOLOGY
OF TEACHING**

**VOLUME XXI
No. 2/2022**



“DIMITRIE CANTEMIR” CHRISTIAN UNIVERSITY BOARD

Momcilo Luburici	President
Corina Adriana Dumitrescu	President of the Senate
Marja-Liisa Tenhunen	Rector

EDITOR-IN-CHIEF

Onorina Botezat	Dimitrie Cantemir Christian University
------------------------	--

EDITORIAL BOARD FOR THE ISSUE

Olena Bieliaieva	Poltava State Medical University, Ukraine
Yuliia Lysanets	Poltava State Medical University, Ukraine
Oksana Koshulko	Hamburg Institute for Advanced Study

SCIENTIFIC ADVISORY BOARD

Florentina Alexandru	Dimitrie Cantemir Christian University
Cristina Athu	Dimitrie Cantemir Christian University
Carmen Beatrice Duțu	Dimitrie Cantemir Christian University
Onorina Botezat	Dimitrie Cantemir Christian University
Ana Cunha	Lusófona University
Mustafa Kirca	Çankaya University
Ertuğrul Koç	Çankaya University
Mary Koutsoudaki	University of Athens
Greg Kucich	Notre Dame University
Dana Lascu	University of Richmond
Mihaela Mateescu	Dimitrie Cantemir Christian University
Aleksandra Matulewska	Adam Mickiewicz University
Ramona Mihăilă	Dimitrie Cantemir Christian University
Emma Morita	Kindai University
Efstratia Oktapoda	Sorbonne, Paris IV University
Julieta Paulesc	Arizona State University
Elena Prus	Free International University of Moldova
Gülden Taner	Çankaya University
Silvia Tita	University of Michigan
Irina Mihai-Vainovski	Dimitrie Cantemir Christian University
Concetta Maria Sigona	University of Burgos
María Simarro Vazquez	University of Burgos
Estelle Variot	Aix en Provence University
Paolo Villani	Universita degli Studi di Catania
Alain Vuillemin	Artois University and Paris-Est University
Iulia Waniek	Dimitrie Cantemir Christian University

CONTENTS

LINGUISTIC AND PEDAGOGICAL STUDIES

TERMINOLOGICAL ABBREVIATIONS AND ACRONYMS: HOW NOT TO LOSE YOURSELF TRANSLATING AVIATION TEXTS?

Alla GOLOVNIA Anna SHCHERBINA.....9

NON-EQUIVALENCE IN TRANSLATION: ERRORS AND STRATEGIES

Anna OREL, Larysa SOKOLOVSKA,
Inna STOYANOVA, Yuliia VASIK..... 31

E-FREMDSPRACHENUNTERRICHT AN DER HOCHSCHULE IM KONTEXT DES „GENERATIONENUMBRUCHES“

Roksoliana KOKHAN45

BEYOND LANGUAGES: EXPLORING EARLY YEARS PRACTITIONERS' PERSPECTIVES ON SUPPORTING CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE IN ENGLAND

Maria Felicia IORDAN.....56

LITERARY AND CULTURAL STUDIES

THE SEARCH OF SELF-DETERMINATION IN MULTIETHNIC AMERICAN LITERATURE

Yuliia LYSANETS,
Olena BIELIAIEVA 87

THE HUMANITIES DISCOURSE OF THE IDEA OF THE UNIVERSITY: THE METAMODERN EXPERIENCE

Lidiia MATSEVKO-BEKERSKA94

YOUNG SCIENTIST SUPPORT DURING THE WAR

Anastasiia SIMAKHOVA 107

We STAND WITH UKRAINE: FROM THE ROOTS OF THE WAR TO THE UNDENIABLE VICTORY OF UKRAINE

Oksana KOSHULKO114

**TWO FIRST LADIES IN THE 21ST CENTURY:
BRIGITTE MACRON AND OLENA ZELENSKA.
OLENA ZELENSKA FOUNDATION IN PARIS**

Efstratia OKTAPODA 127

**THE DIALOGUE BETWEEN UKRAINIAN PRESIDENT
VOLODYMYR ZELENSKY AND SCIENCES PO PARIS:
AN EVENT CRYSTALLIZING THE SUPPORT
OF THE FRENCH ACADEMIC WORLD
TO THE UKRAINIAN PEOPLE**

Constantin LU 140

LINGUISTIC AND PEDAGOGICAL STUDIES

TERMINOLOGICAL ABBREVIATIONS AND ACRONYMS: HOW NOT TO LOSE YOURSELF TRANSLATING AVIATION TEXTS?

Alla GOLOVNIA¹
Anna SHCHERBINA²

Abstract: *The article is dedicated to the term “abbreviation” from the point of view of its coining and functioning in the aviation industry. The article sets its focus on the history of abbreviation, the reasons of abbreviations emerge in the language, the mechanisms of their formation as well as the peculiarities of abbreviations functioning in the language. The authors of the article provide various approaches to abbreviations classification, pointing pros and cons of each of them. In the end there are singled certain rules of their usage and functioning.*

Keywords: terminology, abbreviation, aviation industry.

1. Introduction

The emergence of abbreviations in the English written language is traditionally attributed to the 15th century. Literary records testify to the fact that as far as that time abbreviations of various types were widely used.

By the end of the 19th century the phenomenon of abbreviation was not typical of the language, and the first abbreviation names were naturally a violation of the established canons according to which nominative units were created in the language. At the beginning of the 20th century there was a sharp increase in the number of abbreviations, the abbreviation as a method of nomination significantly expanded the previous boundaries of the standard word formation (Shcherbina, 2021: 47). Abbreviations originated in the written language and entered speech. Acceleration in the pace of life, changes in the fields of political, scientific, and cultural life, the intensification of the development of mass communication, and the increase in the flow of information are among the key reasons for abbreviations emergence. Trends in the economy of communication affect all language subsystems as well as the desire to do without cumbersome phrases, to apply frequently used phrases with a fixed word order. Although abbreviations are words of a new type, they could not have originated from nowhere: already used

¹ Professor, National Aviation University allagolovnia2017@gmail.com

² Professor, National Aviation University anna0937894150@gmail.com

words and phrases serve as building material for them. A particularly large role in the creation of abbreviations belongs to word combinations, the intensive occurrence of which in the language is explained by the rapid development of civilization and the practical needs of public communication (Khalinovska, 2010: 52). Rapid and continuous increase in the volume of information (in particular, the increased number of printed editions), on the one hand, and the growth of complex, ambiguous names on the other, caused a natural desire to shorten the text through the introduction of abbreviations. Telegraphists were the first to use abbreviations "exclusively to save energy during the telegraphic or written transmission of certain words" (Gorokhova).

The definitions of the term "abbreviation" vary from source to source: "a shortened form of a written word or phrase used in place of the whole word or phrase" (Webster); "a short form of a word or phrase, made by leaving out some of the letters or by using only the first letter of each word" (Collins Dictionary), etc. Abbreviations are language units that contribute significantly to the optimization of the communication process. They are words, albeit peculiar, that can independently name objects and phenomena of real reality and act as one of the means of human communication. The complexity of the semantics of abbreviations is due, on the one hand, to a set of semantic differential features correlated with various qualities and properties of the attributed object. On the other hand, a word content plan is formed under the influence of linguistic and non-linguistic factors. Therefore, the abbreviation word is a carrier of elements of semantic, syntagmatic, syntactic and pragmatic influence.

In this type of word creation, more than anywhere else, the creative linguistic activity of a person is closely related to the active visual perception of reality - on the basis of a dismembered name, as a result of the simultaneous word creation, a linguistic unit with a new sound and graphic shell is created. Most abbreviations are considered as rational lexical units. The very structure of abbreviations is characterized by brevity, economy, semantic capacity and informativeness. Within communication, a speaker shortens the material form of communicative units according to certain rules and norms known, while increasing the speed and limits of the information flow from a speaker to a listener, concentrating it in one universe which should be evident to the addressee. The tendency to compress information and concentrate a certain number of linguistic phrases in one word is universal and indicates the effect of the principle of linguistic economy. Therefore, the abbreviation is one of the types of implementation of the principle of linguistic economy, and an addressee becomes a participant in modeling multi-component nominative units.

To support the communication process, an addresser and an addressee must have certain ideas about the general principles of language economy and be psychologically prepared for the active use of these language signs, which will help in the communication process to eliminate obstacles in the identification of abbreviations. The creation of abbreviations presupposes the presence of a determined meaningful context of the linguistic situation, which is necessary as a component when deriving the meaning of a linguistic unit. Abbreviations would not have acquired the meaning they have if there were no defined contextual conditions for their implementation and elements of previous experience in their use.

2. Demonstration

The emergence of abbreviations and their active use arise in connection with the possibility of actualizing the word before the end of its sound, and therefore shortening the message without particularly losing the understanding of the general meaning. Abbreviations require knowledge of the subject of the message and the coding principle. The use of abbreviated words implies not only the stipulated context, but also the communicative intentions of the subject, therefore, the meaning of the abbreviation can be realized not only with the beginning of its sound, all the previous linguistic and scientific experience of the participants in the act of language communication contributes to the actualization of the meaning of the abbreviation. In the process of communication, interlocutors have the ability to predict the meaning of an unspoken word thanks to contextual connections, associative fields of the words used, the language situation, which makes it possible to create phonomorphological variants of abbreviations. For a full understanding of the process of abbreviation, not only psycholinguistic features, but also linguistic ones, which will be considered below, play an important role.

Acronym is considered as a type of abbreviation (the term itself is *an acronym for the* first time appeared in the American scientific and technical literature in the early 40s in meaning "abbreviation similar to an ordinary word" (Asmukovich, 2011: 115), the formation of a word by compounding initial letters of the words included in the original word combinations. Intra-language non-figurative nomination takes place in abbreviations that are not acronyms Intralingual figurative nomination is an abbreviation with formation acronym [1, c. 16]. It should be emphasized that the development of the abbreviation is accompanied by instability of graphic and orthographic rendering of abbreviations. In fact, it can be argued that orthographic rules regarding the use of capitalization have been established letters in proper names, on the basis

of which the analyzed acronyms are formed in modern aviation terminology. The term "acronym" is very common in the English language. Acronyms are found in almost every scientific and technical text on aviation topics, as well as during radio communication of civil aviation, therefore it directly affects the quality of professional communication interaction between pilots and ground services.

The exact birth date of the term "acronym" is known: it is claimed that it was created in 1943 in the USA by one of the employees of the Bell Laboratory from the elements of Greek origin " akros " (extreme, upper) and " onoma " (name) (Varenko). However, in the linguistic literature, it receives various interpretations. In some works, this term is used to denote several types of abbreviations of lexical units, some referring to abbreviations of the *racon type* (*ra dar bea con*) and *loran* (*Long Range Aid that Air Navigation*), and *ICAO type* (*International Civil Aviation organization*) (Kennedy, 2008: 43). In this way, it includes telescoping words, abbreviations composed of abbreviations and initial sound-type abbreviations among acronyms.

Other authors understand this term more narrowly and refer only abbreviations of the compound type to acronyms, for example *avgas* – *aviation gasoline* (Kennedy, 2008: 2-18).

In the "*Dictionary of Linguistic Terms*" by O.S. Akhmanova, the term "acronym" is considered a synonym to the term "initial type of complex words" and, therefore, includes all types of initial abbreviations (Akhmanova, 2004: 36), for example: *aip* - *airport improvement plan*, *aws* – *air weather station*, *bri* – *basic rate interface*, *cab* – *civil aeronautical board*, *dvfr* - *defense visual flight rules*, *fir* - *flight information region*, *lrr* – *long range radar*, *mbt* – *maneuvers based training*, *ods* – *operational data store*, *prm* – *precision runway monitorrum* – *radar video map*, *sals* – *short approach lighting system*, *trd* – *technical reference data*, *upr* – *user preferred route*, *vale* – *voluntary airport low emission*, *wsr* – *weather surveillance radar* (Federal Aviation Administration)

As well acronyms can be considered as abbreviated words formed from the initial letters and elements of words of the nominative phrase and similar or those that coincide in their form (phonetic structure) with ordinary words, although in some cases it is possible to use individual non-initial letters and elements in acronyms telescopies that have a clearly dependent meaning, for example: *cat* – *clear air turbulence* (Federal Aviation Administration).

According to Collins dictionary an acronym is a word composed of the first letters of the words in a phrase, especially when this is used as a name (Collins), while Merriam Webster defines acronym as a word

formed from the initial letter or letters of each of the successive parts or major parts of a compound term (Webster), for example: *FAA – Federal Aviation Administration, fax – facsimile equipment, IATA – International Air Transport Association* .

The very concept of "reduction" already implies some changes in the structure; as a result of abbreviation, abbreviated units arise, structurally different from the original units. Three methods of morphological abbreviation can be distinguished:

- a) morpheme abbreviation: *vortac (VOR and TACAN combination)* (Kennedy, 2008: 2-144);
- b) initial abbreviation: *dcpc (direct controller-pilot communication)* (Kennedy, 2008: 2-33);
- c) combined method: *voice-atis (voice-automatic terminal information service)* (Kennedy, 2008: 2-144);

The concept of "morpheme abbreviation" needs an explanation. The morpheme abbreviation is not necessarily related to the morphemes that are distinguished during the morphological analysis of the word. Most often, under the conditions of morpheme abbreviation, "fragments" of words appear, in the selection of which the pragmatic principle of their "recognition" plays a significant role. As a rule, these "fragments" of words - unlike ordinary morphemes can be called "abbreviated morphemes" - make it possible to restore the corresponding full form in the mind, i.e. they are somehow related to the content plan. They preserve structural and semantic unity and are part of complex abbreviated units, which is not a typical of initial abbreviations.

Although abbreviated morphemes do not coincide in terms of their elements with ordinary morphemes, they nevertheless fit the accepted definition of a morpheme as the smallest (boundary, indivisible) and regularly reproduced according to the models of a given language unit of the system of expression, which is directly correlated with its corresponding element of the content system (sememe). Stating the differences between morpheme and initial abbreviation, it should also be noted that the first is used mainly in a conversational style, and the other is characteristic of a scientific one.

While studying the structure of shortened units, their comparison with the original units is of particular importance. At the same time, two aspects should be taken into account:

- 1) relation to the original unit - which elements are omitted in the process of abbreviation;
- 2) relation to a shortened unit - how, in what way, the unification of its elements into a single whole is achieved.

Therefore, after considering various features of the process of abbreviation, we can conclude that abbreviation is a one-time process, as a result of which a new unit is formed from an independent word or nominative phrase by omitting some elements that carry less information load, structurally different from the original one, but such which retain a certain semantic connection with it. In order for the formed unit to be perceived as a contraction, it is necessary that the new and original units coexist in the language at this stage of its development. The result of each individual process of abbreviation is a specific abbreviation. At the same time, intensive and regular repetition of these processes leads to the emergence and consolidation of a new way of word formation.

The issue of the relationship of abbreviations to word formation and their belonging to the phenomena of word formation nomination remains problematic. In modern linguistics, the most common answer to this is in the affirmative. Abbreviation is defined as a method of word formation. In order to assert this, it is necessary to briefly mention the generally recognized features of the word-forming nomination. What distinguishes it from other types of nomination:

- word-forming units are derived by their nature and necessarily presuppose the existence of a counterpart - a creative base;
- signs of derivation also include the presence of an internal form, the ability of the base to be divided into morphemes, the presence of a free root in the base, which can be used in a word without suffixes and prefixes;
- the previous feature of word-forming processes implies the presence of a word-forming tool, which actually is the carrier of a shift in the semantics of the derivative compared to the creative or represents some general word-forming processes and regularities - on the one hand, and in combination with the creative base forms a word-forming type - on the other one;
- a word-form uses ready-made units in the language, in the very process of a word formation there is always a creative act of naming, marking, etc.

The first out of the modern researchers who doubted the word-forming status of abbreviations and made his doubts public was R. Mogilevsky, who pointed out that in the absolute majority the abbreviation takes a special place in the language, without being a part of its word-forming system. The main argument for the opinion is absence of semantic shifts signs, derivation and motivation in the abbreviation.

After all, in order to talk about the word-forming status of abbreviations, it is necessary to study the phenomenon of abbreviation

on the basis of word-forming nomination and at the same time use primarily word-forming tools. It is exactly this approach that gives rise to a whole series of objections to the word-formation of abbreviations.

So, let's use the word-forming toolkit to refute the word-forming status of abbreviations.

Meaningful motivation. Abbreviations are not verbally motivated and do not have an internal form. The inability to correlate the abbreviation and the original unit (word or phrase) by structural and semantic features, such as zone and zoning. Secondly, all word-formatively derived names are based on some characteristic features of the named subject, phenomenon or named action, etc. In the linguistic literature, such a sign is called "internal form" i.e. the content that initiates the lexical meaning, is the basis of nomination and also the basis of motivation.

Abbreviations do not have such a distinguishing feature, and accordingly there is no internal form. In this regard, it is necessary to decode and decipher the formation of names, and not to interpret them as ordinary derivatives. In order to communicate, its participant is forced to return to finding out the components of the abbreviation and reproducing the original phrase every time. Since the meaningful transparency of abbreviations is a rather questionable thing, it is necessary to take into account the multidirectionality of decoding and reinterpretation of the content.

Structure of abbreviations. One of the features of actual word-formation processes is the obligatory correlation of the creative and derivative bases according to semantic and structural features. Such a feature involves the division of two components into the derivative: the initial one, which was the basis for creation, and the extended one. It is these components that form the semantic structure of the derivative, its expressions. Abbreviations differ from derived words by not having roots, an internal form, that is, those morphological properties that would symbolize the connection of sound complexes with the meaning they express. The formal components of abbreviations do not correspond to the morphemes present in the language. First of all, this makes it impossible to express linguistic and grammatical meanings and at the same time it is the evidence of the absence of such, which is caused by the nature of abbreviations emerging. Unlike word-forming devices, which have and do not lose their semantics even outside the word, the elements highlighted in the abbreviation outside the context lose any connection with the full counterpart - they are de-semanticized, de-etymologized.

Taking into consideration mentioned above reasons, it can be concluded that abbreviations do not belong to the phenomena of

word-forming nomination, since there is no semantic motivation between the original word combination and its abbreviated counterpart, the abbreviation has no formal derivation: it does not use a word-forming device as a carrier of word-forming meaning.

Abbreviation is not an accidental phenomenon, it is not a "spoilage of language", a whim of individuals, but is an objective and regular process caused by changes in the needs of communication caused by the society development and the internal laws of language development. The emergence and formation of an abbreviation - as a way of word formation - is only one of the elements of that systemic set of transformations that the language undergoes at the modern stage of its development. It seems extremely important to consider general aspects of abbreviation and some trends in the implementation of abbreviation in the English language. Abbreviation in the broad sense could mean any process in the language, as a result of which some original unit (X) loses part of its constituent elements (A) and turns into a "shortened" unit (X-A). Graphically, such a process can be expressed as X-(X-A). However, regardless the logical correspondence, this definition does not say much: it is not known what should be understood by the "initial unit", the nature of the process itself is not defined, its result is not fully understood ("reduced" unit) and, finally, it is not known what elements may be omitted. The following question is also extremely important: what are the connections between the "abbreviated" and "unabbreviated" units? Is the "reduced" unit a new unit, or does it, having lost the A element(s), continue to act as a variant of the "unreduced" unit? You can find out the essence of the abbreviation only by finding out these questions. It is clear, at least, that "reduced" units are secondary, they allow the existence of "unreduced", complete units. In addition, it is absolutely obvious that it is impossible to study and analyze the process of abbreviation and its result in isolation from its content.

Lexical abbreviations are characterized by the following features:

- 1) secondary nature of reduction, since they arise in the language of science not simultaneously with the corresponding concept emergence, and after some time, after that concept received own language expression in the words or phrases. Abbreviations usually exist in languages dictionary alongside with original words or phrases like their special parallel equivalents;

- 2) over time, a contraction can become an independent word in a series cases, that is the main way of expressing the most scientific and technical concept. The main factors which contribute to transformation abbreviations into an independent word, are: a) social significance

reduction; b) possibility of reading shortening according to sound standards of languages systems; c) word-creating features of reduction; d) regular reduction rendering in speech;

3) reduction can perform as new creative base and thus enriches vocabulary of national languages;

4) lexical reduction in some cases can to be a product of development graphic reductions due to certain conditions.

Like any class of lexical units, abbreviations can be classified according to certain characteristics. Ukrainian and foreign linguistics are generally consistent in their interpretation of the term "abbreviation" and the classification of abbreviations.

Popular in Ukraine linguistic reference book by David Crystal "The Cambridge Encyclopedia of the English Language" contains the following classification of abbreviations (Crystal, 2019: 35):

- 1) letter or initial abbreviations in which each of the components of the name is reduced to the initial letters pronounced as in the alphabet: *EHF* – *extremely high frequency* (Kennedy, 2008: 2-40);
- 2) sound abbreviations or acronyms consisting of the initial letters of the phrase components, but read as a single word: *SAC* – [*saek*] – *Strategic Air Command* (Kennedy, 2008: 311);
- 3) shortened abbreviations: *com* – *communications* [ICAO, c. 2-27];
- 4) telescopic abbreviations that combine the initial and final elements of the original phrase: *FZFG* – *freezing fog* (Kennedy, 2008: 2-52);
- 5) mixed-type abbreviations, where one part is pronounced as an initial abbreviation, and another part as a sound: *VTOL* – [*Vi : 'tol*] – *vertical take off and landing* (Kennedy, 2008: 2-145).

Another very detailed classification of abbreviations is provided:

1. Complex abbreviated words. Formed from the initial syllable (or initial syllables) of the first component and the entire second component of the phrase, for example: *propfan* – *propeller fan* (Federal Aviation Administration).
2. Words formed from the initial parts of two or more components of a syntactic phrase, for example: *satcom* – *satellite communication* (Kennedy, 2008: 205), *airprox* – *aircraft proximity* (Federal Aviation Administration), *arfor* – *area forecast* (Federal Aviation Administration), *comlo* – *compass locator* (Federal Aviation Administration), *autoland* – *automatic landing* (Federal Aviation Administration), *selcal* – *selective call* (Federal Aviation Administration).

3. Complex abbreviated words formed from the initial part of the first component (or first components) of the phrase and the initial or final part of the second component, in which the middle part is omitted, for example: *racon* – ra *dar* bea *con* (Federal Aviation Administration).
4. Letter abbreviations are those that are formed from the names of the initial letters of the components of a syntactic phrase, for example: *pdg* - *procedure design gradient* (Kennedy, 2008: 2-98), *waas* – *wide area augmentation system* (Kennedy, 2008: 2-146).
5. Sound abbreviations are those that are formed from the initial part of the first component and the sound abbreviation of other components of the syntactic phrase, for example: *tacan* - tac *tical* a *ir* n *avigation* (Kennedy, 2008: 2-128), *airc* – *airworthiness* committee (Federal Aviation Administration), *bonds* – bond ed s *tore* (Federal Aviation Administration).
6. Sound abbreviations, the constituent parts of which are sounds and numbers, for example: *H24* – *continuous day and night service* (Kennedy, 2008: 2-58), *R-063* – *magnetic course measured as 063 from a VOR station* (Federal Aviation Administration), *WGS-84* - *World Geodetic System – 1984* (Kennedy, 2008: 2-147).
7. Complex abbreviated words formed from the letter abbreviation of several first components and the initial part of the last component of the syntactic phrase, for example: *vsp* - vertical *speed* (Kennedy, 2008:2-145).
8. Complex abbreviated words formed from the letter abbreviations of the first and third components and the initial syllable of the second component of the syntactic phrase.

This classification is very detailed. All types of abbreviations are described extremely clearly. However, this classification has its drawbacks: it is quite difficult to use and does not provide special names for many types of abbreviations.

In the English technical language, the following types of abbreviations can be distinguished:

1) Letter abbreviations.

The abbreviated word is its first letter: *M* - *Mach number* (Kennedy, 2008: 2-77), and the abbreviated phrase is the first letters of the components: *mra* – *minimum reception altitude* (Kennedy, 2008: 2-83). Abbreviated words are pronounced completely.

In some cases, only the first element, which is pronounced as the alphabetic name of the given letter, falls under the letter abbreviation:

- 2) Constituent abbreviations. Constituent abbreviations represent the initial syllables of the components of word combinations: *navaid* – *navigation aid* (Federal Aviation Administration). They are written together and pronounced as one word.
- 3) Shortened words. Abbreviation of the word in which the initial part of the word remains: *fac* – *facility* (Federal Aviation Administration).

However, you can also consider a more simple classification of abbreviations, for example, Crown Academy of English defines the following 4 types of abbreviations in the English language (Crown Academy of English):

1. Initialism
2. Acronym
3. Shortening
4. Contraction

Let's consider each of these types in more detail.

1. Initialism

An initialism is formed from the first letters of a group of words.

We pronounce each letter individually:

ACAA - Air Carrier Association of America;

CAP – Civil Air Patrol;

EFB – electronic flight bag;

FL – flight level;

HUD - heads up display;

IA - information assurance;

MAA - maximum authorized altitude;

NCF - national control facility;

OFA - object free area.

In this case we should take into account rules used for capital letters. If the full form contains all capital letters, then we always write the abbreviation with capital letters:

For example, in the full form, we always write " Safety **A** ssessment of **F** oreign **A** ircraft, **F** ederal **A** viation **A** dministration " with capital letters for the first letter of each word because it is the name of an official organization. Therefore, we must also write the abbreviated form in capitals: **SAFA, FAA.**

SAFA ✓
safa ✗

FAA ✓
faa ✗

For the other cases (when the full form is **not** in capital letters), both forms can be used. It will be a choice of style:

" above ground level" - here the full form is **not** in capital letters, therefore we can choose:

AGL ✓

agl ✓

As well as in other examples of abbreviations, when the full form is **not** in capital letters:

near mid-air collision

NMAC ✓

nmac ✓

program designator code

PDC ✓

pdcc ✓

remote speaking system

RSS ✓

rss ✓

voluntary airport low emission

VALE ✓

vale ✓

airways facilities sector

AFS ✓

afs ✓

environmental assessment

AS ✓

as ✓

1. Acronyms

An acronym is formed from the first letters of a group of words. Usually, we pronounce the acronym as a word. For example:

NASA – National Aeronautical and Space Administration;

NATO - North American Treaty Organization;

ICAO - International Civil Aviation Organization;

IATA - International Air Transport Association.

The important issue with abbreviations is what is the correct way to write them: with capital letters or not. This is the same rule as for the initialisms. If the first letters of the full form are capital letters, then we always write the acronym with capital letters. For example, we always write "International Aviation Transport Association" with capital first letters because it is the name of an official organization. Therefore, we also write the acronym in all capitals: **IATA**.

IATA ✓

iata ✗

2. Shortenings

A shortening is an abbreviation in which the beginning or end of the word has been cut:

cour - courier

lon - longitude

loc - local or locally or located

nav – navigation

vice - visibility

radnet - radar network

These abbreviations are only used in writing. But when we pronounce or read them, we say the full version of the word.

In writing: "*Fly the aircraft*" may seem a very obvious thing to say, but it is easy to get sidetracked during a nav, especially during periods of high workload."

In speaking: "*Fly the aircraft*" may seem a very obvious thing to say, but it is easy to get sidetracked during a navigation, especially during periods of high workload."

3. Contractions

Contractions are abbreviations in which we omit letters from the middle of a word. We do NOT write a full stop at the end of a contraction. The first letter is a capital one only if the full word starts with a capital letter:

txt – text

tkof - take-off

sx - simplex

stn - station

The main feature of a scientific and technical text is an accurate and complete presentation of the material in the almost complete absence of those expressive elements that are used in fiction and that give the language emotional richness, the emphasis is on the logical, and not the emotional or sensual side of a statement. Authors of scientific and technical texts in the aviation industry must exclude the possibility of arbitrary interpretation of sentences that will later be translated in order to acquire the status of a regulatory and legal document, as a result of which such expressive means as metaphors, metonymies and other stylistic figures are almost never found in technical aviation literature.

This leads to the fact that the scientific and technical text of the aviation industry seems somewhat dry, devoid of elements of emotional coloring. However, it should be noted that despite all its remoteness from living spoken language, rich in expressive means, a scientific and technical text has a certain number of phraseological combinations of an aviation-technical nature that are neutral in coloring.

From the vocabulary point of view, the main feature of the aviation text is the maximum saturation with special terminology characteristic of this area. A term is a word (phrase) that conveys the exact name and description of a certain concept related to one or another field of aviation.

The terminological vocabulary makes it possible to present the content of this subject in the most accurate, clear and concise manner and ensures a correct understanding of the essence of the issue being treated. In the special literature of the aviation industry, the terms carry the main load, occupying the main place among other general literary words. The success of translation depends on the correct construction of the process. To create an accurate and consistent translation process, you should follow a few simple rules:

1. The first time you should read the text without a dictionary and try to understand the content of the aviation direction text, its construction and the presence of unfamiliar terms in it.
2. Highlight meaningful groups in a sentence.
3. Highlight the main members of the sentence.
4. Write out and translate all unfamiliar terminological units.
5. Translate the text, keeping in mind the peculiarities of the scientific and technical style in the Ukrainian language.

Since the scientific and technical text of the aviation industry is saturated with terms that bear the main load, we consider it necessary to consider the issue of terminology in a little more detail. In scientific and technical texts, words are usually polysemantic, that is, they convey the whole series of meanings that can quite often differ. Let's take for example the sum of the meanings of the word *jet*, which are concentrated around the single concept "jet plane": *jet release, gas jet, nozzle, jet, nozzle, jet engine, jet plane*. Along with this, the word *jet* has a number of figurative meanings that maintain, albeit more distant, connection with the main concept, for example, *jet lag* means a violation of the body's regime after arrival, a human condition that occurs as a result of the rapid crossing of several time zones. At the same time, this word has the meaning "*deep black color*", *gagat* (black amber), which is not at all similar to the basic concepts and interpretation of this word.

Such ambiguity of words is characteristic of artistic texts and indicates the richness of linguistic means of expression. Lexical ambiguity gives the language flexibility and liveliness and allows you to render the subtlest shades of thought, which is uncharacteristic of scientific and technical texts of the aviation industry.

That is why the main requirement for the term is unambiguity, that is, the presence of only one established meaning. In fact, not all terms meet this requirement, even within the aviation industry. The same applies to aviation abbreviations, for example: *MTTR (mean time that repair)* – 1. *average working time before repair*; 2. *average repair time* (Hilchenko, 2009: 195). Quite often there is a situation where the decoding of the same abbreviation can have several variants. In this

case, it would not be entirely correct to say that the abbreviation itself is multi-meaning, it would be more correct to note that the constituent abbreviations can represent different terminological units, for example: *DA*: 1. *data available*; 2. *decision height*; 3. *drift angle* (Hilchenko, 2009: 178), *FAM*: 1. *family of frequencies*; 2. *frequency-amplitude modulation* (Hilchenko, 2009: 183), *PER*: 1. *personnel*; 2. *preliminary engineering report* (Hilchenko, 2009: 199).

Such a circumstance usually complicates the translator's work and is an obstacle to accurate understanding of the text. However, there are at least three solutions to such a seemingly hopeless situation: 1. use the context in order to understand which terminological phrase is hidden behind this abbreviation; 2. perform a descriptive translation; 3. omit terminological units, if this does not distort the content of the entire text. However, in most cases, the conscious choice of an analogue should be dictated only by a good knowledge of the peculiarities not only of aviation terminology, but also of the aviation industry itself. Therefore, the active cooperation of linguists and professionals from other branches of science indicates the need for a multi-faceted analysis of special terminology (Yencheva, 2012: 48).

The nature of the construction and use of abbreviations of names is diverse. Letter abbreviations are widely used in aviation terminology as text abbreviations, codes and scientific and technical terms.

One of the ways of creating aviation terms is an abbreviation. The intensive use of abbreviations is caused primarily by non-contractual factors, in particular, the activation of Ukraine's international relations in the field of aircraft construction, air traffic management, state cooperation with international organizations ISAO, IATA, etc. The appearance of a significant number of complex syntactic structures to denote certain concepts somewhat overloads the language, makes it less flexible, inconvenient for communication. In addition, some nominations are so cumbersome that it is very difficult to use them. In connection with this, intralingual factors operate in the modern language, the most important of which is the law of saving linguistic energy and linguistic means (Mezhzherina, 2013: 63).

Text abbreviations are used when a term is repeated multiple times in order to organize a more economical and coherent text. In this case, the abbreviations follow the line of preserving the initial letters of a term: *assigned altitude deviation* - *AAD* (International Civil Aviation Vocabulary, 2007: 2-1) , *circling guidance light* – *CGL* (International Civil Aviation Vocabulary, 2007: 2-25) , *distance from touchdown indicator* - *DFTI* (International Civil Aviation Vocabulary, 2007: 2-35), *elevation differential area* - *EDA* (International Civil Aviation

Vocabulary, 2007: 2-39), *final approach point – FAP* (International Civil Aviation Vocabulary, 2007: 2-45) , *ground-based augmentation system – GBAS* (International Civil Aviation Vocabulary, 2007: 2-53) , *instrument landing system – ILS* (International Civil Aviation Vocabulary, 2007: 2-63) , *local mean time – LMT* (International Civil Aviation Vocabulary, 2007: 2-74), *missed approach holding fix – MAHF* (International Civil Aviation Vocabulary, 2007: 2-77) , *noise abatement departure procedure - NADP* (International Civil Aviation Vocabulary, 2007: 2-86) , *oceanic control area - OCA* (International Civil Aviation Vocabulary, 2007: 2-91) , *precision approach terrain chart – PATC* (International Civil Aviation Vocabulary, 2007: 2-97) , *runway center line light – RCLL* (International Civil Aviation Vocabulary, 2007: 2-107) , *simple approach lighting system – SALS* (International Civil Aviation Vocabulary, 2007: 2-116) , *tropical cyclone advisory center – TCAC* (International Civil Aviation Vocabulary, 2007: 2-130) , *upper air route – UAR*, *visual flight rules - VFR* (International Civil Aviation Vocabulary, 2007: 2-143) , *world area forecast center – WAFC* (International Civil Aviation Vocabulary, 2007: 2-146) , *yellow caution zone - YCZ* (International Civil Aviation Vocabulary, 2007: 2-152) .

The main purpose of regulatory and technical documentation is to provide clear, reliable, legally established ICAO information, recommendations, rules, requirements, an objective description of the situation in the aviation industry, setting tasks and conditions for their solution, and most importantly - creating a clear, understandable structure for successful and safe functioning of the entire aviation industry and the possibility of unified implementation of regular, safe, economically profitable transportation. The abbreviation in the form of conventional codes was widely used when naming a series of aircraft and rotorcraft. Terminological abbreviations are close to text abbreviations. The difference between them is that a text abbreviation is used to save space in the text, while creation of terminological abbreviations is caused by the need to use concise terms (Yencheva, 2012: 50).

A characteristic feature of terminological abbreviation is that it is used as parallel variants of multi-component terms. At the same time, monosyllabic terms are not abbreviated, as they are quite convenient and concise to use. Multicomponent terms, being compressed, form new words that reflect the same features as the original term: *AVGAS - aviation gasoline* (International Civil Aviation Vocabulary, 2007: 2-18) , *TRANSLEV – transition level* (International Civil Aviation Vocabulary, 2007: 319), etc.

Extralinguistic factors indicate the intention to express the conceptual content with a minimum of linguistic means, the expediency

of using shortened forms of terminological phrases is explained by the fact that the conceptual side of the text is not distorted, the context excludes the possibility of inadequate understanding of shortened terminological phrases.

The activation of the process of compression of terminological phrases is caused by the following factors: 1) the need to preserve all the features that are in the original multi-word term (this can be aspired to, but impossible to achieve when using conventional word formation methods); 2) enormous possibilities of the English language do not always allow choosing a grammatical method for constructing a monosyllabic term; 3) letter abbreviations are a more simple way for the author (Khalinovska, 2010: 52).

The next trend can be called the expansion of the conceptual content of a term. Thus, the main classification of aircraft engines can be presented as follows: *piston engines (PE)*, *turboprop engines (TPE)*, *jet engine (JE)*. These terms are the core for the formation of even more complex and multi-component names, based on the sign "genus - species". For example, *a turboprop engine (TPE)*, *turboprop bypass engine (TPBPE)*, *turboprop engine with afterburner (TPEA)*, etc. The considered abbreviations are unambiguous within the limits of this terminology and have an important terminological feature - brevity. Using abbreviations as a replacement for a term is much easier than constructing terms using the usual methods used in the English language.

4. Conclusions

To sum up, each abbreviation needs a preliminary decoding and explanation of what each letter means separately and what full term the abbreviation corresponds to as a whole. The internal form of such abbreviations is forgotten much faster than the commonly used abbreviation. Therefore, an abbreviation is a multifaceted phenomenon that requires consideration of various aspects of its formation and functioning of technical terminology, in particular in the aviation industry.

Therefore, having considered the peculiarities of the formation and functioning of abbreviations of aviation terms, it is also necessary to investigate:

- the ratio of the number of abbreviations in two special dictionaries;
- correlation of individual letters of abbreviations and their corresponding words;

–the most ranked /frequent lexical items that generate contractions (Moskalenko, 2013).

The total number of selected abbreviations is 1,365 (English-Ukrainian dictionary of aviation terms) and 1,278 (English-Russian-Ukrainian Explanatory Dictionary for MEGA-modular training complex “Aeronavigatsia”, 2007). As a result of a long-term study, the following patterns were established: the letter *s* more often corresponds to the word *system*, 69 such correspondences were found, the letter *f* – *flight* – 47 correspondences, the letter *c* – *control* – 38 correspondences, the letter *r* – *radar* – 32 correspondences, the letter *d* – *data* – 31 matches. The letter *a* most likely means ‘air’, which was observed in 28 cases, *t* – *traffic* – 23 cases, *l* – *landing* – 22 cases, *i* – *information* – 22 cases, *n* – *navigation* – 21 cases. So, using the results of the research, you can probably determine the words that correspond to the letters of the abbreviation, trying to determine its meaning, if it is unknown. However, it is better to use specialized dictionaries for this purpose. The full results of the study are shown in Table 1.

Table 1
Most frequency compliance some letters word abbreviations

Letter	Number of terms	Word	Number of correspondences			Examples
			FAA	Mahan Air Aviation	ICAO	
A	300	Air	74	334	115	<i>ARTCC</i> - Air Route Traffic Control Center; <i>AWB</i> - air waybill; <i>DNA</i> - Air navigation directory; <i>ELISA</i> - air situation data generation.
B	34	Beacon	8	15	16	<i>ABN</i> - aerodrome beacon; <i>BCN</i> - beacon; <i>RHB</i> - radio homing beacon;
C	140	Control	65	297	50	<i>PCZ</i> - positive control zone; <i>GC</i> - guidance and control; <i>DTCS</i> - data transmission and control system;
D	95	Data	58	347	29	<i>ADP</i> - Automatic data processing; <i>CDA</i> - command and data acquisition; <i>FDOD</i> - flight data operation division;

E	54	Engine	0	31	5	<i>EECS - electronic engine control system; ABE - air breathing engine; ME – main engine;</i>
F	65	Flight	70	327	79	<i>FIS - flight information service; EFAS – en -route advisory service; UFIR - upper flight information region;</i>
G	38	Ground	9	111	22	<i>GCA – ground control approach; GMC – ground movement controller; AGL - above ground level;</i>
H	32	Height	6	17	6	<i>CH – critical height ; DH – decision height; HAA – height above aerodrome;</i>
I	64	Information	63	190	39	<i>FIS - flight information service; AEIS - aeronautical en - route information system; UIC - upper information center;</i>
J	4	Jet	1	6	2	<i>JP - jet pilot; JPL - jet propulsion laboratory; SSBJ - supersonic business jet;</i>
K	14	Keying	0	7	0	<i>A-BPSK – aviation binary phase shift keying; DCPSK - differentially coherent phase-shift keying; FSK - frequency shift keying;</i>
L	28	Landing	10	64	28	<i>LDA – landing distance available; ALS - automatic landing system; GPLS - glide-pass landing system;</i>
M	75	Management	92	190	10	<i>ASM - airspace management; DMS - data management system; FMD - flow management division;</i>
N	40	Navigation	17	105	27	<i>GPWS – ground proximity warning system; TACAN – tactical air navigation; MNPS - minimum navigation performance specification;</i>

O	56	Operation	52	14	0	O&M – operation and maintenance; ADO - aerodrome operations; FOO - flight operations officer;
P	71	Power	2	57	2	PS – power supply; OAPWL – overall sound power level; APU - auxiliary power unit;
Q	20	Qualification	0	6	0	QTR – qualification test report; QTP - qualification test plan; CCQ - cross crew qualification;
R	78	Radar	43	154	11	RPS – radar position symbol; RAR - radar arrival route; ARSA - airport radar service area ;
S	99	System	245	380	26	TCAS - traffic alert and collision avoidance system; OS – operating system; EFIS - electronic flight instrument system;
T	85	Traffic	52	165	29	TNI – traffic noise index; TIZ - traffic information zone; ARTC - air route traffic control;
U	33	Unit	14	163	12	ULD - unit load device; PU - power unit; FDSU – flight data storage unit;
V	40	Vertical	2	42	18	VSI - vertical speed indicator; VTO - vertical takeoff; MVG – master vertical gyro;
W	22	Weight	0	60	4	WLP - weight limited pay load; OTOW – operational take-off weight; MTOW - maximum take-off weight;
Z	4	Zone	4	14	18	ZT – zone time; RRZ - radar regulation zone; SRZ - special rules zone;

Fig. 1 presents a comparative diagram of the number of matches according to the two above-mentioned dictionaries.

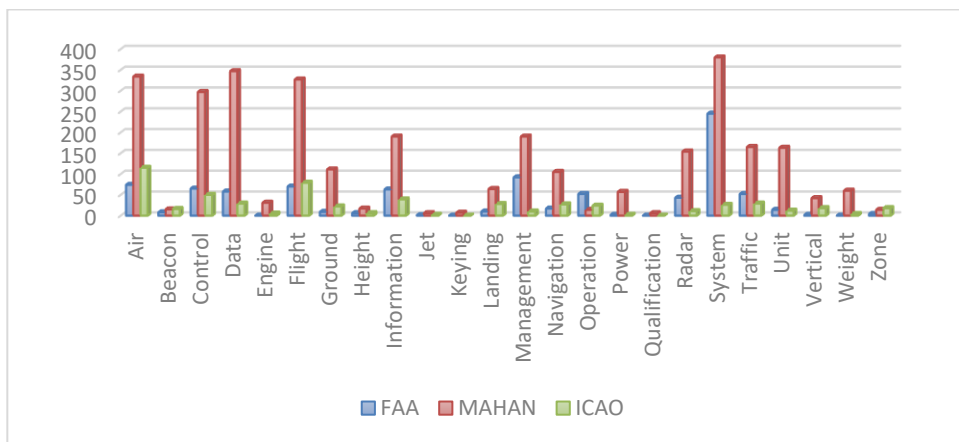


Fig. 1 Comparative chart of quantity correspondences in 3 dictionaries

The chart above shows us that all the represented words which constitute abbreviations are present in all three professional dictionaries, with the exception of such words as *engine* and *weight*, which are not listed in the FAA dictionary, as well as the words *keying* and *qualification*, which are not listed in the FAA and ICAO dictionaries, as well the word *operation* is not listed in the ICAO dictionary either. However, we believe that taking into account rather different total number of abbreviations and acronyms in these three dictionaries, to determine the words that are really most often included in the abbreviations, it is necessary to compare the percentage ratio of each word to the total number of abbreviations.

References

1. Shcherbina, Anna. Abbreviations in modern English aviation Terminology: Ways of Formation and Functioning Features in *Topical Issues in the Humanities: Intercollegiate Collection of Scientific Papers of Young Scientists of Ivan Franko Drohobych State Pedagogical University*, 36, 2021, pp. 132-139.
2. Khalinivska, Liudmyla: *Features Abbreviations in Ukrainian Aviation of Terminology* in Visnyk of National Lviv University, 675, 2010, pp. 50–53.
3. Gorokhova, Tetyana: *Ways of formation and functioning of abbreviations in aviation terminology*. — Mode of access: // http://fixed.ru/prikling/conf/stilsist1/print_putionnuetso.html
4. Webster, Merriam. *Thesaurus*. Mode of access: <https://www.merriam-webster.com/>

5. Collins Dictionary. — Mode of access: <https://www.collinsdictionary.com/dictionary/english>
6. Asmukovich, Iryna. *Formation and Development English Aviation Terminology* in Scientific Herald of Volynsky National University name after Lesya Ukrainka. 6, 2011, pp. 112–117.
7. Varenko, Maryna. *Problems of translation of abbreviations in aviation texts*. Philological sciences. — Mode of access: http://www.Rusnauka.com/16_ADEN2011/Philologia/688519.doc.htm.
8. Kennedy, John. 2008. AVIATION ENGLISH. *Teacher's Book for ICAO compliance*. Macmillan.
9. Akhmanova, Olha. 2004. *Dictionary of Linguistic Terms*. Editorial.
10. Federal Aviation Administration. Acronyms and Abbreviations. — Mode of access: <https://www.faa.gov/jobs/abbreviations>
11. Crystal, David. 2019. *The Cambridge Encyclopedia of the English Language*. Cambridge University Press.
12. Crown Academy of English. Types of English abbreviations. — Mode of access: <https://www.crownacademyenglish.com/types-english-abbreviations/>
13. Hilchenko, Ruslan. 2009. *English-Ukrainian dictionary of aviation terms*. — Mode of access: https://shron1.chtyvo.org.ua/Hilchenko_Ruslan/Anhliisko-ukrainskyi_slovyk_aviatsiinykh_terminiv.pdf?
14. Mezhzherina, Ganna: *Translation of English Aviation Terms-Abbreviations and Teaching Language Specialties*, 2013, pp. 62-64.
15. Yenchewa, Halyna: *Translation of Aviation Terminology Abbreviations and Acronyms* in Normative and Technical Documents in Problems of Semantics, Pragmatics and Cognitive Linguistics, 22, 2012, pp. 44-52
16. International Civil Aviation Vocabulary. 2007. — Mode of access: <https://www.spilve.lv/library/various/Doc%209713.pdf>
17. English-Russian-Ukrainian Explanatory Dictionary for MEGA-modular training complex “Aeronavigatsia”. 2007. NAU Publishing House.

NON-EQUIVALENCE IN TRANSLATION: ERRORS AND STRATEGIES

*Anna OREL, Larysa SOKOLOVSKA,
Inna STOYANOVA, Yuliia VASIK¹*

Abstract: *This research focuses on lexical errors made by the students majoring in translation and international relations in rendering non-equivalent words, namely neologisms. This study aims to gain a better understanding of the strategies that translators use when dealing with the problems and challenges that the linguistic phenomenon called lexical gaps present. Comprehension of such specific cultural units is conditioned by peculiarities of language and culture in which the units arose. When translating neologisms, in the absence of an equivalent in Ukrainian language, one can refer to four main translation techniques: transcription, transliteration, tracing, and descriptive translation.*

Keywords: lexical error, lexical gap, neologism, translation strategies

1. Introduction

The quality of the text of a translation is one of the basic categories of modern translation studies. The central problem of evaluating the quality of translation is the problem of determining the parameters of this very evaluation. Obviously, there are at least three groups of users of translated texts who objectively need to know such criteria. They are customers of translation, professional translators and students majoring in translation. Customers need such knowledge because they need to evaluate whether a translator's salary is worth the effort they put into their professional activities. Translators need to know about the criteria for evaluating the quality of the translation they perform, first and foremost, in order to have arguments to protect their product, but also in order to show the customer the difference between a professional translator and an amateur translator. Finally, students are the audience, which should be informed as soon as possible about parameters for translation quality evaluation, so that they won't get the impression that every teacher has their own preferences. Besides, constant evaluation of the results increases the student's motivation and, in most cases, greatly improves the quality of the translation in training conditions.

Translation evaluation is a task that has been carried out for centuries, with the initial focus being on the concepts of equivalence,

¹ Taras Shevchenko National University of Kyiv, City of Kyiv, Ukraine. vasikj@ukr.net

literalness or freedom of the translation and evaluation criteria being mainly subjective. As translation became established as both a profession and an academic discipline, evaluation has evolved and become even more complex, while often remaining a subjective exercise. The scope of evaluation as an area of research is enormous, and there is a vast body of literature on the topic in general that should be referred to before any quality-related research is initiated (e.g. House 1997; Nord 1997; Schäffner 1998; Gouadec 2010). Martínez Melis and Hurtado Albir (2001) offer a good overview of quality assessment in translation studies and call for more rigorous research in this domain. Saldanha and O'Brien (2014) focuses on research methodologies in translation studies addressing this issue as well.

Quality is a very important topic in translation, both in professional and pedagogical settings, and research involving quality assessment is also of importance since it allows us to measure the impact and effect of different variables on the translation product and process and to subsequently change our techniques, training, or tools in order to better meet quality requirements.

Martínez Melis and Hurtado Albir (2001) identify three possible settings for quality assessment: (1) literary or sacred texts, (2) professional, and (3) pedagogical. In our research quality assessment will be performed in pedagogical setting. This brings us to the consideration of the status of the translators whose work will be assessed for quality. Martínez Melis and Hurtado Albir (2001) outline three purposes of assessment: (1) the diagnostic function, which highlights abilities and shortcomings in the group being assessed; (2) the summative function, which is used to determine end results or knowledge acquired following the application of a particular process (such as a translation course), and (3) the formative function, where assessment is integrated into a learning process and is used to enhance learning. Clearly, a formative assessment model would be highly suited to a group of students in our case.

Quality assessment might focus on the product (the translation itself), the process (the means by which the translation is produced) or the user (the reception of the translation) (Saldanha G. and O'Brien S. (2013)). We are interested in translation as product, so we shall use a product-oriented quality assessment model in our research project. Product-oriented models are primarily, though not exclusively, error-oriented; that is, the translation(s) is/are compared to the source text and errors in meaning, transfer, terminology etc. are identified, categorized and assigned penalty scores.

A translation error is a term used in the research to describe any deficiency in translation. In our research we will focus on lexical errors

as the lexicon has an organizational role in the presentation of language systems and structures, and words can be considered as basic semantic units of the language, the meaning of which is key for translation. It is especially true for students majoring in international relations and translation. Students graduating from our Institute are future diplomats, ambassadors, presidents, opinion leaders, translators. The weapons of diplomats are words and these words as well as translation must be precise, unambiguous, and correct.

The fundamental idea of classification is conceptualizing and categorizing phenomena according to similarities or differences. Classification categories contribute to clarity when we have to describe and explain phenomena like, for example, errors and necessary changes in a translated text. They facilitate description, explanation, communication and mutual understanding, which could be useful for professional translators and for translation trainers as well.

Classification of errors is also very important in teaching proof-reading as well. Proof-reading is a part of translation work. The main goal of the proof-reading training is to raise awareness – awareness to all kinds of translation and revision relevant phenomena – and to enable description at different levels of abstraction. Apart from textual analysis and translation strategies, like all translation students, future proof-readers shall be trained to identify, classify and correct errors and to justify the proposed changes. The idea behind such training is that students shall be prepared to work as professional revisers in companies or translation agencies and be able to spontaneously revise all kinds of texts/ translations in different languages.

The classification of errors has also proved to be useful in an investigation of differences between errors produced in human translations and errors produced in translation supported by translation memory programmes.

In translation studies, much work has already been done as to quality management and the development of criteria for quality and evaluation of both translation processes and target texts. Among others, the work of House (1997); Brunette (2000); Lee-Jahnke (2001); Mertin (2006); Mossop (2007) and Künzli (2007a and 2007b) can be mentioned. Mertin (2006) discusses criteria for business and text-oriented classifications and grading of errors, and she demonstrates their application for professional translation in businesses or companies.

By far the most common type of quality assessment model adopted in the translation profession and in pedagogy is based on error typology, as in the case of the LISA quality assessment metric, the J2450, or the models described in Waddington (2001) and Hansen (2009). Typically, the

typology has a list of error types (e.g. language, terminology, style), which are sometimes categorized as major or minor, are awarded penalties and are weighted, with some errors considered more serious than others. Such models also tend to have thresholds for penalty points; once the threshold is reached the translation is deemed to have failed. The fact that such models are common across pedagogical and professional settings means that students can be prepared for working in a professional context; it means that there is a common currency, so to speak.

The classification described in Waddington's model reflects typical errors from Spanish into English and vice versa. An attempt to apply the classification to translations between English and Danish was made by Hansen (2009). Though the same units and levels are relevant – the structure of the languages and language pairs (in relation to each other) have an impact on the most appropriate classification of the typical errors. What is missing from the past studies is a comprehensive and structured approach in the typology of errors in Ukrainian-English pair in pedagogical setting for students with two majors: international relations and translation.

Obviously, translation in pedagogical conditions is not equal to professional translation. Here arises a question whether we shall develop our own specific criteria for evaluating translation in pedagogical settings or identify and agree with the universal scheme for evaluating professional translation.

2. Demonstration

Language of a particular nation reflects its' culture, history, traditions, lifestyle. According to Newmark, culture is "the way of life and its manifestations that are peculiar to a community that uses a particular language as its means of expression" (Newmark, 1988). Since language and culture are closely connected and since language is so important in communication then translation is an essential element in communication, exchanging cultures, and knowledge (Darwish Ali, 2010). Machine translation, dictionaries, textbooks help overcome difficulties in some aspects of the translation. However, despite this, it can be difficult to find a suitable translation equivalent. In the era of informatization and globalization, new words appear very fast. Many dictionaries do not include them, so translators must find their own solutions for their translation.

Linguists consider the word as one of the most important units forming a language (Derrida J.,1998). However, it is appropriate to consider those words that are not included in the dictionary, the so-called "non-existent" words (Derrida J.,1998, p. 181).

In linguistics such units are called *lexical gaps*. Vocabulary of all languages, including English and Ukrainian, demonstrates the presence of language gaps. There is a unanimous agreement between linguists and translation specialists of what a lexical gap means. Trask (1993:157) defines lexical gap as “the absence of a hypothetical word which would seem to fit naturally into the pattern exhibited by existing words”. The pioneer in field semantics, Lehrer (1974:95) states that the term “lexical gap” is multi ambiguous as it has been applied to all sorts of instances where a word, in one way or another, is missing. A lexical gap means the absence of lexicalization of a certain concept. A concept is lexicalized when a language has a lexical item to express the concept. The lexical item could be a single word, a complex word, an idiom or a collocation. The existence of a lexical gap will be noted only when a concept lacks lexicalization and is expressed by a free word combination or any other transformation (e.g. omission, translation different parts of speech, etc.). Culture-specific lexical units have been the object of investigation of many scholars. Lyons (1977, pp. 301-305) addresses lexical gaps from a structuralist perspective, as slots in a patterning. Lexical gaps are defined as empty linguistic symbols (Wang, 1989,) as empty spaces in a lexeme cluster (Fan, 1989), as a vacuum in the vocabulary structure of a language (Rajendran, 2001).

Sometimes the absence of equivalent is accounted for by the absence of the denoted object of phenomenon in the life of the target-language community, such as the names of meals, typical of the English way of living e.g. *lunch*, *high tea*; these words are often translated into other languages by means of explanation or by the words with close meaning. Sometimes the reason is different representation of the same thing in the language and mentality of the people. For example, the Ukrainian word *доба* doesn't have a one-word equivalent in English and is translated by combinations *day and night* or *24 hours*; Ukrainian *кватирка* is translated by the word *window* though it denotes only a part of it. Non-equivalent language units usually cannot be translated automatically and require translator's special attention (Andrienko et al, 2019, p.95).

In translation studies, culture gaps, i.e., items of language, text or culture, are partially or completely unintelligible in another culture (Lyubymova et al., 2018). They are subdivided into lexical, grammatical, functional, relative or absolute, and do not have equivalents in other languages or cultures (Markovina, 2004; Kazazi, 2014), reflecting such spheres of life as ecology, material and social culture, organizations, traditions, customs, activities, procedures, concepts, habits and gestures (Newmark, 1988, Slavova & Borysenko, 2018).

Non-equivalent language units include the words and word combinations denoting phenomena and notions, which are specific of a certain culture, characteristic of a certain language community. These words are referred to as culture specific, or realia; their non-equivalence is accounted for by the absence of similar phenomena in the life of other nations.

Culture specific language units usually fall into one of the following thematic groups: specific measures and monetary units, e.g. *dollar, pound, foot, гривня*; national food, clothes and everyday things or souvenirs, e.g.: *cornflakes, вареники, quilt, рушник*; culture specific activities and customs, e.g.: *Halloween, carol, вечорниці, зоняк*; social and political realia specific to a certain country (institutions, political parties, posts or offices etc.), e.g.: *Senate, peer, Lord Chancellor, Верховна Рада, Order of the Garter*; abstract concepts including aphorisms, quotations, literary background (esp., children's literature) necessary for understanding allusions, folk characters etc, e.g.: *Old Mother Hubbard*.

In trying to replace a message in one language with a message in another language, the translator loses some meaning, usually associative, either because she/he belongs to a different culture or because the receptor's background knowledge does not coincide with that of the source text receptor (cultural overlap). Thus, the transfer can never be total (Benjamin, 1955).

There may be 'referential' loss and the translator's language can only be approximate when describing an ethnic situation characterized by specifically local features: Americans, accustomed to Chinese cuisine and traditions, associate fortune cookie, served as a dessert in Chinese restaurants, with a thin folded wafer containing a prediction or proverb printed on a slip of paper. There are no such realia in Ukrainian, so the translation can be only approximate, descriptive or analogous.

The existing studies on lexical gaps adopting a cross-cultural perspective concentrate too much on the exploration into the lack of equivalents in the process of translating from the source language (SL) to the target language (TL). It is a very common fact that a term expressing a particular idea or concept in the SL may not have a corresponding equivalent in the TL. Every translation practitioner is well aware of this fact. In this circumstance, the translator has to resort to free word combinations or translation to give full expression to the idea or concept, which is expressed by one word in the SL. For example, the words in Ukrainian: *брить, борщ, вареники, кобза, трембіта* do not have equivalents in English. Therefore, when translating the words from Ukrainian into English, we have to use a phrase to do justice to their

meaning. For example, *укр. трембіта – an ancient trumpet of the Hutsuls, Eng. barber – укр. пара над водою в морозний день.*

Future International Relations experts are expected to possess a well developed translator's competence concerning professionally oriented texts. However, the ways to develop that competence seem to have been insufficiently studied which accounts for the need of further research into the problem. Among the most pressing issues within the said problem is the question of strategies the students select while translating in the classroom and during their independent work, as well as the related problem of the factors affecting their choice.

The use of neologisms, borrowings, idioms, phrasal verbs, polysemantic words, proverbs and some culturally specific items is what makes translation across cultures more difficult. A translator's success depends on understanding those items through understanding the culture of the source text. The more translators acknowledge and recognize cultural differences, the better their translation will be. Non-equivalence does not imply impossibility of translation: it only means that there may be no ready-made variants of translation and decision concerning the translation of such language units must be taken by the translator/ interpreter. There are two principal approaches to translating culture specific lexis: it may be based on the meanings and notions, familiar to the recipient culture, or may introduce some elements of the SL culture into the world view of the target audience.

One of the ways of representing culture specific words in a target language is *transcription / transliteration*, e.g. dollar – доллар, mile – миля, гривня – hryvna. This way of translation is suitable when the culture specific meaning of the word has been borrowed and is already familiar to the target language community. When the abovementioned way of translation does not sufficiently represent the meaning of the language unit, transcription / transliteration with *additional explication* is used. Explication is done via a word or phrase with a more general meaning which does not cover the whole nationally specific meaning, but refers it to a certain class of objects, e.g. *гетьман – Ukrainian military leader hetman; Downing Street, 10 – резиденція прем'єр-міністра на Даунінг Стріт, 10.* This way of translation is preferable when the representation of the word's pronunciation or spelling does not make the text understandable for the recipient. Sometimes the translator's background knowledge should be employed to compensate for those elements of the meaning which may be absent from the recipient's thesaurus. *Loan translation*, or translation by elements consists in the literal translation of the constituent parts (or the whole language unit) with the simultaneous borrowing of the meaning.

This way of translation is most typical of language units denoting social and political phenomena, e.g. *the Order of the Garter* – *Орден Підв'язки*, *the House of Representatives* – *Палата представників*; *коммунальні послуги* – *communal services*. When the target language offers a name for a likely though not quite similar phenomenon, translation by analogue is possible, e.g. *Palm Sunday* – *Вербна Неділя*, *колядки* – *carols*.

Finally, the meaning of the source language unit may be represented by means of *explanatory translation*, which lies in a multi-word description of the main features of the denoted object, e.g. *борщ* – *vegetable soup with beets and cabbage*; *shepherd pie* – *картопляна запеканка з м'ясом*. (Andrienko et al., 2019, p.98-99).

This study aims to gain a better understanding of the strategies that translators use when dealing with the problems and challenges that the linguistic phenomenon called lexical gaps present. Comprehension of such specific cultural units is conditioned by peculiarities of language and culture in which the units arose. These gaps can be noticed when two languages with two social and cultural differences are being compared.

Equivalent-lacking words include *neologisms*, i.e. newly coined forms. *Neologisms* are described as “a newly coined lexical units or existing lexical units that acquire new sense” (Newmark, 1988, p.140). They can be subdivided into different lexical groups, which are connected with the political sphere, people’s sexual orientations and sexual discrimination, the spheres of the Internet, technology, language and linguistics, racism and discrimination against different nations, psychology, human feelings and behaviour, ecology and biology, work and work-places, music, news broadcasting and newspapers. From a translation perspective, neologisms can be divided into ‘primary neologism’ formed when a new term is created for a new concept in a certain language and ‘translated neologisms’ formed when a new expression in another language is created for an existing term. In language learning and translation, neologisms pose several problems for learners and translators. A new use of an old word or expression is particularly difficult. Other problem arises from shifts in parts of speech, which create new grammatical usages and require attention to structure. Euphemisms created to suit new social and political preferences can be misleading.

Training translation students to identify, comprehend and translate neologisms is of ultimate importance due to their widespread use. Neologisms occur very often in mass media for their ability and power of information condensation and their expressive effect.

Translators have to render them in the target language by using quite complicated reasoning, that involves many factors, such as text type, creative traditions, literary norms etc.

The students tend to translate words literally rather than conceptually and give a single-word equivalent rather than a borrowing, periphrasis or explanatory equivalent. Students have difficulties with translating English neologism due to unfamiliarity with neologisms, lack of background knowledge, inability to understand the meaning of neologisms from the context. That's why the objective of this research is to provide students with practical solutions how to render neologisms in translation.

When translating neologisms, in the absence of an equivalent in Ukrainian language, one can refer to four main translation techniques: transcription, transliteration, tracing and descriptive translation.

Each of them should be considered separately.

Transcription is recording oral speech using a special system of signs. That is, when transcribed, the pronunciation is recorded by textual means of speech (e.g. *‘зумбі’* from engl. *‘zombie’*, *‘Рашизм’* – *‘Ruscism’*: *‘Ruscism’* sounds like “fascism,” but with an “r” sound instead of an “f” at the beginning; it means, roughly, “Russian fascism”).

Transliteration is the transfer of words or whole text written in letters of one alphabet, letters of another graphic system (e.g. *‘ковідіом’* from engl. *‘covidiot’*, *‘короніал’* from engl. *‘coronial’*, *‘Путлернет’* – *‘Putlernet’*: A portmanteau word joining three words: Putin+ Hitler+ internet to describe the sovereign internet Russia is attempting to implement as an alternative to the global internet, and in general the Russian segment of the internet).

There are also examples of borrowing words by transliteration with transcription elements and vice versa.

Translating by practical transcribing when international morphemes and lexemes are adopted in all languages according to the historically established traditions of their own is also common, (these are neo-nouns, neo-verbs, neo-adjectives formed by analogy with those already existing in the Ukrainian language or English language: e.g. *‘карантинка’*, *‘зумити’*, *‘ковідний’*, *‘кадирути’* – *‘to Kadyrovize’*: to engage in wishful thinking; *‘забайрактарути’* – *‘to bayraktar something’*: to destroy the military equipment of the enemy through drones; *‘затридіні’* – *‘inthreedays’* (in one word): In reference to Moscow’s statements that it “would take Kyiv in three days” at the very beginning of its invasion in February 2022. Now it is used to describe unrealistic plans, or ideas that might some people might strongly believe in, while others believe those plans will come to nothing;

‘кімуні’ – ‘to Kimize’: to maintain a high level of optimism, regardless of the situation. It refers to the optimism displayed by Mykolayiv region governor Vitalii Kim, who is of mixed Korean-Ukrainian heritage; ‘Шоїгувати’ – ‘to Shoigunize’: or pretend everything is fine, in reference to Russia’s Defense Minister Shoigu who repeatedly made claims about Russian victories in the war; ‘Макроніти’ – ‘to Macronize’: to pretend to be very preoccupied about a particular situation and publicly display signs of concern, and yet do nothing about said situation. This is in reference to French President Emmanuel Macron and his statements about the situation in Ukraine.).

Another method – descriptive translation – is the most commonly used method of translating non-equivalent vocabulary. The advantage of descriptive translation is the ability to translate any non-equivalent lexical items using a detailed description.

‘Body mullet’ – ‘комплект одягу, який використовуються виключно для Зоот-конференції. Зазвичай це щось гарне зверху, а нижче поясу – білизна або навіть її відсутність’.

‘NOVID-19’ – ‘19 хвилин після надто активної взаємодії з людьми без маски, протягом яких ви відчуваєте, як у вас починає дерти в горлі й зростає впевненість у тому, що ви помираєте. Часом це триває довше і може супроводжуватись навіженим миттям рук та полосканням горла антисептиком.’

‘бавовна’ – ‘massive explosions’.

One more way of rendering neologisms is translation proper (e.g. *‘на відстані доміно’ from engl. ‘domino distancing’, ‘якийсьіз-днів, жоденіз-днів, чийдень, колидень, розмитийдень, чомудень, немаєріз-ниціякийдень’ from engl. ‘Someday, Noneday, Whoseday?, Whensday?, Blursday, Whyday?, Doesn’tmatterday’; ‘валіти Шольца’ – ‘to play Scholz’: This refers to the German chancellor Olaf Scholz, and is used to describe a person who constantly promises to deliver but fails to do so, given that Scholz promised to provide Ukraine with German weapons but has dragged his feet in delivering them; ‘війна владіміра проти Володиміра’ – ‘Vladimir-versus-Volodymyr war’: This is widely used in English-speaking twitter community to underline the deep difference between the respective countries. The phrase has become viral since it’s similar to #Kyiv_not_Kiev campaign, where contrast between russian and Ukrainian ways of spelling the same toponym is obvious.).*

Let’s consider some more examples from mass media.

1) Коли сьогодні російський міністр оборони *‘влаштовує телефонну карусель’* і обдзвонює іноземних міністрів із розповідями про так звану брудну ядерну бомбу, усі все добре

розуміють. Розуміють, хто є джерелом усього брудного, що тільки можна уявити в цій війні.

When today the Russian defense minister ‘arranges a crackpot whirligig’ (telephone whirligig and calls) out of phone calls to foreign ministers and tells them stories about the so-called dirty nuclear bomb, everyone understands the situation perfectly well. Everyone understands who is the source of everything dirty that can be imagined in this war.

2) Радник міністра пояснив, що кремлівський режим наляканий великою кількістю охочих здатися в український полон і розуміє, що їхня кількість зростатиме; саме тому ‘вагнерівці’ і лякають потенційних полонених. (<https://tsn.ua/amp/ato/strata-vagnerivcu-kuvaldoyu-u-mvs-poyasnili-navischo-rosiyani-opublikovali-zhorstoke-video-2201197.html>)

The adviser to the minister explained that the Kremlin regime is frightened by the large number of people willing to surrender to Ukrainian captivity and understands that their number will grow, that is why ‘the Wagnerites’ are hammering potential captives.

3) У прикордонному з Україною місті Грайворон Белгородської області і навколишніх селах сталася ‘бавовна’. (<https://tsn.ua/ato/bavovna-v-byelgorodskiy-oblasti-okupanti-neoberezhno-pokurili-u-prikordonnomu-grayvoroni-foto-video-2175721.html>)

‘Massive explosions’ happened in the town of Graivoron, Belgorod Region, bordering Ukraine, and in the surrounding villages.

4) Що за “аномалія” примусила ‘орків’ “прискоритися” із відстрілом ‘мopedів’ – не зовсім зрозуміло. (<https://tsn.ua/amp/ato/droni-kamikadze-chomu-rosiya-zaznala-fiasko-z-mopedami-i-chi-prodovzhitsya-raketniy-teror-2175226.html>)

What kind of “anomaly” forced the ‘Russians/Orks’ to accelerate the process of using ‘Shahed-136/mopeds’ is not entirely clear.

5) ‘Профанацію’ з київськими ‘Пунктами незламності’ ніхто нікому не пробачить. (<https://tsn.ua/ato/profanaciyu-nihto-ne-probachit-zelenskiy-rozkritikuvav-vidomstvo-klichka-cherez-punkti-nezlamnosti-2209963.html>)

‘Defilement’ with the Kyiv ‘Stations of Invincibility’ will not be forgiven.

6) Оглядачі Бі-бі-сі зазначають, що Макея вважали ‘зв’язковим’ Олександра Лукашенка із Європою. Крім того, після російського вторгнення в Україну саме Макей був одним із посередників у перемовинах між Україною та РФ в лютому та березні. (https://lb.ua/world/2022/11/26/537208_pomer_golova_mzs_bilorusi_volodimir.html)

BBC observers note that Makei was considered Alexander Lukashenko's '*orderly*' with Europe. In addition, after the Russian invasion of Ukraine, it was Makei who was one of the mediators in the negotiations between Ukraine and the Russian Federation in February and March.

3. Conclusions

Thus, a lexical gap is any fragment of the text that is perceived as something unclear, something that is difficult to explain, incomprehensible, especially to the reader or listener that has other cultural concepts. Translation difficulties, implicitness and intertextuality are theoretically important problems of translation studies. It should be kept in mind that there is a possibility of the cultural misinterpretation associated with the lack of appropriate lexical material. As translation performs the function of intercultural communication means, cultural competency becomes very important together with language competency. It is not enough to possess only verbal means of communication, characteristic of a specific language group, it turns out to be insufficient from the point of view of preserving the cultural specificity of the original. Translation of lexical gaps requires the translator's background knowledge of the culture of other nations. The choice of the way of translation is to be made with the account of the situation and aim of communication, of the recipients' background knowledge and cultural value of the source text.

The main problem of neologisms' translation is that neologisms are terms, words or phrases that are only in the process of entering the common language, they are usually not codified, so the translation can be complicated. For the correct translation of neologisms, the translator must understand the context and understanding of the realities of the language environment from which the neologism is translated. However, the most important thing is to understand the meaning of neologism. In addition to the accuracy of the content of the translation, it is important to convey the emotional colour of the neologism and the text as a whole. It is obvious that translation of neologisms poses a number of difficulties for the translator due to its metaphorical nature and connotational shades.

References

1. Tatiana Andrienko, Oleksandr Kinshchak, Natalia Chumak, Tamila Oryshechko-Bartoha, Iryna Shpeniuk, Inna Stoyanova. 2019. *Intercultural Communicative Interaction. Translation Concepts*. Vega Press, Silicon Valley. California
2. Benjamin W. 1955. *Illuminations*. New York: Harcourt, Brace & World.
3. Brunette, L. 2000. *Towards a terminology for translation quality assessment: A comparison of TQA practices in The Translator*, 6-2, pp. 169-182.
4. Darwish Ali. 2010. *A Journalist Guide to Live Direct and Unbiased News Translation*, Melbourne: Writescope Pty Ltd.
5. Derrida J. 1998. *Monolingualism of the Other or the Prosthesis of Origin* [translated from French by Patrick Mensah]. California, Stanford: Stanford University Press.
6. Derrida J. 2001. *What is a «Relevant» Translation? Origin in Venuti Source: Critical Inquiry*. 2001. Vol. 27 (№ 2), pp. 174–200.
7. Fan, G. L. 1989. *Word families, gaps in word families and their use in Chinese Language Learning*, 2, pp. 42-45.
8. Gouadec, D. 2010. *Quality in Translation*, in Yves Gambier and Luc Van Doorslaer (eds). *Handbook of Translation Studies*, Vol. 1, Amsterdam & Philadelphia: John Benjamins, pp. 270-275.
9. Hansen, G. 2009. *Some Thoughts about the Evaluation of Translation Products in Empirical Translation Process Research in Inger Mees, Fabio Alves and Susanne Göpferich (eds) Methodology, Technology and Innovation in Translation Process Research*, Copenhagen: Samfundslitteratur, pp. 389-402.
10. Hansen, G. 2009. *A Classification of Errors in Translation and Revision* in M. Forstner, H. Lee-Jahnke, & P. A. Schmitt (Eds.), *CIUTI-Forum 2008: Enhancing Translation Quality: Ways, Means, Methods*. Peter Lang. pp. 313-326.
11. House, J. 1997. *Translation Quality Assessment: A Model Revisited*. Tübingen: Gunter Narr.
12. Kazazi, L. 2014. *The lacuna as a cultural phenomenon: analyzing Martin Camaj's "Circles" in Journal of Educational and Social Research*, 4(4), pp. 353–356.
13. Künzli, A. 2007. *The ethical dimension of translation revision. An empirical study*. *JoSTrans* 8, pp. 42-56.
14. Lee-Jahnke, H. 2001. *Aspects pédagogiques de l'évaluation en traduction* in *Meta* 46-2, pp. 258-271.
15. Lehrer, A. 1974. *Semantic Fields and Lexical Structure*. Amsterdam: North-Holland Publishing Company.
16. Lyons, J. 1977. *Semantics*. Vol. I. Cambridge: Cambridge University Press.
17. Lyubymova, S., Tomasevich, N., & Mardarenko, O. 2018. *On lacunarity in translation of culture specific concepts: Transletters* in *International Journal of Translation and Interpreting*, 1, pp. 65–78.

18. Markovina, I. Yu. (2004). *Metod ustanovleniya lakun issledovaniietnopsikholingvisticheskoy spetsyfyki kultur [Method of Establishing Lacunae in Researching Ethno-Psycho-Linguistic Specificity of Cultures]* in *Voprosy psikholingvistiki*, (2), pp. 58–64.
19. Martínez Melis, N., Hurtado A. 2001. *Assessment in Translation Studies: Research Needs in Meta* 46(2): 272-287.
20. Newmark, P. 1988. *A Textbook of Translation*. Hertfordshire.
21. Orel, A., & Vasik, Y. 2021. *Language of Corona-Twitter: Covid-19 Neologisms in InterConf*, (71), pp. 158-164.
22. Rajendran, S. 2000. *Lexical gap in the vocabulary of Tamil Language*. Uploaded in academia. edu. and Research Gate.
23. Slavova, L., & Borysenko, N. 2018. *Rendering cultural information in translation: English-Ukrainian direction* in *Odessa Linguistic Journal*, 11, 167–173.
24. Trask, R. L. 1993. *A Dictionary of Grammatical Terms in Linguistics*. London: Routledge.
25. Wang, X. J. 1989. *Empty signs in language in Chinese Learning Monthly*, 2, pp. 67-70.

Sources

26. <https://tsn.ua/amp/ato/strata-vagnerivcya-kuvaldoyu-u-mvs-poyasnili-navischo-rosiyani-opublikovali-zhorstoke-video-2201197.html>
27. <https://tsn.ua/ato/bavovna-v-byelgorodskiy-oblasti-okupanti-neoberezhno-pokurili-u-prikordonomu-grayvoroni-foto-video-2175721.html>
28. <https://tsn.ua/amp/ato/droni-kamikadze-chomu-rosiya-zaznala-fiasko-z-mopedami-i-chi-prodovzhitsya-raketniy-terror-2175226.html>
29. <https://tsn.ua/ato/profanaciyu-nihto-ne-probachit-zelenskiy-rozkritikovav-vidomstvo-klichka-cherez-punkti-nezlamnosti-2209963.html>
30. https://lb.ua/world/2022/11/26/537208_pomer_golova_mzs_bilor_usi_volodimir.html

E-FREMDSPRACHENUNTERRICHT AN DER HOCHSCHULE IM KONTEXT DES „GENERATIONENUMBRUCHES“

Roksoliana KOKHAN¹

Abstract: *Blended Learning / Teaching als Realität des modernen Bildungsprozesses führt zu wissenschaftlichen und methodischen Diskussionen über dessen Organisation. Die Berufsausbildung eines Studenten ist ein ständiger Gegenstand der pädagogischen Zusammenarbeit, und daher sollte deren Organisation die generationellen Besonderheiten des Lernpublikums berücksichtigen, weil sowohl Studenten, als auch Dozenten unter dem Einfluss sozialer, kultureller und historischer Faktoren erhebliche Veränderungen erfahren. Der Erfolg und die Wettbewerbsfähigkeit eines Hochschulabsolventen auf dem modernen Arbeitsmarkt hängen unmittelbar vom Niveau seiner Fremdsprachenkompetenz ab, deren Ausbildung im Mittelpunkt der Bildungs- und Ausbildungsprogramme aller Fachrichtungen steht. Die Figur des modernen Studenten, eines Vertreters der Generation Z, im Kontext des Fremdsprachenerwerbs an der Hochschule zu verstehen, scheint eine wichtige Voraussetzung für die qualitative Gestaltung eines effektiven Bildungsprozesses zu sein.*

Keywords: Blended Learning; Generation Z; SOL; Fremdsprachenkompetenz; Interaktion; kooperatives Lernen; entdeckendes Lernen

1. Einleitung

Rasche Entwicklung der Tendenzen des digitalen Unterrichtens und Lernens bildet für Lehrkräfte zahlreiche Perspektiven und Möglichkeiten bei der Gestaltung des Lehrprozesses, aber gleichzeitig gerät man in eine Falle, wo jede neue Möglichkeit geborgene Hindernisse und Herausforderungen versteckt – nämlich diese Herausforderungen machen diesen Beruf besonders attraktiv.

Die neuesten Methoden, Instrumente und Mechanismen, deren Einsatz auf die Notwendigkeit zurückzuführen ist, den Lernbedarf umfassend zu decken, sind ein Indikator für das Interesse der Zielgruppe am Prozess des Wissenserwerbs. Der rasante, manchmal zu starke Fortschritt der Globalisierung hat das Heute der Ausbildung neu formatiert. Die leichte Zugänglichkeit verschiedener Bildungsquellen macht den Lernprozess interessant und interaktiv, aber dabei entsteht immer wieder das Problem des korrekten Umgangs mit den Quellen.

¹ PhD, Dozentin, Nationale Iwan-Franko-Universität Lwiw.

2. Literaturüberblick

Das Erlernen einer Fremdsprache ist ein obligatorischer Bestandteil aktueller Bildungsprogramme und seit langem ein wichtiger Bestandteil der Berufsausbildung von Studenten aller Fachrichtungen. Das Portfolio eines modernen, wettbewerbsfähigen Hochschulabsolventen enthält ein umfassendes Testen seiner beruflichen Kompetenz, insbesondere der erforderlichen Soft Skills, sowie des Grades der Integration in die Berufswelt.

Die Methodik des Unterrichts einer Fremdsprache steht im Zentrum des Forschungsinteresses vieler Wissenschaftler: K.-R. Bausch, I. Bim, V. Butskam, R. Czaplikowska, L. Götze, G. Helbig, G. Henrici, E.K. Horwitz, B. Hufeisen, V. Janíková, H. Krist, H.-J. Krum, B. Lapidus, M. Michels-McGovern, G. Neuner, H. Pürschel, J.C. Richards, T.S. Rodgers, J.-P. Timm u.a.

Der experimentelle Charakter des heutigen Bildungsprozesses (Lernen „von der Couch“) ermöglicht viele Variationen im Bereich der Sprachlehrmethoden. Die Forscher I. Adamova und T. Golovachuk haben das Wesen des Fernunterrichts umrissen – als „eine neue, spezifische Form der Bildung, die sich etwas von den üblichen Formen des Vollzeit- oder Fernunterrichts unterscheidet. Sie bietet andere Mittel, Methoden, Organisationsformen des Unterrichts, eine andere Form der Interaktion zwischen Lehrer und Schüler, zwischen den Schülern untereinander“ (Adamova, 2012). Dabei scheint die Figur des Lehrers und des Lernenden entscheidende Komponente bei der Umsetzung der Bildungsinhalte zu sein.

Daher ist es interessant, das Fernformat des Erwerbs von Fremdsprachenkenntnissen an einer Hochschuleinrichtung zu betrachten. Die Organisation des Bildungsprozesses, insbesondere der Inhalt von Lehrplänen und Arbeitsprogrammen, der Inhalt von Lehrplänen akademischer Disziplinen und die Unterrichtsplanung hängen sowohl von den fachlichen als auch von den persönlichen Besonderheiten der Studierenden ab. Für ein detailliertes Verständnis der modernen methodischen Herausforderungen beim Lernen/Lehren einer Fremdsprache lässt sich die Organisation der Ausbildung im Rahmen des Generationenparadigmas betrachten. Die von den amerikanischen Wissenschaftlern Neil Howe und William Strauss (Strauss, 1992) vorgeschlagene Generationentheorie (alle 20-25 Jahre findet ein Generationswechsel statt, der wiederum kontinuierliche soziale Veränderungen bewirkt) zeigt die qualitativen Unterschiede zwischen den Generationen auf und macht insbesondere die Besonderheiten und Muster der persönlichen und sozialen Entwicklung innerhalb der Generationen deutlich und schlägt daher eine korrekte und angemessene

Planung des Bildungsprozesses für jede Generationsgruppe unter Berücksichtigung ihrer wichtigsten Merkmale vor.

3. Grundsteine für didaktische Generationenuntersuchung

Die Generationendiskussion beginnt schon beim Versuch, die zeitlichen Grenzen für die Zugehörigkeit zu einer bestimmten Generation festzulegen. Auch der Startpunkt der Generation Z, der nächsten Generation nach der Generation Y (den sogenannten Millennials), ist umstritten - ein Großteil der Generationenforscher ist sich mit der Datierung dieser Generationengruppe in die Jahre 1996-2012 einig (Dolot, 2018).

Da die heutigen Studierenden, den vorgeschlagenen Klassifizierungen nach, Vertreter der Generation Z sind, scheint es angebracht zu sein, die Merkmale dieser Generation im Zusammenhang mit der kommunikativen und interaktiven Interaktion im Prozess des E-Learnings, insbesondere mit Vertretern anderer Generationen, eingehend zu betrachten. Simon Schnetzer, der deutsche Jugendforscher, Speaker und Führungskräftetrainer für die Generation Y und Generation Z, schlägt eine Übersicht über Merkmale der Generation Z (geboren zwischen 1995 und 2010) und der Generation Y (die zwischen 1980 und 1994 geborene) im Vergleich² vor (Abb. 1).

Abb.1

	Generation Z	Generation Y
Der Alltag sieht normalerweise aus?	WhatsApp Smartphone Spotify Yoga YouTube Tutorial YouTube & Netflix	E-Mail Handy CD & MP3 Yogakurs Fernsehprogramm
Erziehungskontext	Antiautoritär, partnerschaftlich und zeitlich überfordert => Grenzen sind Fiktion, Kinder sind Teil der Selbstinszenierung online	Weniger autoritär und streng => Grenzen werden verhandelbar
Interaktion / Kommunikation	Kennt nur die Welt mit Smartphones: Organisationszentrale aller Lebensbereiche, Kommunikation immer und überall, Reaktionen sofort & direkt	Kennt eine Welt ohne Smartphones: mit Internet am Riesenrechner, SMS tippen und eine Woche auf einen Brief warten

² Die größten Unterschiede basieren auf den unterschiedlichen gesellschaftlichen und technologischen Entwicklungen, die zur Zeit der Kindheit und im Erwachsenenwerden.

Wie lässt sich Vertrauen aufbauen?	Durch Likes, Online-Empfehlungen, Bewertungen und Rankings	Durch persönlichen Bezug und Empfehlungen
Wie werden Kontakte geknüpft?	Per Dating-App und Social Media	Persönlich ansprechen und nach der Telefonnummer fragen
Entscheidungsverhalten	Entscheidungen sind ein Zwischenstand bis etwas Besseres kommt	Entscheidungen sind ernst zu nehmen

In Anbetracht der Tatsache, dass jede Generation in ihrer Existenzgrundlage historische und soziale Umstände hat, ist die Geburt der postmillennialen Generation direkt mit dem Beginn der massenhaften Nutzung des Internets verbunden. Das „Heute“ dieser Generation ist ein endloser Strom von Informationen, und die schwierigste Aufgabe besteht darin, aus dem Angebot das Notwendigste auszuwählen.

Das „Porträt“ der Generation Z wird von der Tatsache dominiert, dass die technologische Entwicklung am weitesten fortgeschritten ist und eine informelle, individuelle Art der Kommunikation stattfindet, während soziale Netzwerke ein integraler Bestandteil ihres Lebens sind. Die so genannten „Zoomer“ erkennen die öffentliche Meinung und die Autorität nicht an, sie halten nur die durch ihre eigenen Erfolge und Misserfolge gewonnenen Erfahrungen für wertvoll; sie äußern sich frei und halten sich nicht zurück, wenn sie unzufrieden sind (Institute for Emerging Issues, 2012).

Der Forscher Dan Schaubel stellt eine im Vergleich zu früheren Generationen eher ungewöhnliche Einstellung dieser Generation zu Erfolg, Karriere und Kommunikation fest: Die eigene Bequemlichkeit ist ein bestimmender Faktor bei der Gestaltung von Alltag, Freizeit und Bildung; sie schätzen besonders neue Eindrücke und Emotionen, kommen mit Multitasking zurecht, schalten schnell um und nehmen neue Informationen leicht auf, sind aber eher apathisch und passiv und kümmern sich um ihre eigenen Interessen, auch wenn sie im Team für ein gemeinsames Ergebnis arbeiten. Was die berufliche oder persönliche Entwicklung und das finanzielle Wohlergehen betrifft, schätzen die Vertreter dieser Generation ihre Fähigkeiten realistisch ein, brauchen keine besondere finanzielle oder materielle Motivation (wahrscheinlich aufgrund der sozialen Realitäten der Kindheit und des Aufwachsens) und haben es mit der beruflichen Verwirklichung nicht eilig (Singh, 2016).

Online-Lernen scheint in diesem Kontext eine logische Antwort auf die Frage zu sein, wie man auf dem Laufenden bleiben und eine vollständige Ausbildung machen kann, ohne Präsenz-Unterricht zu besuchen. Flexibilität und Bequemlichkeit einerseits und Schwierigkeiten,

mit dem Lernprozess Schritt zu halten und die Fristen einzuhalten, andererseits – Alltag der Lehrkraft sieht als eine volle Mosaik, die man richtig ordnen soll.

Also, Generation Z, mit der Lehrkräfte heute zu tun haben, lebt mit Smartphones in der Hand. Einerseits erleichtert dies dem Lehrer die Aufgabe: alle technischen Kompetenzen sind schon vorhanden, andererseits aber soll man diese technischen Voraussetzungen richtig verwenden: junge Leute, die die Welt im Bildschirm kennenlernen, dürfen in keinem Fall reale Interaktionskompetenzen verlieren.

Daher sollten bei der Organisation des Bildungsprozesses und insbesondere bei jeder Ausbildungssitzung diese Eigenschaften des studentischen Publikums berücksichtigt werden, insbesondere im Zusammenhang mit der Motivation der kognitiven und kommunikativen Aktivität.

4. Virtueller Fremdsprachenunterricht für „virtuelle Generation“: methodische Grundlagen

Virtuelles Lernen lässt vieles zu, was beim Präsenzunterricht scheint, unmöglich zu sein. Die wichtigste Voraussetzung bei der Gestaltung der Unterrichteinheit besteht darin, dass der Unterricht abwechslungsreich ist – aktive Tätigkeiten, wobei man die Lernenden intensiv miteinbezieht. Aktive Beteiligung an dem Unterricht kann durch interaktive Tools sowie unterschiedliche Interaktionsangebote gefördert werden. Im Digitalunterricht lässt sich Einzel-, Partner- und / oder (Mini-) Gruppenarbeit einsetzen und dabei verwendet man Lehr-Lern-Apps, wie z.B. Quizlet, Kahoot, Ewa, Mondly, DuoLingo, Grammatisch, Babbel, interaktive Tafel Miro u.a. Als Basis des Online-Unterrichtes werden von Hochschulen meistens Learning-Management-Systeme MS Teams und Zoom verwendet; während des Unterrichtes kommunizieren Studierende sowohl unter sich als auch mit der Lehrkraft in Viber, Telegram, WhatsApp usw. Eine weitere digitale Möglichkeit, sich am Lernprozess aktiv zu beteiligen ist Moodle-Raum, wo Lernende jeden Kurs bearbeiten können. Es hilft Teilnehmenden sich schnell abzuwenden, aber auch Informationen leicht und locker wahrzunehmen.

Virtuelles Lernen verlangt Verbindung verschiedener Lehraktivitäten, was beim Planen jeder Unterrichteinheit vorzusehen ist. Nur mit der richtigen Einstellung und dem konkreten Plan kann der Online-Unterricht erfolgreich sein. Im Gegensatz zur herkömmlichen Lernumgebung hat Lehrkraft die Freiheit, die am besten passende Unterrichtsweise zu wählen, aber nur ein fester Zeitplan ermöglicht, den Überblick zu behalten. Es soll auch beachtet werden, dass sich heutige Studenten ganz bequem in der digitalen Welt fühlen und alle

Phasen des Unterrichtes gehalten werden sollen, damit sich Lernende nicht langweilen, aber auch nicht zu anstrengend fühlen.

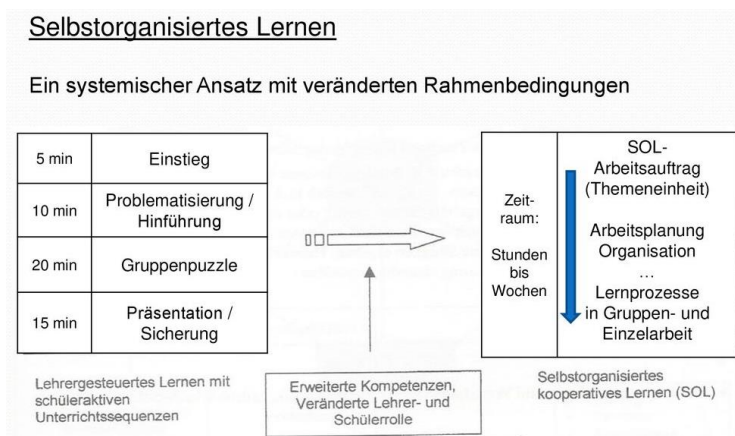
Wenn man mit einem neuem Thema anfängt, so beginnt man mit der Phase *direkter Instruktionen*: Lehrkraft zeigt den Bildschirm oder interaktive Tafel. Über Präsentationen lassen sich neue Informationen vermitteln und neue Inhalte erklären.

Die nächste Phase ist *Selbststeuerung des Lernenden*, wenn jeder Teilnehmende Zeit für Einzelarbeit hat und durch praktische Aufgaben sein Verständnis vertiefen kann, was kognitive Aktivitäten stimuliert.

Kooperatives Lernen ermöglicht sozialen Austausch in der Gruppe – Partner- oder Gruppenarbeit in den virtuellen Räumen zur bestimmten Frage oder zum alle interessierenden Problem. Kooperatives Lernen kann auch außerhalb des Unterrichtsraumes stattfinden. Motivieren, Interesse wecken und den praktischen Nutzen des vorgeschlagenen Unterrichtsmaterials aufzeigen – während des Unterrichts legt der Lehrer den Grundstein für die weitere interaktive Zusammenarbeit zwischen den Lernenden. Aktive Beteiligung umfasst unter anderem Austausch mit Mitstudenten und Dozenten in den Foren, problematische Fragestellung und Beantworten dieser Fragen. Je nach dem Sprachniveau Studierender können vom Dozenten unterschiedliche themenspezifische Beiträge angeboten, die für weitere Diskussionen vorgesehen werden. Auf solche Weise tauchen Studierende in die Arbeit ein und bleiben mit dem erworbenen Wissen beschäftigt.

Also, in diesem Kontext hat man mit dem Selbstorganisierten Lernen zu tun. Martin Herold und Birgit Landherr, die nämlich den SOL-Unterricht (Herold, 2005) (Abb.2) untersuchen, sprechen vom sogenannten Sandwichprinzip in der Struktur des Online-Unterrichtes (Wechsel zwischen Phasen der Instruktion, Einzelarbeit und Phasen der Kooperation), die auf Lehr- und Lernerfolg gerichtet ist.

Abb. 2



Dabei lässt sich betonen, dass eine wichtige Voraussetzung für effektives E-Learning, insbesondere im Generationenparadigma der Post-Millennials Bereitschaft der Studenten ist, sich selbst zur Verantwortung ziehen. Die Studierenden sind es gewohnt, in der Schule und an der Universität asynchron zu studieren und sind in der Lage, Prioritäten zu setzen und ihre Zeit einzuteilen. Prokrastination und Aufschieben von Arbeiten bis zur letzten Minute, Leben zwischen den Terminen – die Zeitmanagementfähigkeiten der Schüler sollten bei der Planung des Bildungsprozesses ebenfalls berücksichtigt werden.

Besonders scheint beim Online-Unterricht *entdeckendes Lernen* zu sein. Zahlreiche größere oder kleinere Projekte verlangen virtuelle selektive Kompetenzen der Lernenden. Die ganze Bandbreite der Informationsressourcen, die im Internet zur Verfügung stehen, heißt eine richtige Herausforderung für die Lernenden: zuerst surfen, dann bearbeiten und erst dann das wichtigste für das konkrete Projekt wählen, richtig gestalten und über ein Videokonferenzsystem allen zu präsentieren.

Bei der Gestaltung der Unterrichteinheit, bei dem entdeckende Tätigkeit Studierender eingesetzt wird, sollen alle Kriterien, Regeln, Empfehlungen, Wünsche vom Lehrer vorgesehen und klar erwähnt werden, sodass die Lernenden im Voraus wissen, was von ihnen erwartet wird.

Von besonders großer Bedeutung scheint beim virtuellen Lernen Zusammenhang zwischen Hard und Soft Skills zu sein. Lehrkräfte sprechen, spielen, motivieren, unterstützen, brechen Barriere, aber der gesamte Prozess beruht auf den konkreten Sprachkenntnissen laut dem GER (Gemeinsamer europäischer Referenzrahmen für Sprachen, 2001). Im Kurs Deutsch als Zweite Fremdsprache gelten dafür Lerninhalte von Cornelsen Verlag, Erich Schmidt Verlag, Ernst Klett Sprachen, Goethe-Institut, Hueber Verlag, SCHUBERT-Verlag, ÖSD, telc, Deutsche Welle, Liveworksheets und anderen als Unterstützung.

Das Studium und die Bearbeitung eines neuen Themas kann auch unter Einbeziehung einer breiten Palette von digitalen Werkzeugen organisiert werden, deren Aufgabe es ist, die Interaktion während des Unterrichts zu fördern. Kurze spannende Diskussionen und Gespräche gelten als Ablenkung, die besonders beim Erklären des neuen grammatischen Themas notwendig sind. Zum Beispiel, Studierende schauen sich im Kurs A1 bis B1 den Film Nicos Weg. Sie besprechen die Handlung, die Helden, sowie analysieren Schicksale und setzen Parallelen in eigenen Alltag ein. Persönliche Erfahrungen, kritische Gedanken, mehrere Fragen (oft vom Lehrer), die sich nicht so leicht beantworten lassen – dies alles motiviert die Teilnehmenden und macht

den Unterricht locker. Und erst nach der sogenannten Film-Pause beschäftigen sich Kursteilnehmende weiter z.B. mit der Grammatik.

Als Beispiel lässt sich der Unterricht zum Thema „Mülltrennung. In welche Tonne kommt das?“ auf B1-Niveau erwähnen. Studierende werden beauftragt, sich in Gruppen Ausschnitte aus einem thematischen Video anzusehen; wenn der Unterricht im Unterrichtsraum stattfindet, dann mit Kopfhörern, wenn er online stattfindet – zum Beispiel in Break Out Rooms. Anschließend präsentieren Studierende der Gruppe, was sie gesehen haben. Wenn die Lehrkraft der Meinung ist, dass die Verwendung von Videos aufgrund der Besonderheiten der Lerngruppe unangemessen ist, können Lernende gebeten werden, verschiedene Ausschnitte des Textes zu lesen, um alle Schüler nacheinander mit jedem Fragment vertraut zu machen. Nach einer ganzheitlichen Diskussion aller Teile des Videos/Textes kann eine interessante lexikalische Zusammenfassung ein thematisches Asoziogramm („Ideenwolke“) sein. Nach dem Gemeinsamen Europäischen Referenzrahmen für Sprachen (Gemeinsamer europäischer Referenzrahmen für Sprachen, 2001) setzt die Beherrschung einer Fremdsprache auf A2-Niveau voraus, dass die Schüler die grundlegende Grammatik beherrschen und über einen ausreichenden Wortschatz verfügen, um das Gelesene in eigenen Worten wiederzugeben. So werden Studierende aktiv in das Erlernen eines neuen Themas einbezogen, nutzen bequeme Mittel zur Informationsbeschaffung und fühlen sich für die Beherrschung des neuen Lernmaterials durch andere Gruppenmitglieder verantwortlich: einen neuen Text oder ein neues Video zu verarbeiten und der Gruppe in einem verständlichen Format zu präsentieren (grammatikalische Strukturen, Wortschatz, wahrscheinlich verständlich für Mitstudierende).

Obwohl das virtuelle Lernformat auch auf der Basis des traditionellen Lernens beruht und alle Voraussetzungen des Lernprozesses akzeptiert werden sollen, nehmen sowohl die Lernenden als auch die Lehrer/Dozenten den virtuellen Unterricht als ein Spiel wahr. Der wichtigste Vorteil besteht darin, dass die Unterrichteinheit wie jedes Spiel stressfrei nur unter bestimmten Regeln läuft. Unter anderen lassen sich folgende erwähnen:

- ✓ Studenten heben Hand, wenn sie etwas sagen wollen; Lehrkraft unterbricht auch nicht;
- ✓ das Mikrophon wird eingeschaltet, nur wenn man spricht, damit Hintergrundgeräusche nicht stören. Aber auch die Videokamera wird eingeschaltet, damit die Kommunikation sowie Interaktion stressfrei erfolgt;

- ✓ wenn Lernende ihre Projekte vorstellen wollen, wird der Unterricht oder der Teil aufgezeichnet, aber erst dann, wenn alle Teilnehmende einverstanden sind;
- ✓ Studenten können den Unterricht verpassen, aber vor dem Unterricht sollen sie die Lehrkraft informieren und Hausaufgabe vorlegen;
- ✓ jeder Student bekommt für jede Unterrichteinheit eine Note. Auch wenn er

abwesend war, kann er eine individuelle Aufgabe machen und seine Note bekommen.

Diese Regeln gelten auch für den Präsenzunterricht, aber das unmittelbare Dasein aller Teilnehmenden im demselben Raum und besonders der Blickkontakt erleichtern die Organisation des Unterrichtes. Manchmal entstehen die Probleme schon am Anfang, wenn Studenten Schwierigkeiten mit dem Zugang oder mit Technik haben. Aber für solche Fälle sind die Lehrer immer da. Die beste Variante scheint zu sein, dass man Probetreffen veranstaltet, wo alle genügend Zeit haben, sich den Zugang zu schaffen und ohne Stress in den Werktag zu rutschen.

Beim Planen einer interaktiven Unterrichteinheit können unterschiedliche Unterrichtsformen vorgesehen werden, wie z.B.:

- Q & A – Sitzungen: am Ende des Themas (Kapitels) kann Frage-Antwort-Sitzung vorgeschlagen werden, wo alle Lernende Fragen zum Thema stellen. Diese Fragen beziehen sich auf den grammatischen und lexikalischen Lernstoff: Lücken in Grammatik und weitere Möglichkeiten, Ideen zur Besprechung des Themas im Lehrwerk zu sammeln.
- Echtzeit/Live-Umfragen – Multiple-Choice-Fragen, über die Studenten vor dem Bildschirm abstimmen. Auf solche Weise sammelt man Ideen, Meinungen und Erfahrungen, aber auch kann man deutlich sehen, ob es Lücken im Verständnis gibt.
- Brainstorming / Assoziagramm / Wortwolke – hilft beim Einbeziehen fast aller Studierenden.

Studierende-Vertreter Generation Z sind es gewohnt, über Videochats und Messenger an Gruppenaufgaben zu arbeiten, und können so kommunizieren, ohne von ihrem Schreibtisch aufzustehen. Bibliotheken (oder sogar Cafés) können nicht mit Online-Ressourcen konkurrieren. Technologien für die Fernlehre sind für die Vertreter der Generation Z zur Infrastruktur des Lernens geworden, so dass eines der notwendigen Werkzeuge für die Organisation einer Schulungssitzung, insbesondere in einer Fremdsprache, die aktive Nutzung digitaler

Werkzeuge ist. Eine modulare Kontrollarbeit oder eine aktuelle Diagnostik des erworbenen Wissens, sowohl im Präsenz- als auch im Online-Unterricht, kann über das bekannte Google-Formular, einen Test in der Moodle-Fernlernumgebung oder über den Teamwork-Dienst Microsoft Teams erfolgen.

Im Zusammenhang mit dem digitalen Studium scheint es wichtig zu sein, Herausforderungen und Schwierigkeiten beim Online-Unterricht zu erwähnen, und nämlich: trotz der Erfahrungen mit dem „gemischten“ Lernen und Unterrichten ist das Online-Lernen gegen der Ausbildungsnatur, die auf dem Prinzip der Präsenz beruht; Lernende werden von den Dingen abgelenkt, die mit dem Unterricht nicht zu tun haben, was sich kaum vermeiden oder lösen lässt; Vorbereitung auf den Online-Unterricht dauert viel länger als auf den Präsenzunterricht: Lehrkraft soll jedes einzelne Szenario so durchdenken, dass die Lernenden nicht wegsehen können.

5. Schlussfolgerungen

Die Diskussionen über das beste Medium zur Vermittlung des Bildungsprozesses – traditioneller Stift und Papier oder moderne digitale Technologien – scheinen auf der Grundlage der Erfahrungen von Z-Schülern/Studenten angebracht zu sein. Es liegt auf der Hand, dass das etablierte Konzept der „Digital Natives“, die mit Smartphones in der Hand aufgewachsen sind und bereits während ihrer Schulzeit mindestens einen Beruf – den des Bloggers – praktisch erlernt haben, die Bildungsrealität der Hochschulbildung überlagert und zahlreiche Fragen aufwirft, deren Antworten die Besonderheiten der Organisation der Ausbildung für diese Studenten bestimmen.

Joseph Coombs argumentiert, dass Technologie Teil der Identität der Generation Z ist, aber trotz der Tatsache, dass sie technisch versiert sind, besteht ein offensichtlicher Mangel an Problemlösungsfähigkeiten, kontextbezogener Betrachtung der Situation, umfassender Analyse und Erreichung von Zielen. Unter diesem Gesichtspunkt scheint projektbezogenes/forschendes Lernen wichtig für die qualitative Ausbildung der Berufspersönlichkeit des Studenten und insbesondere für die Ausbildung seiner Fremdsprachenkompetenz zu sein. Ausgehend von der Grundstufe des Spracherwerbs (A1) kann den Studenten angeboten werden, thematische Broschüren, Flyer, Plakate, Postkarten, Einladungen usw. selbstständig oder in Minigruppen unter Verwendung interaktiver Interaktionsdienste (Canva, Crello, Miro, Padlet, Zoom Whiteboard usw.) zu erstellen. Gleichzeitig üben Studierende nicht nur ihre digitalen Fähigkeiten, sondern auch ihre Kommunikationsfähigkeiten. Die Fähigkeit zur selektiven Verarbeitung

einer großen Menge an Informationen, die in den Internetressourcen angeboten werden, um ein bestimmtes Ziel auf selbst gewählte Weise zu erreichen, ist von großer Bedeutung für die Ausbildung und Entwicklung der kognitiven und kommunikativen Fähigkeiten der Schüler.

Zusammenfassend lässt sich betonen, dass Diskussionen zwischen den Generationen im Rahmen von Bildungsaktivitäten von besonderer Bedeutung ist – im Hinblick auf die Art und Weise der effektiven Interaktion zwischen Lehrern und Schülern, die meist Vertreter verschiedener Generationen sind.

Was die Wirkung der digitalen Umsetzung von Lerninhalten auf Didaktik und Methodik angeht, so beruht ein moderner, einwandfreier, erfolgreicher und abwechslungsreicher Online-Unterricht auf den Prinzipien der traditionellen Methodik, Didaktik sowie auf dem traditionellen Blick auf den Lernenden. Zahlreiche praktische Angebote, Tipps, Tools und Techniken bei der Gestaltung des digitalen Lernens bereichern den Lernprozess und stellen seine potentielle Realisierungsleistungen dar. Methodik des Unterrichtens lebt, bis sie die notwendigen Fragen der Lehrer beantwortet. Das bedeutet, dass traditionelle Methodik sowie moderne Methoden und Techniken des Unterrichtens große Zukunft haben, indem sie als flexibles System existieren.

References

1. Adamova, I., Holovachuk, T. *Dystantsiine navchannia: suchasnyi pohliad na perevahy ta problem [Distance learning: a modern view on the benefits and problems]* in *Vytoky pedahohichnoi maisternosti [Origins of pedagogical skills]*. Vol. 10, 2012, pp: 3-6.
2. Dolot, A. 2018. *The characteristic of Generation Z*. P. 44–50, DOI: <http://dx.doi.org/10.15219/em74.1351>.
3. *Gemeinsamer europäischer Referenzrahmen für Sprachen: Lernen, lehren, beurteilen*. 2001. Available at: <https://www.goethe.de/z/50/commeuro/deindex.htm>
4. Herold, M., Landherr, B. 2005. *SOL – Selbst organisiertes Lernen. Ein systematischer Ansatz für Unterricht*. Baltmannsweiler: Schneider Hohengehren, 386 S.
5. Karl, M. 2008. *E-Learning : Adaptierungsmöglichkeiten und Umsetzung am Beispiel der Universität Wien*. Monografie. 200 S.
6. Singh, A.P., Dangmei, J. *Understanding the generation the generation Z: the future workforce in South-Asian Journal of Multidisciplinary Studies (SAJMS)*, Vol. 3, Issue 3, 2016, pp: 1-5.
7. Strauss, W., Howe, N. 1992. *Generations*. Quill, 538 p.

BEYOND LANGUAGES: EXPLORING EARLY YEARS PRACTITIONERS' PERSPECTIVES ON SUPPORTING CHILDREN WITH ENGLISH AS AN ADDITIONAL LANGUAGE IN ENGLAND

Maria Felicia IORDAN¹

Abstract: *The focus of this research paper was to explore the early years practitioners' perspectives on supporting children with English as an Additional Language in England. Using qualitative research methods, underpinning theories, a systematic literature review and personal reflective journal, the research study aimed to highlight the importance of supporting children learning English as an Additional Language through using the parents and community and ecological systems (Bronfenbrenner, 1977) without making one language 'better' than the other. The findings of the study revealed the need of systematic reviews in legislation, policies, funding and training for the practitioners.*

Keywords: Early Years Practitioners, English as and Additional Language (EAL), Policy, Guidance

1. Introduction

In the current context of globalisation, societies undergo constant transformation as people from different educational backgrounds move and establish in other countries, with diverse cultures, values, traditions, and languages. In such a diverse context, bilingualism or multilingualism have become emergent all over the world especially in the last few decades of the 20th century and at the beginning of the 21st century due to the migration of a large number of people as a result of historical, political, and socio-economic factors (Castles and Miller, 2009: 243-274). However, neither bilingualism nor multilingualism are new phenomena as they have been present in the world since the Biblical tale of Babel and continued during “ancient Greek, Egyptian and Roman times” [...], with a dormant period in the public eye after the French Revolution when the idea “one language, one nation” was promoted and took precedence (King, 2018: 11).

Maher (2017: 2) states that “approximately 6,500-7,000 languages exist in two hundred sovereign states and half the world is bilingual”. However, he argues that there is a clear difference between multilingualism and multiculturalism, with the latter being “a complex

¹ Lecturer Early Childhood Learning and Development, CU Coventry University, England.

and challenging concept” and when applied to education, it can create separatism as it may imply the need for supporting mother tongues in schools which is critiqued using the argument that multilingualism has become a “social norm” in today societies (Maher, 2017: 41-42). Although there is a well-known myth which has long been believed that the UK is a monolingual country as English is the only language spoken, this is in fact a misconception because, historically, it has always been multilingual: Welsh, Gaelic, Cornish as well as English have been the languages of the place for centuries (Copland & McPake, 2021: 120). Over the last century, the number of languages spoken across the UK have risen progressively, however, according to the 2011 census, there was a very low rate of people stating they had other language than English, with only 7.7 per cent of the population being declared bilingual placing the UK on a very low-rate comparative with other countries across the world (Office for National Statistics, 2013: 2).

The education system in England is still defined by ‘monolingual instruction ideology’ (Leung and Valdés, 2019: 348) for mainstream education and this might lead to social inequalities for families and children who have English as an Additional Language (abbreviated as EAL) as they may not have the means in order to support their children ‘closing the gap’ in academic attainment (Stewart et al., 2019: 7). Thus, identifying potential improvements of the current policies and standards of practice can mitigate such potential scenario, leading to a better learning and teaching experience regardless of socio-economic or cultural background, as well as any other native language spoken besides English (Campbell et al., 2018: 519).

The United Nations Convention on the Rights of the Child (UNCRC, 1989), Article 29, 1 (c) states that in educational context all parties should seek: “The development of respect for the child’s parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own”. This resonates with what Ofsted (2019) requires the educational settings to offer children: “the knowledge and cultural capital they need to succeed in life”. Although the term originated in 1970s, by the contribution of French sociologist Pierre Bourdieu, who considered that “cultural capital” laid the foundations for future social position and role of the individual in the wider society, linking this to power, in the actual context, the Ofsted requirement can be translated as the importance of incorporating the previous knowledge funds the child upholds which are part of their identity and which should be considered and built upon to prepare them for the future.

2. Thus, this paper aims:

1. To investigate the availability and variety of resources, legislation, policies, and guidance supporting early years practitioners when working with EAL children.
2. To critically analyse the level of training and resources available for practitioners in the classroom, when working with EAL children and how they incorporate home language into daily practice, involving parents or carers and technology.

3. Literature Review

According to Leung (2016:158), over one million pupils do not speak English as their first language looking at official data. With school population in England being linguistically diverse and other factors such as refugee crisis, it is clear there is a need to investigate further whether the children with EAL are disadvantaged within the educational system and the best ways they can be supported (Sime, Fassetta, and McClung, 2018:316-317).

With 1 in 6 primary school pupils – around 612,160 according to statistics released in 2013 – not speaking English as their first language, policy, and support guidance for EAL teachers has begun to take shape since the 1950's, with Commonwealth citizens and forced migration adding multiple language-speaking students in UK schools (Leung, 2016: 159).

The policy references to children with EAL have been reduced since 2010 (Strand, Malmberg, and Hall, 2015), not only in the amount of text designated to the policy for EAL pupils but also in the ways teachers and schools should prepare for assessment and curriculum planning. Flynn and Curdt-Christiansen (2018:9) support this: “Attitudes towards the teaching of EAL are confused in that policy references are very limited but a demand for national assessment of EAL pupils has been a significant move forwards in highlighting the linguistic challenges they might face.” As such, without clear curriculum policies for EAL, teachers and schools may lack the direction or the capacity to make informed decisions when responding to children needs, thus affecting not only the delivery of the curriculum, but also having a negative impact on incorporating other tools, parents and carers when working with EAL children.

According to Blackburn and Aubrey (2016: 415 - 420) the EYFS statutory framework that was introduced in September 2012 set out standards for learning and development from birth to five and focusing on the three prime areas of learning, or the acquisition of speech, language, and communication (SLC). Contrary to Strand, Malmberg and

Hall (2015), the implication in frameworks that recognise SLC would suggest the inclusion of EAL in its context. In other words, early identification of learning need, followed by appropriate intervention, which is most effective to help children manage obstacles to learning is recommended for children with ages up to 5, and should address not only their language barriers, but also their prime areas of physical, social and emotional development.

Furthermore, Blackburn and Aubrey (2016) suggest that outcomes found in the Bercow Report (2008) show not only the importance of Early Years and SLC, but also how it relates to other areas of a child's development. The report suggests there is a correlation between SLC, and special education needs and disabilities (SEND), and how early intervention on the first signs of SLC is significant for further development of the child. Delays in language and speech can have many contributing factors, besides socio-economic influences, including bilingualism and differences in methodologies. Nevertheless, the same report showed that children with EAL should not and cannot be associated with SEND, which suggests that policies need to differentiate better children that have English as an additional language.

This argument is also reinforced by looking at EAL in primary and secondary schools, as Liu, Fisher, and Evans (2017: 378 - 380), suggesting the further increase in children that speak a different language at home than at school. While the number of EAL students have increased across all levels of the education system, the funding for children with English as an additional language has been decreasing. This is also due to the introduction of government policies, which lower the level of involvement of local authorities in local school management. Thus, although the Ethnic Minority Achievement Grant (EMAG) was introduced in 1999 in order to support EAL learners, children and pupils from 'underachieving' minority ethnic groups in order to narrow the gap of academic achievement, this was redirected into the Direct Schools Grant and was no longer exclusively dedicated to these categories, as other social needs became stringent such as tackling the poverty and offering Free School Meals. However, since April 2013, in terms of EAL funding, this is available for bilingual children who have attended a mainstream school in England for a maximum three years (NALDIC, 2022).

Furthermore, as Liu, Fisher, and Evans (2017) continue, the issue of underachievement of linguistic minority children is the main focus or concern of EAL research of the past decade, with factors such as race, ethnicity and social class being associated most with the level of achievement, with less focus on pedagogy. This connects with the lack of a government framework for teachers to utilise in their classroom, when

dealing with EAL children, which leaves various gaps in supporting EAL students overall. As an ad-hoc notice from the Department for Education (2020) suggests, 36% of pupils with EAL have been assessed on their level of English fluency, out of which 25% were considered fluent. The results, however, could not be benchmarked against children with English as a native language, thus leaving inconsistencies in the true level of English fluency and competence compared to the native level. Contributing factors might be, as well as Liu, Fisher, and Evans (2017) emphasised, race, ethnicity, and social class, as well as geographical locations. What is more, pedagogy factors were not elaborated as thoroughly.

This underlying issue, of an exacerbated focus on results and other factors, can also come from the pressure to show immediate results, a demonstration of a short-time span of usefulness in school, which transform the results of statistical inquiries into guidelines and rules for school administration and instruction. By thinking at a larger scale, this pressure can turn educational guidelines and pedagogic orientations into administrative rules and bureaucratic norms (Formoshino, 2020). For children who have EAL, this might be difficult to achieve due to socio-economic factors, language barriers, lack of parental support in the home environment, the silent period necessary for acquiring the language (Drury, 2013).

However, Formoshino (2020) states that an educational realisation that the pedagogy adopted and how teachers apply the transmission of knowledge is equally important, if not more than statistical macro factors, with scores and grades being inconsistent without taking into consideration the applied pedagogy in the researched setting. This again shifts the focus towards the pedagogy, and not the policy behind it, showing that a lack of structure is not necessarily wrong, but lacks integration, or listening to the teachers' feedback, which in turn listen to the voice of children in educational research. This would lead to children feeling more valued and exercises such involvement as an act of citizenship and belonging (Pascal and Bertram, 2009), which in EAL student cases, could improve the frameworks and legislation and, in the process, lead to better results.

To start from a classroom point of view, Drury (2013: 382 - 384) follows the example of a bilingual student in an early years setting that has a nursery teacher and a Bilingual Teaching Assistant (BTA). Focusing on the silent period that toddlers go through, the case study shows how EAL children face more than the new environments, activity, and participants, but also hearing and being surrounded by a different language. The specific example highlighted the tendency of the EAL student to use their native language and gravitate towards other native-

speaking children, being reluctant to speak English and take part in activities that required the use of the language. The role of the BTA is crucial, as the student took part in similar activities of the curriculum that were delivered in their native language, occasion which allowed the student to participate in the activity.

As Drury (2013) continues, the English Foundation Stage Curriculum requirements are to ensure inclusive provision for all children and to ensure the skills, knowledge and understanding of children learning English as an additional language (EAL) are not underestimated. However, these are not explicit in the official documentation and has received little attention in England, taking on the premise that such children will adapt and learn by being present in an active learning environment.

This evidence suggests that policies which should assist EAL learners from their early years development and prepare them for their next educational stages has diminished, leaving less frameworks and structures teachers can rely on. As Safford and Drury (2013) highlight, the inclusion of bilingual, or EAL learners in mainstream classrooms has been undermined by national policies, with an eroded language support and use of highly prescriptive content and pedagogy. While Liu, Fisher, Forbes, and Evans (2017) propose grounded principles for teachers to use in their classroom with EAL students, bilingual students are 'included' in a centralised, monolingual national curriculum and assessment system, leaving little room for schools to respond to different languages and cultural contexts.

The expectation is for children to have a certain level of English by the age of five according to Early Years Foundation Stage (EYFS) Curriculum, however such level is measured to the native speaking of English. As such, from the age five onwards, EAL children are assessed by the same school tests and standards as native speakers. This leads to another perception of EAL students that join the educational system from a different country where their level of knowledge and capabilities might be the same, creating a pre-label of underachievers due to the language barrier, assessed in a strict statutory manner, and taught in the same rigid way (Safford and Drury, 2013).

The educational policies, together with the curriculum and pedagogical approaches should therefore consider a more dynamic approach to teaching EAL children, understanding first the nature of multilingualism, bilingualism and the many ways in which language can affect a child's development, as King (2018) explains. By shifting from the rigid ways of current assessments described by Safford and Drury (2013) towards a new model where language goals are differentiated for

a range of languages, thus helping students adapt better to the England classroom, King (2018) further points to The Common European Framework of Reference (CEFR), which could assist potential processes in changing language policies and frameworks, showing that not only classroom-based material should be taken into consideration, but moving beyond the available resources found in schools. Activities such as listening to music, watching movies and other outside of school help with language learning, cultural understanding and can have a powerful impact, as long as practitioners use such tools in practice and not rely on purely theory.

Planning how a classroom with children with EAL should take place needs to consider a plethora of outside factors, such as the use of technology and resources, involvement of parents or carers and any other means that would assist an EAL child's integration in the classroom. As Mistry and Sood (2015) explain, even though learning typically involves seven areas of learning that focus on the philosophy of indoor and outdoor play as well as learning through first-hand experiences, practitioners that deal with EAL children need to be aware of their specific needs in their planning and use of resources. Not only that, but it is important for practitioners to also consider the specific cultural, linguistic, and educational needs when developing the teaching plan.

In order to gain a better understanding of such needs, Arnot et al. (2014) highlight the importance of gathering more information about EAL children's backgrounds through communication with parents at the start of the enrolment process. As Mistry and Sood (2015) continue, planning how to support children with EAL is a constant effort, with creative challenges and monitoring, therefore constant feedback of the child's progress outside of the classroom is also important. Arnot et al. (2014) noted that knowledge of a student's home country, language and aspects of family circumstances is insufficient, and practitioners need to also observe a child's prior educational background, themes and resources used. As such, having a wider range of parameters will assist practitioners to develop better classroom activities that would support EAL children integrate and take part in activities.

The communication between practitioners and parents and the benefit of this partnership is also highlighted in Development Matters, as encouraging parents to be more involved and read, play, and interact with the EAL children at home, and, if such interaction is limited, to further develop ways to offer extra support to those children (DfE, 2021). Nevertheless, the same non-statutory guidelines encourage practitioners to communicate with parents about their child's progress constantly, but also to recommend them for linguistic and cultural

reasons to use their home language at home, as well as English. Through the use of songs or rhythms, as well as reading stories, EAL children can develop their vocabulary even from their silent period, therefore representing a crucial step to assist with their development (DfE, 2021).

The importance of including parents of EAL children in their learning has other benefits as well, with minority communities in the UK can be affected various discriminatory or stereotypical elements in their daily life. As such, starting the partnership on a positive note with parents of EAL children would allow practitioners to find better ways of supporting the child to be protected from any potential issues that would involve discrimination and stereotypes, as well as finding more about elements of the child's life outside of the classroom, such as ownership of pets, cuisine, traditions and more. This would lead to a more tailored approach to planning the activities, forming of questions, and promoting a positive way of celebrating differences throughout their development stages, as Mistry and Sood (2015) explain. Another key aspect is also identifying the parental educational background and parenting approaches, which in turn allow practitioners to create a level-playing field for the child's development. Parents with a higher educational background tend to allow the child's development to improve faster than parents with an opposite background, therefore practitioners need to know and observe the home environment of the students in the setting. This, as Mistry and Sood (2015) continue, allow the planning to incorporate ways to promote equality in the setting, therefore driving different activities with EAL children.

When it comes to specific examples of activities with EAL children, as the Development Matters report of DfE (2021) recommends, the use of vocabulary in a sing-song voice, with various intonations, allow toddlers to react to the source of the sound. As they further develop, knowing how parents address their child when it comes to name pronunciation is also important, as children start to react when they hear their name. Thus, to avoid inconsistencies, understanding how the child is addressed as at home can prove to be a benefit for the reaction of the child when hearing familiar sounds. Similarly, it is important to observe how a child reacts to various sounds, visual aids, and the environment. Similar to how Mistry and Sood (2015) suggest, careful observation and monitoring of a child is beneficial to assess their progress, especially with EAL. Although the suggestions above are relevant and strong, it is equally important to acknowledge the challenges the early years practitioners may face during these unprecedented times, such as the lack of time due to staffing shortages, the paperwork completion, planning and recording progress (Early Years Alliance, 2021).

With a wide range of resources, practitioners can assist EAL children in their development even with including elements of their home language, where appropriate to do so. In a context with children developing with technology, digital resources can also be integrated in the classroom, offering practitioners more flexibility when dealing with EAL children from various backgrounds. Aldossary, Curwood and Niland (2021) have shown the potential benefits of utilising iPads when teaching language to young children. With more digital media being introduced in a child's daily activities, utilising apps that promote oral and speech recognition, as well as allowing the child to interact with the language promotes not only self-correction and improvement of the language, but also shows increased levels of creativity and imagination. While there is a potential risk of increased exposure to screens, Aldossary, Curwood and Niland (2021) explain how children can benefit from open-ended apps that practitioners can integrate in their daily activities at the nursery, thus promoting the equality and levelling of the English learning process that was mentioned previously.

However, extending the usefulness of children learning utilising digital products such as iPads, tablets, apps and more, there are some limitations. As Rowe and Miller (2015) suggest, children, while prone to utilising technology, can be limited in expressing their own knowledge and skills by content that is pre-made and closed. This can be resolved by allowing learners to modify more than a simple piece of content, through the use of open apps. Rowe and Miller (2015) also imply that for EAL children, the use of such apps allow them to create content and interact with more flexibility between English and their home language, similarly supported by Aldossary, Curwood and Niland (2021). Nevertheless, such tools need to be incorporated and the curriculum adapted to the use of technology in statutory and non-statutory recommendations, to offer more freedom to practitioners in creating adequate resources that fit both native and EAL students.

By combining technology and physical resources, early years practitioners should create a great learning environment for learning, which combines elements of teaching with elements of the home environment, thus allowing children to feel comfortable and recognise their surroundings, promoting learning in a more comfortable setting. As Mistry and Sood (2015) suggest, the number of resources utilised by practitioners can also take shape by discussing it prior with parents and carers. For instance, cultural traditions or seasonal celebrations should be considered in a setting, as well as having a small cultural element in the classroom. Technology, however, as Rowe and Miller (2015) suggest, is more flexible and brings the option to switch the resources used,

whether those are photos, videos, shapes, or colours, at the flick of the finger and takes less time and effort to put together. Furthermore, integration of technology in the classroom would also promote learning of other cultures and languages to native speakers as well as EAL children, thus improving their holistic skills.

While literature suggests there is further research required for understanding how to better support children with EAL, it is important to increase efforts to support practitioners when working with a multicultural, multi-linguistic classroom, by introducing sustainable and comprehensive setting frameworks supported by legislation. At the same time, practitioners should embrace the number of tools and resources, both digital and physical and, with constant communication with parents, create a learning environment suited for both native and EAL speaking children.

4. Research Methodology and Findings

The present small scale research study sought and was granted ethical approval by Centre for Research in Early Childhood and Birmingham City University Committee (Appendix 3). The research study followed ethical guidelines from British Educational Research Association (BERA, 2018) and European Early Childhood Research Association (EECERA, 2015).

The methods used for gathering data came under the form of a focus group, where the sample of practitioners would have the ability to answer subjectively and share their experiences of working with children with EAL in their setting while exploring their viewpoint of existing policies and support, as well as the use of a questionnaire, which in nature is both quantitative and qualitative, looking to identify central themes to an otherwise complex research proposal (Denscombe, 2017).

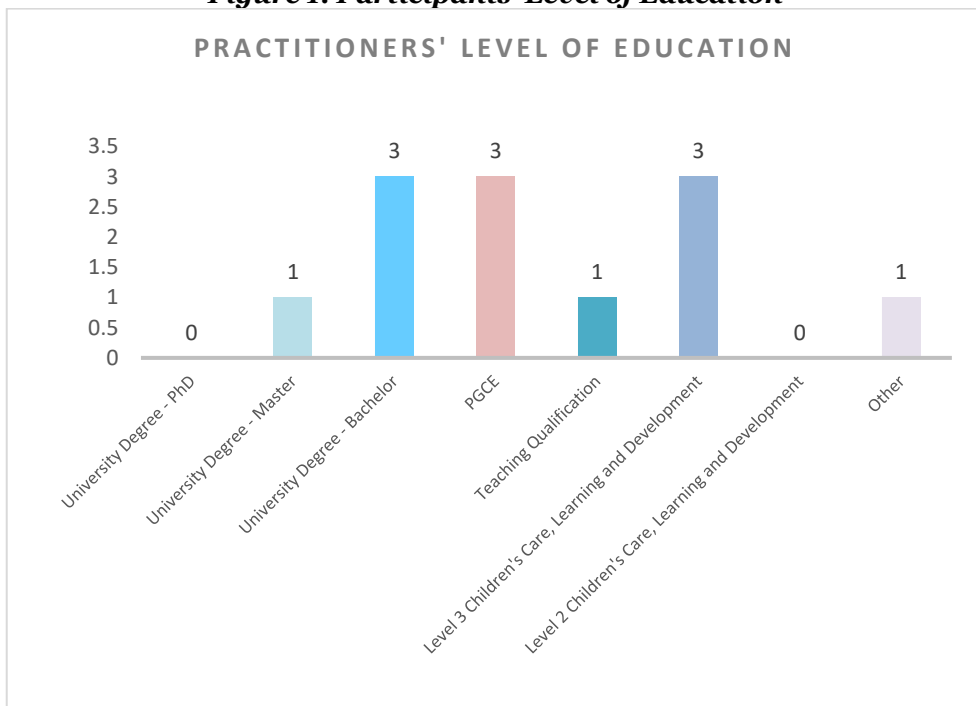
Starting the gathering of primary data with the questionnaire, a selection of 16 questions had been created with the purpose of investigating the current level of training practitioners had, identifying their educational background and whether they worked in a setting with children with EAL, as well as their level of reliance on the current guidelines and policies, how they managed work with children with English as an additional language and how they used technology and other means when dealing with EAL learners. Therefore, a dual approach was used, splitting the questionnaire in two distinct parts. The first part allowed to identify the participants' educational background and current involvement in the sector, and the second part consisted of open-ended questions, thus allowing a free expression of their current circumstances, opinions, and experiences.

With an initial limitation of not being able to allow practitioners to fully elaborate their experiences, the researcher chose to use open-ended questions, which led to observing and identifying key themes in the results.

As Sims-Schouten and Stittrich-Lyons (2014) explained, the initial baseline of the questionnaire allowed the researcher to identify the level of educational background, training involved and qualifications obtained to achieve EYP roles, a determinant for the open-ended questions present in the latter part of the questionnaire. A sample of 12 answers were collected, with 11 out of 12 participants currently working in the Early Years sector.

Questions 1 to 7 therefore established the educational and working background of the participants. Question 1, as mentioned, showed that 11 out of 12 total participants were currently working the Early Years sector. The following question addressed the highest level of education of the participants in connection with their current practice. Data collected showed various levels of qualifications obtained, thus having a balance of experience and qualification associated with the participants. Starting from PhD to Level 2 qualification and other, the following data was obtained, as seen in Figure 1:

Figure 1: Participants' Level of Education

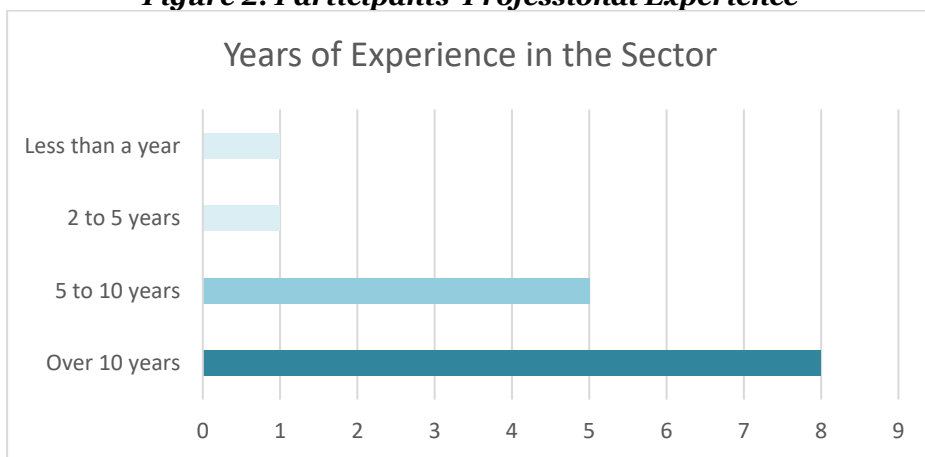


Source – Question Two of the Questionnaire (Jordan, 2022)

While participants had the option to choose multiple choices, the majority of managerial positions were standalone levels, as well as participants who were at the PGCE level. Findings suggested that all participants had an elevated level of training, knowledge, and skills within a setting, working in the sector across a multitude of positions.

This was also reflected in the question number 6, with more than eight respondents having over 10 years of experience in the sector, two having between 5 and 10 years, one having 2 to 5 years and one working less than a year in the sector. Again, this established the baseline that all participants had long-term experience in the industry, working within settings across multiple roles and interacting with different environments (see Figure 2):

Figure 2: Participants’ Professional Experience



Source: Question Six of the Questionnaire (Jordan, 2022)

Finally, for the first part of the questionnaire, all twelve participants had experience working with children with EAL in their background, thus allowing the answers to be reliable and reflect the current level of appliance of guidelines and support available, as well as adding weight in their answers that relate to their work with children with EAL.

In the second part of the questionnaire, participants had to share how they were implementing a setting policy on supporting children with EAL. The researcher collated the answers and identified the following key themes in the answers provided:

- Four of the participants mentioned that in their particular setting policies were inexistent, some relying on their own methods and experience when working with children with EAL.
- While there are some policies, most participants had to adapt their methods depending on the number of children and home

languages involved, however, the other eight have reported there were resources available for EAL support.

- All eight participants had a working relationship with parents and tried to assess the level of English spoken at home and in the setting before planning and implementing the curriculum, involving parents and asking for their support.
- One particular participant also mentioned how each individual language is celebrated and traditional songs, basic words and other cultural elements were taken and highlighted in a positive way in the setting.

When asked if they considered there were any gaps in the setting policy that affected the way early years children were taught English as an additional language, the themes found in the answers suggest:

- Four participants mentioned the policies were not present in their setting, thus leaving them to handle work with children with EAL with little to no support, however, all practitioners have adapted their planning to address individual needs of learners.
- The majority of participants recognised there were gaps regarding the level of parents' involvement in the process, as well as lack of funding and lack of specialised multi-lingual assistants or practitioners to support classrooms with children with English as an additional language.

Addressing how the EYFS (2021), in their own opinion, supported children with EAL, participants gave mixed answers, with the following identified themes:

- Two of the participants argued that EYFS (2021) did not support children with EAL, as assessments still needed to be made in English without consideration for their home language, and that it fell short of effective inclusive support.
- Other participants noted that while there was some level of guidance for supporting children with EAL, the EYFS (2021) allowed freedom and flexibility on adapting such guidelines for different settings with different environments, therefore encouraging practitioners to identify individual and collective needs.
- Majority of answers surrounding the EYFS (2021) highlighted the use of songs, play activities and other interactive tools when working with children with EAL, while also keeping in mind their home language and trying to include as much as possible in the activities.

- Most participants highlighted an underlying need for more specialised support, such as multi-lingual assistants or programmes to provide extra support in the classroom.

Seeing how Development Matters (2021) compared to EYFS (2021), similar question was formulated:

- Two participants shared their opinion as more could be done in the support of children with EAL, with one addressing concerns on holding children back due to them being unable to also assess their native language level.
- Two participants did not rely on Development Matters (2021), however, they felt it provided more focus around language and communication, while others highlighted the same orientation, with various checkpoints to observe a child's progress, leading to new ways of integrating both languages in activities and other areas for children's development.

To move towards the practical aspect of supporting children with EAL, participants were asked to give examples of how they achieve this:

- Most participants mentioned the use of songs, rhymes, and books, introducing novel words slowly in their vocabulary, as well as providing dual language books or resources, some with the involvement of the parents in their setting.
- Some participants used visual aids and tried to learn native language words to build rapport with children with EAL, receiving from parents the support required to make visual aids, lists with words and more.

In terms of the use of technology in their setting, practitioners responded mentioning:

- Use of iPads, apps, and Google translations when not being able to communicate effectively with children. Moreover, the use of Google translate was not only utilised with children in their activities, but also communicating with some of the parents of the setting.
- Three of the participants did not use technology in their settings at all, with only 1 relying on recording buttons and talking photo albums.

Regarding the level of involvement of parents, all participants have agreed in their importance and mentioned diverse ways of engaging with them, such as:

- Workshops, play time activities and other parent activities that supported children with EAL.
- Home visits, constant communication as well as initial assessment or questionnaires used to identify learning needs of children with EAL.
- Parents who could attend sessions and translate for some children were also mentioned, as well as any home books or songs that could be used in the activities, with some parents even recording some words for practitioners to use in their setting.

With development and training always considered, participants shared their following opinions when asked if they felt more training and development should be provided:

- All participants believed they should seek out further training in working and supporting children with EAL, either by applying new activities, enhancing their language skills, or attracting more support through multilingual specialists.
- Some have also felt training was subjective and setting-dependant, with some having to work with more children with EAL than others.

The questionnaire concluded with a final open question that allowed participants to share any other thoughts or opinions on the topic, however, except one abstaining, all participants shared a general feeling in the answers that English as an additional language can be perceived as negative or constraining when it should be considered a fantastic skill for children to have, and how practitioners should be more open to pursuing training in this area rather than avoiding or letting it be subject to negative assumptions.

The questionnaire provided essential research data to be considered in conjunction with the focus group and how practitioners currently utilised existing resources, guidelines and policies, how settings implemented such policies and what they used in practice when working with children with EAL, both in terms of activities and technology, as well as receiving support from parents.

The second method of collecting primary data was through the use of a focus group. Four participants that were currently working in the sector, with knowledge and experience of working with children with EAL agreed to share their views and experience.

Thus, the focus group was structured with six main points of discussion, aligning them to the research topic:

1. Setting policies for supporting practitioners who had children with EAL in their class.
2. Implementation of policies in settings.
3. Gaps, if any, in policies and procedures.
4. EYFS, Development Matters or Birth to Five in practice when supporting children with EAL.
5. Technology used in settings.
6. Involvement of parents/carers in the setting.

For the first part, when discussing **the setting policies** for supporting practitioners with children with EAL, one participant noted there was not a policy in place, a second one that they did not know for sure, while the remainder two participants noted that while there existed in their settings, these were limited or insufficient in accordance with the number of children with EAL or it being given a stand-alone focus, but rather being part of other policies, such as Inclusion, Diversity and Equality.

This led the conversation to the second talking point, surrounding **the implementation of policies** in their settings, to which participants shared their experiences as:

- Participant 1 (P1) shared how practitioners had to support children with EAL with words in different languages, however, as children in their classroom were not at a reading level, they adapted this guideline to offer traditional music from all languages in the room, bringing translators to work for two hours a week in their setting for the children who were in the Reception.
- P3 mentioned they had a section for EAL children in their Equality and Diversity policy, however, the policy was regarded as of no use, without having clear guidelines on how to implement it in the case of children with EAL.
- P2 shared their experience as both practitioner and parent, mentioning how in the case of their child, they wanted to offer support at the nursery where the bilingual child attended under the form of books in their native language, however, this was met with the nursery stating such support was not feasible, as they could not accommodate for all EAL children individually, thus relying on English only.
- P4 highlighted how they tried to work in partnership with parents and got resources from them, however, relationships could be hindered if parents did not speak English, therefore, having little to no guidance.

Building from this, when asked if they consider there were any **gaps in policies**, participants replied with:

- P3 argued that there were a large number of policies in their setting, however, these were overarching, and they built procedures based on the larger guidelines present in there, shifting away from the exact wording of the policies.
- P4 agreed, adding that while useful at the starting point, policies were meant to be embedded into processes, for instance, discovering languages at the beginning, doing an initial assessment on identifying children's language needs and more.
- All participants highlighted how parents of children with EAL tend to hide their native language, seeing this as a negative factor when enrolling their children into nurseries, with some of them wanting for their children to speak English and not their home language, thus leaving practitioners with little support to get started.
- All participants highlighted how important it was to involve parents and reassure them that speaking other languages is actually helpful in many circumstances, as long as they got involved and did not hide their native languages – both at home and when discussing with them.

Regarding the role of **EYFS, Development Matters or Birth to Five in practice**, the following answers emerged:

- P1 shared their beliefs in how frameworks allow practitioners to support not only the children's development, but also understanding culture and supporting their family values, however, they thought it was a holistic approach that practitioners did naturally and learned as they progressed.
- P4 also agreed that while there was more guidance regarding children with EAL, it depended on the setting to interpret and implement, however, they felt there was still confusion regarding supporting children with EAL.
- P2 also went on to critically assess how in their training experience they did not observe any support for children with EAL implemented, but it was only considered "on the go" and such policies were implemented only if needed.
- All participants highlighted the importance of initial assessments to identify children's first languages but also the form of assessment, stressing how everything pointed to English being the only language to be assessed, where children

progress could also be distinguished by considering their additional languages.

- In terms of incorporating first languages into practice, participants mentioned how they used key words, home visits, and had cultural music and art from home in the setting, as well as using dual language books. With various level of difficulty such resources also seemed scarce, with little choices and an excessive cost.

Regarding how **technology** could help practitioners, all four participants pointed out that the use of it is orientated towards parents rather than children, as sensitive conversations, in terms of safeguarding or confidentiality required the use of translation software and other means to ensure a clear and transparent mode of communication.

Finally, the focus group ended discussing about multi-agency approach, collaborating with people with specialisms who come to support the children and how it works:

P1 mentioned specialized translators/interpreters people come from Reception onwards, as the Local Authority pay them, however, their budget covers only higher school children, from Reception up to Year 6. P4 then agreed that such practice leaves early years children unsupported during their years of critical development. All participants agreed there was more to be done and there was a need for more awareness about what early years entailed.

The focus group discussion showed that even though there existed a policy, either nationwide or in a setting, in most cases practitioners do not rely on such guidelines as they are overarching and only offer an idea of what needs to be addressed when working with children with EAL. Furthermore, the lack of funding and negative stigma on other native languages spoken at home restricts them from truly engaging with children with EAL and their parents or carers. Interestingly, technology plays a more relevant role in communication with parents rather than activities with children, with specialised staff being too expensive or not supported by any budget to join their sessions.

5. Discussion

While historical data showed how EAL theories and guidelines were starting to gather traction (DES 1967:71), literature findings suggests that such guidelines and support started to be overseen by institutions (Leung, 2016) and even losing funding for other prioritised areas of focus (NALDIC, 2022). This was also identified in primary data, as an initial conclusion points to the lack of funding available, as well as

useful details and step-by-step recommendations for supporting children with EAL.

However, as observed in DfE (2021), various guidelines support practitioners in working with children in the early years sector, including how to approach children with EAL. This, together with King's recommendations (2018) highlight the fact that indeed, there is a level of support in existing policies for children with EAL and how practitioners should deal with their development in the setting. Nevertheless, such areas, according to answers gathered conducting the focus group, show that practitioners are unaware of, or know limited details about existing policies, with some not even relying on them, building upon their experience, and using best practices identified in their setting.

This argument, however, can be subjective and limited to the sample data used when conducting the questionnaire and the focus group, as evidence suggests there are some guidelines for children with EAL, although limited in its descriptive nature, as Leung (2016) also supported. The first summary of the results in relation with the first aim of this research paper suggests that the guidelines and policies allocated to supporting children with EAL, limited in their details, focus and elaboration, do exist, however, practitioners' views show that the limitations identified are solely for forming an initial approach and are not fully developed to provide holistic support.

This also presents a challenge for assessing the level of EAL children' development, as Flynn and Curdt-Christiansen (2018:9) also argue, sentiment shared by the participants of the focus group when asked about the assessment of such children, with more literature findings supporting this, as Safford and Drury (2013) also describe the current stiffness of assessments present in schools that include EAL children.

Practitioners' view on the existing gaps point to limitations on initial assessments as well, but more importantly, how they are left to interpret and adapt the limited guidance towards their pedagogic approach when it comes to working with children with EAL. Literature findings together with the responses gathered from the questionnaire and the focus group show a true concern in the discrepancies found in the current policies, the pedagogic efforts, lack of resources and assessment methods, especially since there seems to be a deep focus on results, similar to Liu, Fisher and Evans' (2017) arguments together with Formoshino (2020) that the bureaucratic approach takes the focus away from underlying policies and support given to the pedagogical approaches, towards statistics, figures and choosing other factors as issues of the 'underachievement' of children with EAL.

The findings highlighted lack of funding and other resources, which means that having specialized support could potentially balance the differences in performance of native-speaking children and children with EAL. The case study of Drury (2013) that showed the importance of a Bilingual Teaching Assistant in a classroom and the positive impact it had on children with EAL shows how such support should be crucial for settings that deal with children with EAL, allowing practitioners to learn best practices and apply them with the children as they progress. This was also noticed in the findings of the focus group, where the current ways of working with children with EAL do consider their cultural backgrounds, home language (songs in their native language, basic words for recognising needs and establishing communication), which further highlights the importance of such specialised support, as the second aim also investigated. This is linked to Ofsted (2019) cultural capital, but also to Bronfenbrenner's (1979) ecological system theory, especially the microsystem (the setting) and the mesosystem (positive relationships between parents and the practitioners).

However, it is important to note that such support does exist as children go through their educational journey, and practitioners can use the support of parents, as Arnot et al. (2014) show the significance of gathering additional information and have constant communication with parents from the beginning, allowing them to plan ahead and make sure the child is best supported in their development. This argument is also supported by Mistry and Sood (2015), signalling how the use of the cultural backgrounds of children, their home language, songs, and other familiar objects would allow children with EAL to get more comfortable faster in their setting, showing more progress.

When investigating the role of parents in their settings, it is important to note that guidelines found in DfE (2021) provide essential encouragements of involving parents when working with children with English as an additional language, with them undertaking even activities at home, reading, singing, and playing with children in both their home language and English. Together with Mistry and Sood (2015) findings that cultural aspects of such learners need to be addressed and the home life included as much as possible in the setting, practitioners in the questionnaire and focus group identified there is a practical reluctance of parents to engage in such activities, with some thinking their home language is an impediment for their child rather than an advantage, or, how some practitioners have expressed, a celebration of their heritage that could potentially extend in other areas of a child's development. Indeed, literature proves that DfE (2021) contains essential information of parent involvement with regards to EAL, however, confusion and a

lack of a structured approach still are present, thus leaving practitioners to tackle such challenges depending on number of children, resources, funding available and their training.

Noting that there are discrepancies between the limited guidelines and actual practice when dealing with English as an additional language, the consensus found in primary data shows that parents are supported and involved by the settings and constant communication with the aid of various means is proactively attempted. Thus, when looking at this paper objectives of identifying the level of parental involvement when working with children with EAL, both guidelines and practitioners work towards it, with lack of funding and other specific guidance available.

Mentioning the numerous ways of interacting with parents, technology was found to play a detrimental role in communication. Most practitioners pointed they are using software to translate and thus mediate the conversations, especially considering sensitive issues and confidentiality, a challenge found when discussing it in the focus group. If literature review showed that children could benefit from utilising iPads in transitioning to English, (Aldossary, Curwood and Niland, 2021), lack of funding and resources attributed to such implementation of technology limits practitioners of exploring other technological assets for children with EAL. This also does not consider what practitioners currently use technology for, thus enabling the question of whether more focus should be given on parents from ethnic minorities in legislation and guidelines, as well as resources attributed to them. Nevertheless, overcoming funding issues would allow children with EAL to potentially communicate and adapt faster to English even from their silent period. Miller and Rowe (2015) also outlined the importance of using apps that allow children to show their creativity and develop their dual language skills.

This does not mean that technology and the use of digital products is the only way in which practitioners support children with EAL. As observed in the focus group as well as DfE (2021), preparing a wide range of dual language resources, visual aids, and play activities is currently done by most of the sample of participants used in the primary research.

It is also important to mention that practitioners might face other challenges, such as staff shortage, paperwork completion, tracking and reporting progress might have an impact on adopting and implementing technological elements in the setting, action which would require further training and preparation (Early Years Alliance, 2021).

Also noted in the conversation, practitioners are however open to further developing their skills to better understand and support their children, whether native-speaking or with EAL, working towards

identifying and applying best practices in their activities and communication with parents. However, the issue identified has larger implications, as Leung and Valdés (2019: 348) also suggest, with the education system being defined by a monolingual ideology, which restricts practitioners to fully develop what otherwise should be the norm in a globalised context, especially with a large international community in a country where multiculturalism is thriving.

Another key aspect that findings pointed out is the potential disruption or miscommunication of government-wide policies and their implementation in settings. While practitioners noted they are aware of guidelines and utilise such tools when working with children with EAL, when asked about gaps in setting policies, some noted they are not aware of their existence, let alone potential content, which could also avoid criticism on what Maher (2017: 41-42) refers to the misunderstanding of differences between multilingualism and multiculturalism and true application of the “social norm” of having multiple languages spoken.

Primary data suggest that while practitioners try their best to cater for multiple languages spoken in their setting and ensure the seamless transition to English, more resources and funds need to be allocated to specialised support. Bringing Bilingual Teaching Assistants to support the classroom would have a vital role on the settings’ daily learning activities, but should also improve communication between practitioners and parents, thus bridging any communication gaps. A reassuring factor for parents as well, the presence of a familiar professional who understands the language and the cultural background would also lower, at least theoretically, any reluctance of their involvement or attempts to hide their backgrounds out of fear of not harming the child’s development in the setting. This, however, would again require careful planning and implementation, as the learning environment needs to keep a balance for native-speaking learners as well, and if not applied correctly, could create another set of challenges, leading away from integration, but separating children depending on their language spoken.

A limitation of this argument is also the number of languages spoken in each setting. Looking at Leung’s data (2016:158), if over one million pupils have an additional language spoken at home, the amount of specialised support spread across England would require further training, involvement and resources. Perhaps, to counter this, going back to the involvement of technology used in settings, children with EAL could potentially benefit from remote support, or practitioners using them as a medium in communication with parents. Safeguarding

issues, and confidentiality agreements should be considered in such scenario as well, however, as the findings show, the general feedback suggests that the sector could benefit from increased efforts in supporting children.

The research topic presented a plethora of factors that influence policies, practitioners, resources and more when it comes to working with children with EAL, factors of a social, economic and political, as well as cultural. With such a complex topic, there does not seem to be a simple answer, but a range of changes that have to start from the top down and implemented at a classroom level.

6. Conclusion

By conducting the investigation on the availability and variety of resources, it was noted that early years practitioners do indeed have some guidance, however, limited in depth and context. As such, the shared view of policies and guidelines highlight the importance of changes when it comes to the support available for children with EAL.

The paper looked at the level of involvement required of parents, identified limitations in working with children with EAL, but more importantly, met the objectives set out at the beginning. Therefore, when looking at both the findings and the existing literature review, there are clear gaps in research that need to be addressed, as the topic requires more attention from practitioners and the industry. With a larger sample size of data and other methodologies, such as case studies that go much more in-depth in the issues identified when it comes to the guidelines at the top level and the settings, it is assumed that further light and recommendations can be made.

Finally, children with English as an additional language are an important part and size of the education sector and the early years practitioners should be offered more resources, training and support to enhance their skills and break down any societal walls that are currently in place, turning the future generations in high achievers that can improve society in both their home languages and English.

Reflecting on the challenges this small-scale research study implied, I would conclude using the dichotomy of “knowledge and power” which lays at the heart of Foucault’s theory. The voices of the people working in the early years sector should be heard and their message should be understood without any political agenda in mind, but with the best interest of every unique child at heart.

References

1. Aldossary, N., Curwood, J. S., & Niland, A. (2021). Fostering Multilingual Children's Language Development through iPad Apps. *The Reading Teacher*, 75(3), pp. 329– 338. Available at: <https://doi.org/10.1002/trtr.2057>
2. Arnot, M., Schneider, C., Evans, M. Liu, Y., Welply, O., Davies-Tutt, D., Forbes, K. and Sutton, D. (2014). *School approaches to the education of EAL students. Language development, social integration and achievement*. Cambridge: The Bell Educational Trust Ltd.
3. Bercow, J. (2008) *The Bercow Report: A review of services for children and young people (0-19) with speech, language and communication needs*. Nottingham: DCSF. Available: <https://www.education.gov.uk/publications/eOrderingDownload/Bercow-Report.pdf> [Accessed 20 August 2022].
4. Bertram, T., Formosinho, J., Gray, C., Pascal C. and Whalley, M. (2016). European Early Childhood Research Association (EECERA) ethical code for early childhood researchers, *European Early Childhood Education Research Journal*, 24:1, pp. iii-xiii, <https://doi.org/10.1080/1350293X.2016.1120533>
5. Blackburn, C. and Aubrey, C. (2016) Policy-to-practice context to the delays and difficulties in the acquisition of speech, language and communication in the early years. *International Journal of Early Years Education*, 24(4), pp. 414-434, Available at: <https://doi.org/10.1080/09669760.2016.1244046>.
6. Bleach, J. (1990). *Finding a Voice and Conversational Competence: Mixed Ability English, a Social Base for Negotiated Learning. Bilingual Learners and the Mainstream Curriculum*, (edited by Levine, J.), pp. 60–81. London: Falmer Press.
7. Bourdieu, P. (1986). The forms of capital. *Handbook of Theory of Research for the Sociology of Education*, 241, pp. 241–258
8. British Educational Research Association [BERA] (2018) Ethical Guidelines for Educational Research, 4th edn. London. Available at: <https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018> [Accessed 22 August 2022]
9. Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), pp. 513–531. Available at: <https://doi.org/10.1037/0003-066X.32.7.513>.
10. Bronfenbrenner, U. (1979). *The ecology of human development: Experiments in nature and design*. Cambridge, MA: Harvard University Press.
11. Campbell, T., Gambaro, L. and Stewart, K. (2018) “Universal” early education: Who benefits? Patterns in take-up of the entitlement to free early education among three-year-olds in England, *British Educational Research Journal*, 44(3), pp 515-538, Available at:

- <https://onlinelibrary.wiley.com/doi/abs/10.1002/berj.3445>.
[Accessed 21 August 2022].
12. Castles S. and Miller, M.J. (2009). *The Age of Migration: International Population Movements in the Modern World*. 4th edn. Basingstoke: Palgrave MacMillan.
 13. Copland, F. and McPake, J. (2022). *Building a New Public Idea about Language? Multilingualism and Language Learning in the Post-Brexit UK*. *Current Issues in Language Planning*, 23(2), pp. 117-136. Available at: <https://doi/10.1080/14664208.2021.1939976>.
 14. Department For Education (2021). Statutory framework for the early years foundation stage. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf, [Accessed 21 August 2022].
 15. Department For Education (2021). Development Matters, Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf. [Accessed 21 August 2022].
 16. Department of Education and Science (1975) *A Language for Life: Report of the Committee of Inquiry Appointed by the Secretary of State for Education and Science Under the Chairmanship of Sir Alan Bullock/ [Committee of Inquiry into Reading and the Use of English]*. London: HMSO. [Google Scholar]. [Accessed 21 August 2022].
 17. Department of Education and Science (1967). *Children and Their Primary Schools: A Report of the Central Advisory Council for Education (Plowden Report)*. London: HMSO. [Google Scholar]. [Accessed 21 August 2022].
 18. Department of Education and Science (1971). *The Education of Immigrants: Education Survey 13*. London: HMSO. [Google Scholar]. [Accessed 21 August 2022].
 19. Department of Education and Science (1972). *The Continuing Needs of Immigrants. Education Survey 14*. London: HMSO. [Google Scholar]. [Accessed 21 August 2022].
 20. Department of Education and Science (1985). *Education for All: The Report of the Committee of Inquiry into the Education of Children from Ethnic Minority Groups (The Swann Report)*. London: HMSO. [Google Scholar]. [Accessed 21 August 2022].
 21. Department for Education and Skills. (2006). *Secondary National Strategy: Pupils Learning English as An Additional Language*. London: DfES. [Google Scholar]. [Accessed 21 August 2022].
 22. Department for Education. (2013a). *The National Curriculum in England: Key Stages 1 and 2 Framework Document*. London: DfE. Available at: <https://www.gov.uk/education/primary-curriculum-key-stage-1> [Accessed 10 August 2022].

23. Department for Education. (2013b). Assessing Without Levels. London: DfE. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918928/NFER_AWL_report.pdf [Accessed 10 August 2022].
24. Department for Education. (2014). Promoting Fundamental British Values as Part of SMSC in schools. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf [Accessed 04 September 2022].
25. Denscombe, M. (2017). *The Good Research Guide: for Small-Scale Social Research Projects*. Maidenhead: McGraw-Hill Education.
26. Drury, R. (2013). How silent is the 'Silent Period' for young bilinguals in early years settings in England?. *European Early Childhood Education Research Journal*, 21:3, pp. 380-391. Available at: <https://doi.org/10.1080/1350293X.2013.814362>.
27. Fink, A. (2014). *Conducting research literature reviews: From the internet to paper*. 4th edn. Thousand Oaks, California: SAGE.
28. Flick, U. (2018). *An introduction to qualitative research*. 6th edn. Sage Publications Limited.
29. Flynn, N. and Curdt-Christiansen, X.-L. (2018) Intentions versus enactment: making sense of policy and practice for teaching English as an additional language. *Language and Education*, 32 (5). pp. 410-427. Available at: <https://doi.org/10.1080/09500782.2018.1475484>.
30. Formosinho, J. (2020). The importance of making explicit in educational research the role of pedagogy and teachers. *European Early Childhood Education Research Journal*, 28:5, pp. 623-627. Available at: <https://doi.org/10.1080/1350293X.2020.1817234>.
31. GOV.UK. (2022). Academic Year 2021/22. Schools, pupils and their characteristics. Available at: <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>. [Accessed 22 August 2022]
32. GOV.UK. (2010). United Nations Convention on the Rights of the Child (UNCRC): how legislation underpins implementation in England. Available at: <http://www.gov.uk/government/publications/united-nations-convention-on-the-rights-of-the-child-uncrc-how-legislation-underpins-implementation-in-england> [Accessed 19 August 2022].
33. Guba, E. and Lincoln, Y. (1994). Competing paradigms in qualitative research. In N.K Denzin, N.K. and Lincoln, Y.S. (Eds.). *Handbook of qualitative research* (pp. 105-118). Thousand Oaks, CA: Sage.
34. Humes, W. and Bryce, T. (2003). Post-structuralism and policy research in education, *Journal of Education Policy*. 18:2, pp. 175-187. Available at: <https://doi.org/10.1080/0268093022000043056>
35. Jordan, M.F. (2022). *Research Journal*. Personal Document
36. Johnson, B. and Christensen, L. (2012). *Educational Research*. 4th edn. Thousand Oaks, CA: SAGE

37. Kara, H. (2018). *Research Ethics in the Real World. Euro-Western and Indigenous Perspectives*. 1st ed. University of Bristol: Policy Press
38. King, L. (2018). *The Impact of Multilingualism on Global Education and Language Learning*. Cambridge Assessment English Perspectives: UCLES.
39. Koopman, C. and Matza, T. (2013). *Putting Foucault to Work: Analytic and Concept in Foucaultian Inquiry*. *Critical Inquiry*, Vol. 39, No. 4, pp. 817-840. Available at: <https://www.jstor.org/stable/10.1086/671357> [Accessed 20 August 2022]
40. Krashen, S. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon.
41. Krashen, S. (1985). *The Input Hypothesis*. New York: Longman.
42. Legislation.gov.uk. (2018). Data Protection Act 2018. Available at: <https://www.legislation.gov.uk/ukpga/2018/12/part/2> [Accessed 20 August 2022].
43. Leung, C. (2002). *English as an Additional Language. Language and Literacy Development*. Hearst: UKRA United Kingdom Reading Association. [Google Scholar] [Accessed 20 August 2022].
44. Leung, C., 2016. English as an additional language - a genealogy of language-in-education policies and reflections on research trajectories. *Language and education*, 30(2), pp.158–174. Available at: <https://doi.org/10.1080.09500782.2015.1103260>.
45. Leung, C. and Valdés, G. (2019), 'Translanguaging and the Transdisciplinary Framework for Language Teaching and Learning in a Multilingual World'. *The Modern Language Journal*, vol. 103, no. 2, pp. 348-370. Available at: <https://doi.org/10.1111/modl.12568>.
46. Lincoln, Y. and Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.
47. Liu, Y., Fisher, L., Forbes, K., and Evans, M. (2017). The knowledge base of teaching in linguistically diverse contexts: 10 grounded principles of multilingual classroom pedagogy for EAL. *Language and Intercultural Communication*, 17(4), pp. 378-395. Available at: <https://doi.org/10.1080/14708477.2017.1368136>.
48. Maher, J.C. (2017). *Multilingualism A Very Short Introduction*. 1st edn. Oxford: Oxford University Press.
49. McKim, C. A. (2017) 'The Value of Mixed Methods Research: A Mixed Methods Study'. *Journal of Mixed Methods Research*, 11(2), pp. 202–222. Available at: <https://doi.org/10.1177/1558689815607096>.
50. Melnikovas, A. (2018). Towards an Explicit Research Methodology: Adapting Research Onion Model for Futures Studies. *Journal of futures studies*, 23(2), pp.29–44. Available at: [https://doi.org/10.6531/JFS.201812_23\(2\).0003](https://doi.org/10.6531/JFS.201812_23(2).0003).
51. Mistry, M. and Sood, K. (2015). *English as an Additional Language in the Early Years: Linking theory to practice* (1st ed.). London: Routledge.

52. Mukherji, P. and Albon, D. (2018). *Research methods in early childhood: an introductory guide*. 3rd edn. Los Angeles: SAGE.
53. National Association for Language Development in the Curriculum (2022). How the EAL needs of bilingual learners in English schools are funded. Available at: <https://www.naldic.org.uk/research-and-information/eal-funding/>.
54. Nowell, L.S, Norris, J.M., White, D.E. and Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative*. 16. Available at: <https://doi.org/10.1177/1609406917733847>.
55. Office for National Statistics (2013). Language in England and Wales: 2011. Available at: <https://www.ons.gov.uk/people-population-andcommunity/culturalidentity/language/articles/languageinenglandandwales/2013-03-04/pdf> [Accessed 20 August 2022].
56. Ofsted. (2019) Education inspection framework: overview of research. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963625/Research_for{EIF_framework_updated_references_22_Feb_2021.pdf [Accessed 20 August 2022].
57. Ofsted. (2022). Early years inspection handbook for Ofsted-registered provision. Available at: <https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision-for-september-2022>. [Accessed 20 August 2022].
58. Pascal, C. and Bertram, T. (2009). Listening to young citizens: the struggle to make real a participatory paradigm in research with young children. *European Early Childhood Education Research Journal*. 17 (2), pp. 249–262. Available at: <https://doi.org/10.1080/13502930902951486>.
59. Rousseau, J.-J. and Foxley, B (translator). (2019). *Emile or on Education*. United Kingdom: Gardners Books.
60. Rowe, D. W., and Miller, M. E. (2015). Designing for diverse classrooms: Using iPads and digital cameras to compose eBooks with emergent bilingual/biliterate four-year-olds. *Journal of Early Childhood Literacy*. Available at: <http://doi.org/10.1177/1468798415593622>
61. Safford, K. and Drury, R. (2013). The ‘problem’ of bilingual children in educational settings: policy and research in England. *Language and Education*, 27:1, pp. 70-81, <https://doi.org/10.1080/09500782.2012.685177>.
62. Saunders, M., Lewis, P., & Thornhill, A. (2016). *Research Methods for Business Students*. England: Pearson Education Limited.
63. Savin-Baden, M. and Howell Major, C. *Qualitative Research: The Essential Guide to Theory and Practice*. 1st edn. Routledge.
64. Sime, D., Fassetta, G. and McClung, M. (2018). “It’s Good Enough That our Children are Accepted’: Roma Mothers’ Views of Children’s

- Education Post Migration.” *British Journal of Sociology of Education* 39 (3): 316–332. Available at: <https://doi:10.1080/01425692.2017.1343125>.
65. Sims-Schouten, W. and Stittrich-Lyons, H. (2014). ‘Talking the Talk’: practical and academic self-concepts of early years practitioners in England. *Journal of Vocational Education and Training*, 66:1, pp. 39-55. Available at: <https://doi.org/10.1080/13636820.2013.867526>.
 66. Stewart, K., Campbell, T and Gambaro, L. (2019) ‘The peer composition of pre-school settings in England and early recorded attainment among low-income children,’ *British Journal of Sociology of Education*. Available at: <https://www.tandfonline.com/doi/full/10.1080/01425692.2019.1583549>.
 67. Stewart, D.W. and Shamdasani, P.N. (2014). *Focus Groups: Theory and Practice*. 3rd edn. California: SAGE
 68. Strand, S., Malmberg, L.-E. and Hall, J. (2015). *English as an Additional Language (EAL) and educational achievement in England: An analysis of the National Pupil Database*. Educational Endowment Foundation, Unbound Philanthropy, Bell Foundation. Available at: https://www.researchgate.net/publication/299545788_English_as_an_Additional_Language_EAL_and_educational_achievement_in_England_An_analysis_of_the_National_Pupil_Database [Accessed 20 August 2022].
 69. Sultana, F. (2015). Reflexivity, Positionality and Participatory Ethics: Negotiating Fieldwork Dilemmas in International Research. *ACME: An International Journal for Critical Geographies*, 6(3), pp. 374-385. Available at: <https://acme-journal.org/index.php/acme/article/view/786> [Accessed: 4 September 2022].
 70. The Scottish Government. (2013). Play Strategy for Scotland: Our Vision. Available at: https://www.playscotland.org/resources/download/Scotland-Play-Strategy-Vision.pdf?plschtml_id=18543 [Accessed 10 August 2022]
 71. Webster, J., and Watson, R. T. (2002). *Analysing the past to prepare for the future: Writing a literature review*. *MIS quarterly*, xiii-xxiii.

LITERARY AND CULTURAL STUDIES

THE SEARCH OF SELF-DETERMINATION IN MULTIETHNIC AMERICAN LITERATURE

Yuliia LYSANETS,
Olena BIELIAIEVA¹

Abstract: *The present paper examines the problem of self-identification in Toni Morrison's *Beloved* (1987) and Theresa Hak Kyung Cha's *Dictee* (1982). The study analyzes the salient features of American postcolonial literature and identifies their narrative implementation. Toni Morrison's *Beloved* reveals an extremely vivid and unvarnished truth about the enslavement of Afro-Americans. The author suggests the crucial way of comprehending oneself and of regaining one's identity. Morrison contends that the whole American nation has to search its identity in one of the most infamous periods of its history, envisaging the legacy of slavery. In order to secure a decent future, one must initially come to terms with one's past, fearlessly addressing contemporary problems of racial discord and intolerance. Likewise, *Dictee* by Theresa Kyung Hak Cha contemplates the problems of identity, lost within the vortex of impetuous historical events. Cha struggles to define a Korean American identity and protect it from dissolution. The author is eager to help an Asian American woman to obtain her own voice, to resuscitate the silent history of Korea. Defying any kind of oppression, both Toni Morrison's *Beloved* and Theresa Hak Kyung Cha's *Dictee* claim a person's right and necessity for self-identification. In order to find one's solid position in this world, it is indispensable to face one's historical legacy, to understand, accept it and deduce the inferences, essential for the self-identified future life.*

Keywords: postcolonial literature, narrator, narrative strategies, protagonist, self-identification

1. Introduction

Aspiration for one's genuine identity is the main theme of Toni Morrison's *Beloved* (1987) and Theresa Hak Kyung Cha's *Dictee* (1982). Both novels are the prime examples of postcolonial literature, and thereby they open "a permanent dialogue with the past" (Palladino, 54); as a matter of fact, "the writing back into history" becomes their "institutionalized feature" (Palladino, 55). Thus, the wide-scale social and political phenomena hold the central place within the framework of these texts and the destinies of the characters are significantly affected by them. The protagonist of postcolonial literature is usually caught in critical historic situations. He or she experiences the painful discrepancies between the present and the past; often combats the influences of dominant cultures and struggles for identity.

¹ Poltava State Medical University, Poltava, Ukraine. inmova@pdmu.edu.ua

2. Demonstration

The representatives of postcolonialism generally regard the institution of slavery as a major “failure of rationality” (Palladino, 54). Toni Morrison’s *Beloved* focuses primarily upon the implications of slavery. The story is set during the Reconstruction era; it extensively discusses the problems of history and memory: all the characters are somehow or other oppressed by the pervasive burden of their horrible past. They attempt to recast their lives and return to normal existence after their release from slavery. 124 Bluestone, Cincinnati, the place where the main heroes live, is haunted by the ghosts of the past; in a similar way their minds are haunted by the horrible events of their biographies. Sethe (the protagonist of the novel) is the former slave who is haunted by memories which she desperately tries to escape. Denver, Sethe’s youngest daughter, is unsociable and housebound while her sons, Howard and Buglar, ran away from home and its “ghosts”. Sethe persistently attempts to “beat back” the abhorrent past: “Make-a-new-step, slide, slide and strut on down” (Morrison, 142). As a matter of fact, all characters in the novel (Sethe, Paul D, Stamp Paid, etc.) experienced violent oppression and suffering. The author provides the detailed portrayal of their inhuman experience from the slavery period which continues to pursue the characters of the novel even long after their release: “Those horrors from the past constantly intrude on the text, dominating both it and the lives of *Beloved’s* characters, demanding that they be acknowledged and worked through as past” (Hinson, 148).

For Sethe, the past is vividly alive and therefore she substitutes the word “remember” with “rememory”, and in much the same manner applies the neologism “disremember” instead of “forget”. Such tendency identifies her strivings to express the idea that everything we live through is actually kept in our memory. On the contrary, Paul D tries to repress and “store” his recollections and emotions in the “tobacco tin” of his heart. Thus, the effort to “disremember” the past implies the attempt to move it aside, to the rearward of the mind, but by no means to get rid of it. Nevertheless, it is impossible to achieve internal harmony and peace by rejecting the past which still obstinately pursues them. In the long run the only prudent way of living turns out to be in accepting it. Mentally mutilated generations of ex-slaves suffer from memories which “should not be spoken of” and therefore they incessantly “come back whether we want it to or not” (Morrison, 26).

Eventually Sethe’s memories become literally incarnated into the ghost of her murdered daughter, whom she called “Beloved”. Sethe was forced to kill the child eighteen years before, in such a manner trying to protect her child, to release her from living in servitude, “to put her

babies where they would be safe” (Morrison, 312). In her opinion, the best thing a mother can do is to rescue her children from gradual degradation and depersonalization in slavery by murdering them. This supernatural person possesses distinct features of a baby and introduces herself as “Beloved”. Therefore, Sethe has no doubt that her poor child returned to her. The image of Beloved is an embodiment of historical legacy of slavery and she haunts not only her mother, but everyone she comes in contact with. It is only Paul D who tries to recover the rational thinking in Sethe’s home. However, he soon also becomes the object of the ghost’s distorting charms. The author actually took this plot line from a real story of Margaret Garner from Kentucky who murdered her child when the slave catchers were about to capture them. In fact, this horrific act of infanticide emphasizes the devastating influences of slavery upon the identity.

As a matter of fact, the rebirth of Beloved symbolizes the author’s idea that the past never dies and can even become more intense than the present: the presence of Beloved actually consumes Sethe’s life. Beloved forces all characters to reconsider their lives. She rummages in their hearts and saturates their minds with appalling memories from the past. Morrison suggests that history is not something that can be quietly forgotten: “No rocking can hold it down. It’s alive, on its own. A dry and spreading thing that makes the sound of one’s own feet going seem to come from a far-off place” (Morrison, 522).

One of the most important ideas articulated in the novel is the underlying reason of the ceaseless chain of violence and vengeance within which the Afro-American society is obviously trapped. Morrison’s novel “demonstrates how the past usurps the present and how the persistence of the past disrupts Sethe’s and the community’s growth and struggles for harmony” (Hinson 156). The author identifies slavery as the source of violence in Afro-American communities. Thus, “violence breeds more violence as members of the community seek revenge, forging a chain of reciprocal violence” (Hinson, 149). The author asserts that the cornerstone of this predominant phenomenon can only be found in the servile past. The horrors of slavery legacy haunt the characters and in such a way trigger “reciprocal violence that entangles the community in the past and initiates a plot which is equally bound to the past. The community’s crisis of violence is reflected in a recursive narrative pattern, shaped out of repetitions and returns of the repressed memories of white violence in slavery. Through this recursive narrative, Beloved speaks the unspeakable secret of violence in the African American community” (Hinson, 148). The centuries-long oppression caused the fragmentation and destruction of human identity. The heroes

suffer from self-alienation and spiritual exhaustion. Most of them are on the verge of madness, at risks of losing their identity. The former slaves are used to be estimated as commodities; therefore, Paul D has no idea what is the real “cost value” of a person, what does it actually mean to be a free man. This ultimate dissociation and loss of one’s “self”, as well as moral devastation can only be repaired through the acceptance of the painful memories and comprehension of one’s past.

Furthermore, the author contends that the institution of slavery has corrupted not only the slaves. It turns out that slavery rendered irrevocable changes among the “white” representatives of the society as well. One of the characters, Stamp Paid, depicts them as “changed and altered ... made bloody, silly, worse than they ever wanted to be” (Morrison, 382). As Toni Morrison once pointed out, “it is about something that the characters don’t want to remember, I don’t want to remember, black people don’t want to remember, white people won’t want to remember. I mean, it’s national amnesia” (Cited in: Palladino, 55). Thus, the entire nation’s identity is endangered. In order to have the steady future prospects one must acknowledge and understand the “ghosts” of the past. The author insists upon “the necessity of a conscious and inevitably painful engagement with the past”, in order to “recuperate past memories to sketch a denied history” (Palladino, 54).

Thus, Toni Morrison’s *Beloved* reveals an extremely vivid and unvarnished truth about the enslavement of Afro-Americans. The author suggests the crucial way of comprehending oneself and of regaining one’s identity. Morrison contends that the whole American nation has to search its identity in one of the most infamous periods of its history, envisaging the legacy of slavery. In order to secure a decent future, one must initially come to terms with one’s past, fearlessly addressing contemporary problems of racial discord and intolerance.

Likewise, *Dictee* by Theresa Kyung Hak Cha contemplates the problems of identity, lost within the vortex of impetuous historical events. *Dictee* is a “multicultural, feminist, post-colonial and ethnic memoir” (Trinh, 18). The narration comprises the stories of several women: Joan of Arc, Demeter and Persephone, Yu Guan Soon (the Korean revolutionary), Cha’s mother and Cha herself. *Dictee* is an exceedingly experimental autobiographical novel due to the juxtaposition of different media. Within this peculiar interdisciplinary text of unusually fragmented structure the author managed to combine “words, phrases, incomplete sentences, paragraphs, poems, pictures, diagrams, calligraphy, and photos” (Shih, 149). As a matter of fact, the overlapping of seemingly heterogeneous elements provides the entirely new perspective upon the well-known and relevant themes.

The book is divided into nine sections named after the Greek muses. All its diversified media are focused on a feminine desire to communicate a message, to obtain speech. The fragmentary structure of *Dictee* implies the chaotic and contradictive female psyche, the dissection of the Korean history, the problems of racial discrimination, prohibition of mother tongue and eventual degradation of a culture.

War and exile as a consequence of war are the predominant themes of *Dictee*. The Korean War, Japanese occupation and outcry against it are the crucial aspects of *Dictee's* narrative (section "Clio"). The author introduces the historical image of Yu Guan Soon – a young Korean patriot executed at the age of 18 by the Japanese. In section "Calliope", one can find the image of Persephone who appears as a young Korean woman exiled from Korea. The Japanese sent her away to Mongolia where she falls ill and, being delirious, sees three women offering her fruit. It clearly reminds of the episode from Greek mythology when Persephone eats the pomegranate seeds. The section "Melpomene" narrates of the tragic riot in Korea against the Japanese invaders. Eventually, the Western colonial intervention results in the severance of Korea.

Cha is struggling to revive the self-determined Korean identity; however, she finds it desperately hard: "Refugees. Immigrants. Exiles. Farther away from the land that is not your own. Not your own any longer" (Cha, 45). Cha asserts that the foreign intervention into Korean nationalism led to Koreans' loss of integrality. Her verdict is rather inconsolable: "Our destination is fixed on the perpetual motion of search. Fixed in its perpetual exile ... We are inside the same struggle seeking the same destination ... Stalemate" (Cha, 81).

Dictee (the French for "dictation" or "to write down from dictation") places high emphasis on the notion of language and its significance for nations. The author constantly turns to linguistic and graphic experiments, for example, "typographic innovations", "semantic and syntactic disruptions to conventional representation" (Shih, 149), as well as deliberate splitting of words into parts, in order to infuse them with new unexpected meanings. Language has been reasonably regarded as a powerful tool of influence and subjugation throughout the history. The author employs the word "Dictee" in order to unfold an extensive conceptual space, playing with words "dictator" and "dictatee". That is to say, dictators divulge the subordinate nations via the language assimilation.

Cha extensively scrutinizes the problems of fragmented memory and shattered, disintegrated identity. *Dictee* is the mouthpiece of all Asian-Americans who feel alienated from their homeland and at the

same time from the place they are living now. Such a situation, experienced by Cha and her mother, is depicted in *Dictee*: they are silenced to use the mother language (Korean) on their native soil. However, the Koreans secretly continue to speak it in order to preserve their natural language, because “The tongue that is forbidden is your own mother tongue ... The one that is yours. Your Mother tongue is your refuge. It is being home. Being who you are” (Cha, 45-46). Upon emigration to the USA, a person somehow attains new personality, that is, not only the citizenship but actually the cultural trace of another nation: “One day you raise the right hand and you are American. They give you an American Passport. The United States of America. Somewhere someone has taken my identity and replaced it with their photograph. The other one. Their signature, their seals. Their own image ... The rest is past” (Cha, 56). Thus, having appeared in a highly unstable and tragic “in-between” position, Cha becomes irreparably alienated from her compatriots in Korea; she actually loses her original background. Cha and her mother are exiles not only in a foreign land but in their homeland as well. Although they remain faithful and “will and will only espouse this land this sky this time this people” (Cha, 57), they have lost their motherland for good. A Korean by race and an American by credentials, Cha is longing for self-identification. Cha remembers the history of her nation which she describes as “the decapitated forms” (Cha, 38). Her bicultural and bilingual personality searches for the initial roots, the national identity which can only be based upon “the soil, seed, amount of light and water necessary, the genealogy” (Cha, 58).

Cha emphasizes the painful effect of mastering the alien language in terms of scientific schemes and figures. The foreign sound-making is highly unnatural for human organism: “Contractions. Noise. Semblance of noise. Broken speech. One to one. At a time. Cracked tongue. Broken tongue” (Cha, 75). What is even more important, the adoption of another language implicates the tragic disintegration of personality: alongside with “Speaking broken. Saying broken. Talk broken...” one is actually “Being broken” (Cha, 161).

For Cha, the traumatic experience of being displaced is closely associated with the loss of mother. In this context, motherhood becomes a very powerful metaphoric tool which implicates the feelings of one’s internal sustainability and integrity. As a matter of fact, the motive of maternity serves “as a trope for the “border-crossing” in a global context” (Hsiao-ching, 149). For instance, Persephone transits into the underworld with the view to achieve the reunification with her mother, therefore, border crossing symbolizes “reunifying fragments and regaining wholeness” (Hsiao-ching, 165). In such a manner Cha

endeavors to amend the disrupted bonds with her original identity: “You are home now, your mother, your home. Mother inseparable from which is her identity, her presence. [...] Mother, my first sound. The first utter. The first concept” (Cha, 49-50).

Thus, in virtue of this kind of venturesome intertwining of Greek mythology, world history, Korean culture and personal emotions, Cha struggles to define a Korean American identity and protect it from dissolution. The author is eager to help an Asian American woman to obtain her own voice, to resuscitate the silent history of Korea. Defying any kind of oppression, both Toni Morrison’s *Beloved* and Theresa Hak Kyung Cha’s *Dictee* claim a person’s right and necessity for self-identification. In order to find one’s solid position in this world, it is indispensable to face one’s historical legacy, to understand, accept it and deduce the inferences, essential for the self-identified future life.

References

1. Cha Kyung Hak T. *Dictee*. New York: Tanam Press, 1982.
2. Hinson D.S. Narrative and Community Crisis in *Beloved*. *MELUS*. 2001. 147-167.
3. Hsiao-ching Li F. Imagining the Mother/Motherland: Karen Tei Yamashita’s Tropic of Orange and Theresa Hak Kyung Cha’s *Dictee*. *Concentric: Literary and Cultural Studies*. 2004. 149-167.
4. Morrison T. *Beloved*. NY: Alfred A. Knopf, 1987.
5. Palladino M. History, Postcolonialism and Postmodernism in Toni Morrison’s *Beloved*. *Neither East Nor West: Postcolonial Essays on Literature, Culture and Religion*. 2008. 53-63.
6. Shih S. Nationalism and Korean American Women’s Writing: Theresa Hak Kyung Cha’s *Dictee*. *Speaking the Other Self: American Women Writers*. 1997. 144-165.
7. Trinh T.M. *Woman, Native, Other: Writing Postcoloniality and Feminism*. Bloomington: Indiana University Press, 1989

THE HUMANITIES DISCOURSE OF THE IDEA OF THE UNIVERSITY: THE METAMODERN EXPERIENCE

*Lidiia MATSEVKO-BEKERSKA*¹

Abstract: *The idea of the University, which evolved from the concepts of Wilhelm von Humboldt, John Newman, José Ortega y Gasset, Karl Jaspers, Hans-Georg Gadamer and others, under conditions of modern civilizational transformations requires a new (re)interpretation. It is necessary to highlight its meaning-making horizon, to determine its features and place in the latest educational discourse. In accordance with the formation of a new, qualitatively different, cultural and axiological paradigm, education in the humanities acquires special importance. The metamodern worldview and world perception are being developed in the direction, which was metaphorically defined by Claude Lévi-Strauss, because indeed the 21st century more and more convincingly testifies to rapprochement with the humanities. In order to implement the essence and maintain balance in the structure of the University, we must take into account the current challenges, threats and expectations that define the humanitarian horizon. Metamodernist accents highlight the new possibilities of education in the humanities, and open perspectives for personal self-fulfillment in the complex and unpredictable coordinates of the post-digital reality.*

Keywords: the idea of the University, education in the humanities, metamodernism, “new sincerity”, the mood of modernity

1. Introduction

Wilhelm von Humboldt once asserted: “Since the very intellectual act of humanity is productive only on the basis of cooperation, a general, primordial force, the rays of which are carried by the chosen ones, becomes obvious to all. However, not because one brings what the other lacks, but because the success of one adds zeal to the other” (Zubrytska, 2002, 25). The metaphor of a metamodern University in the field of humanities education best embodies the idea of an outstanding scientist, so there is a need to ask ourselves in what way and with the best result the intellectual rank of humanity can be multiplied within the limits of the tasks that we see before us and in the range of the resources that we can employ. Obviously, the vision of the present with its projection on a conditional (or more or less imaginary) tomorrow affects the marking of the educational horizon available to us in the coordinates of the mood of the modern age. We will appeal specifically to emotional and ethical categories, since the philosophical understanding of the current stage of

¹ Ivan Franko National University of Lviv, Lviv, Ukraine.

the formation of scientific methodology is extremely cautious and prefers the manifestation of a new interpretation of the “structure of feeling” (R. Williams). The period of transformation of Web 3.0 into Web 4.0 requires not so much an understanding of the essence of technological changes and innovative perspectives, as an understanding of the place of an individual in these processes, ways of his adaptation to the new time (which has already arrived, and not just appears in its contours). The rapidity and simultaneity of significant (often symbolic) socio-historical, socio-economic, cultural, worldview, axiological, ethical phenomena and events encourage the analysis of the educational situation in the coordinates of metamodernity as the dominant worldview.

2. Demonstration

In 1975, Mas'ud Zavarzadeh's article “The fact of the apocalypse and the artistic “blackout” in modern narratives of American prose” identified one of the key problems in the study of modern literature, caused by the fundamental difference in the nature of artistic presentation compared to classical, modernist, and postmodernist literature. The fundamentally important elements in the essence and structure of the literary and artistic text appeared, which testified to the dialogue of new values and ideas about reality. It is not by chance that our contemporaries, the creators of the metamodernist discourse, appeal to the author of this article, because it was he who drew attention to the formation of such a strategy of artistic thinking, which will allow us to depict a reality that looks more frightening than the scariest fiction so far, which will allow us to create a new fictional reality that will not be identical to reality. Mas'ud Zavarzadeh's article was published long before April 1986 (the tragedy at the Chornobyl NPP in Ukraine) and before September 2001 (the tragedy with the twin towers of the commercial center in New York, USA), but the experience of apocalypticity on some emotional, evaluative, perceptual level has already begun to emerge. The declared advance to the “zero degree of interpretation” of the artistic text was argued by the fact that all interpretations of reality can be both accurate and absurd at the same time. M. Zavarzadeh believes that “reality is becoming more fantastic, wild and incredibly inconceivable than invented fiction”, and due to constant upheavals and an ongoing crisis of values, the general environment (of a human) has recently turned into an extended “extreme situation”, in which, according to his opinion, another cultural stage is being formed, when “old fictions [...] suddenly became new realities, and old truths already look like new fictions” (Zavarzadeh,

1975). Hence, the feeling of otherness arose and received a certain factual basis.

The unfolding of the metamodernist canon continues actively and variegatedly: in the absence of theoretical or methodological research, we currently have enough manifestos, notes, random considerations, etc., which try to establish the latest trends in the humanitarian discourse. Postmodern alienation, as well as the expansion of critical thinking, were expressed convincingly enough and led to the search for a new coordinate system for understanding the present, for determining a new vector on the path of perception and dissemination of universal values. As T. Yusef noted, “postmodernist texts show skepticism about the ability of art to create meaning, the ability of history to reveal the truth, and language to convey reality” (Yusef, 2017). Thus, a special categorical status is acquired by the Platonic “metaxis” – i.e. “participation of the thing existent in being”. We observe that the prefix “meta” denotes a state at the same time “between”, “beyond” and “after” (because it testifies to the intersection of two axes – Heaven and Earth, Divine and Mortal), and we understand that the meaning of metamodernist thinking will not be a canonical manifesto and not a certain program of aesthetic or value guidelines. The goal of the search for an answer becomes a process, not a fact, the element of the answer becomes a feeling or experience – much more valuable than knowledge or, even, understanding. The special articulation of feelings is the best way and form of the cultural dominance of our time.

In 1997, a philosophical conference “After Postmodernism” was held at the University of Chicago, during which the direction of the development of the latest scientific thought was determined: “If we absorb postmodernism, if we recognize the diversity and groundlessness of the foundations, but do not want to dwell on arbitrariness, relativism or aporia, then we ask, what will happen after postmodernism? [...] We want to think further, to start a discourse that moves on, after postmodernism” (After Postmodernism, 1997).

In 2006, the “Manifesto of a New Sincerity” was posted on the “Maximum Fun” podcast network (founder Jesse Thorne, USA). In the future, the emphasis on the leading idea of metamodernism – “new sincerity” – will expand and will be foregrounded. Here, this concept is understood as an “extremely impressive” return to humanistic vectors, which is evidenced by the rejection or gradual departure from postmodern concepts: “What is the new sincerity? Think irony and sincerity combined like Voltron to form a new movement of awesome power. Or think of it as a lack of irony and sincerity where less is (apparently) more” (Manifesto for The New Sincerity, 2006). Voltron

(Legendary Defender, adapted by Beast King Go-Lion, a symbol of transformers / robots) embodies the idea of a perfect civilization, capable of defeating evil, in this manifesto acquires the meaning of a new emotion, a new mood of the technological age, a concentration of energy of a new cultural era, which will later be unanimously discussed by philosophers, sociologists, and culturologists.

The discussion continued in 2007, when a conference was held at the Free University of Berlin to assess the cultural situation after the end of postmodernism. In 2010, Dutch culturologists Robin van den Akker and Timoteus Vermeulen set out their thoughts on phenomena and processes in culture, politics and art in the essay “Notes on Metamodernism”. The authors emphasize that metamodernity is a new type of sensibility that has replaced postmodernism, that its main feature is oscillation as evidence of being “in-between”: “We will call this discourse – the oscillation between the enthusiasm of modernism and postmodern irony – metamodernism” (Vermeulen T., Akker R. van den, 2010). At the same time, it is emphasized that the key features of metamodernism are the replacement of melancholy with hope and the strengthening of neo-romantic sensibility. Emphasizing the rhizomatic nature (non-linearity) and openness (non-dogmatism) of their concept, the researchers refer to the concept of the “structure of feeling”, somewhat rethinking the definition of R. Williams and giving this name to the mood of the modern age: “[...] metamodernism is not a philosophy. In the same sense, it is not a direction, a program, an aesthetic register, a visual strategy, or a literary technique or trope. To say that something is a philosophy is to suggest that it is a system of thought. This means that it is closed, that it has limits. It also means that there is logic to it... To propose any “-ism” as an aesthetic register, strategy, or trope is to suggest that it is a figure that can be fixed, taken out of a text or painting and inserted elsewhere. The concept of metamodernism proposed by us is not one of the above. It is not a system of thought, not a direction or a trope. For us, it is a structure of feelings” (Vermeulen, Akker, 2015). Thus, it is worth thinking about the way to incorporate the idea of the University into the new emotional picture of modernity.

The expressed ideas gained approval in European academic circles and encouraged their continuation and development. In 2014, a conference on metamodernism was held at the University of Strathclyde (Glasgow). In 2011, Luke Turner offered the “Manifesto of Metamodernism”, in which he quite categorically called for freedom from the “ideological naivety” of modernism and the “cynical insincerity” of postmodernism, and then offers “pragmatic romanticism, which is not shackled by ideological principles” and called for “opening our arms to

the scientific and poetic synthesis and enlightening naivety of magical realism” (Turner, 2011).

According to Luke Turner, metamodernism is a changing state of searching for a multiplicity of incommensurable and elusive horizons between (and beyond) irony and sincerity, naivety and awareness, relativism and truth, optimism and doubt (Turner, 2011).

Tawfiq Yousef concretizes the idea of “new sincerity” (Yousef, 2017). In order to fit the philosophy of education in the humanities into the coordinates of the cultural situation of today, it is important that he calls metamodernism “the dominant cultural logic of modern times” and emphasizes that “it tries to surpass modernism and postmodernism in order to correspond to modern cultural regimes” (Yousef, 2017). Tawfiq Yousef’s conclusion that the main principle of metamodernism “is faith, trust, dialogue and sincerity” and the conviction that this can help overcome postmodern irony and detachment is important for clarifying the essence of the latest educational discourse. Here, of course, we are talking about both the text and the context – especially in the paradigm of humanities.

The question arises, why are we ready for this qualitatively different humanities paradigm? Following the logic of T. Yousef, we agree that “modernism was mainly epistemological (concerned with the nature of knowledge), postmodernism was primarily ontological (concerned with the nature of being), and metamodernism, which appeared in the first decade of the 21st century, called everything into question” (Yousef, 2017): both “the universality and truthfulness of old modernism” and “the fragmentation and skepticism of postmodernism”. Metamodernism seeks to recreate a sense of wholeness, and this, in turn, should help to positively change both locally and globally.

In the context of profound transformations of the mood of the modern age, in the formation of a qualitatively different cultural and axiological paradigm, education in the humanities acquires special importance. As Claude Lévi-Strauss once remarked, the 21st century will be the century of the humanities, or it will not exist at all. Therefore, the idea of the University (it is with the University that we associate the object of our research), the understanding of which is concretized in the works of Wilhelm von Humboldt, John Newman, José Ortega y Gasset, Karl Jaspers, Hans-Georg Gadamer and others, needs “incorporating” it in the context of the latest educational discourse. Thus, according to the definition of José Ortega y Gasset, “the essence of higher education <...> is in two things: a) in the training of intellectual professions, b) in scientific research and training of future researchers” (Ortega, 2002, 73), and structurally, university education has three components: “1)

transmission of culture; 2) vocational training; 3) research and nurturing of new scientists” (Ortega, 2002, 80). In order to implement the essence and maintain balance in the structure of the University, we must take into account the current challenges, threats and expectations that define the humanitarian horizon. First of all, it has already become obvious to everyone that the persistent and purposeful movement towards globalization has undergone a significant correction. Similar to the rejection of postmodernist chaos, the propaedeutic sense of the futility of globalist intentions was eventually realized in the metamodern worldview and worldview (the conviction was established in the consciousness of our contemporary that any significant global problem, such as, say, the coronavirus pandemic, was solved locally, by the government of each country and more in the projection on the national economic and socio-cultural landscape than in the balance and agreement of initiatives and steps common to all). In this context, the questions formulated by Daniel Görtz (Daniel Görtz), a Swedish political philosopher and sociologist (who is said to spend most of his time alone in the Swiss Alps), leader of the “Scandinavian school” of metamodernism, author of the books “Listening Society”, “Scandinavian Ideology” (2019) (published under the pseudonym “Hanzi Freinacht”), founder of the media platform “A new Republic of Heart”: “How can we reap the best parts of the other two? (i.e., modernism and postmodernism)? Can we create better processes for personal development? Can we reproduce the processes by which society is governed at the local and global levels? Can the inner dimensions of life acquire a more important role in society? How can modern, postmodern, and premodern people live productively together? How can politics be adapted to an increasingly complex world? What is the unique role of humanity in nature's ecosystems? (Daniel Görtz, 2020).

In each case, a new “structure of feeling” is formed, which should harmonize the personal intentions of all those belonging to the latest cultural era. Its integral component is the idea of the University, at the heart of which continues to be the humanities canon. We agree with Maria Zubrytska that “the humanitarization of university education has become an extremely acute problem against the background of the rapid development of high technologies and globalization processes. One of the important components of the University's mission has always been the task of preserving the cultural heritage, while enriching it and continuously interpreting it. That is, the moral obligation of the University as an institution was to pass on traditions from one generation to another, to teach those methods and disciplines that are not in great demand today and which seem to be in the area of

intersection of modern interests. History instructively testifies and convincingly proves that often great ideas had nothing to do with new trends” (Zubrytska, 2002, 9). It is the humanities prism that highlights the key problems not only of the educational discourse, but also of a much broader context: philosophical, intellectual, social, economic, psychological, personal, emotional, etc. Preservation and transmission of tradition concern, first of all, spiritual values, moral and ethical canon, conventionality in outlook and world perception, everyday life, scientific studies, reflections on current events and situations of various historical scale and significance. Here we can argue with José Ortega y Gasset, who believed that “every historical work, scientific or political, is the result of a certain spirit or mode of the human mind [...] One generation, radiating its spirit, creates ideas, values, etc. He who intends to imitate these creations must wait until they are completed, that is, until the previous generation has completed its work and the imitator has assimilated their principles, when the powers of the predecessors begin to weaken, and another, the new generation will already be carrying out its reform, founding a society of some new spirit” (Ortega, 2002, 71). Metamodernist (or metamodern) experience does not need sequence, in order to express the ideas of the next generation, one should not wait for the conceptual completion of the activity of predecessors. Rather, Daniel Goertz is right, who thinks, among other things, about “how modern, postmodern and premodern people can productively live together”. The era of metamodernism creates a unique space of harmonious coexistence of everyone with everyone. When, according to M. Zavarzade's observation, reality became more frightening than the scariest fiction, a horizon marked by the search for common, identical, related, close, etc. Personal multifacetedness, social dynamics and activity of everyone multiplies meanings much faster than we have time to perceive them, critically reflect on them and develop new strategies of thinking and activity. Thus, the University becomes the environment that concentrates and maximizes, perceives and suggests, forms and at the same time transforms both in its own nature and in practical planes.

One of the main questions of the humanities discourse of education – traditional, debatable and rapidly changing – is twofold: who do we teach? and why do we teach? This issue accompanies mankind throughout its history, currently actively attracts the attention of a large circle of specialists (physiologists, psychologists, teachers, theoreticians and practitioners in the teaching of certain subjects), foregrounds neuroresearch (neuropsychology and neuropedagogy), and is largely included in the fields of cognitive science. The metamodern

oscillation here covers a considerable range – from the cautious “we teach what will not be relevant in 20-30 years” to extremely pessimistic. For the sake of the validity of the discourse, it should be admitted that at all times the school (in the broadest sense) prepared the individual for the future, about which nothing was known for sure. Humanistic markers indicate reflections on the meaning of education – what is dominant: the result or the process? If the outcome, the predictions are bleak, as demands and expectations multiply at an ever-increasing rate of technology, and no human will ever be able to match the conventional Google. If it is a process, then a vast horizon opens up for the search of optimal ways for a person to oneself and one’s environment. Humanities need the clarification and individualization of the “cognitive map”, because its actual projection makes it possible to harmonize all components (perception, pattern recognition, attention, memory, imagination, language functions, developmental psychology, thinking, problem-solving, human intelligence, artificial intelligence) in the formation of educational methodological principles and practical technologies in the teaching of individual disciplines (regardless of the nature of knowledge). We can consider the concept of artificial intelligence as one of the manifestations of transition in the humanization/humanization of education. We agree with those researchers who emphasize its oxymoronic character, which in fact only figuratively conveys the essence of digital innovations (in particular, computer linguistics, informatics, engineering systems), focused on the similarity of problem-solving to the ways in which a person is guided.

Several events are important for the new format of the idea of the University and its humanitarian contours: in 1997, Deep Blue, a computer for playing chess built by IBM, won a victory over the world champion Garry Kasparov (by the way, after this victory, the market price of the company's shares increased by 18 billion dollars); computer program AlphaGo (DeepMind company) in 2015 for the first time won a game of Go against a professional (Fan Hui, 2nd professional dan) an even match (with a score of 5-0), in 2016 – over Korean Lee Si Dol, in 2017 – over the Chinese Ke Jie; In 2017, the Libratus program beat four professional poker players and won two million dollars. A series of consecutive events caused alarm and drew attention to the question: “How could this happen?” A possible answer was found in the field of humanities: after the first shock due to his defeat, Garry Kasparov understood the essence of this phenomenon and explained succinctly and convincingly: a mistake should have been made in the first moves of the game. That's the point: the machine “did not agree” to play with an amateur, because it is trained to play with a champion – so the simplest

mistake could bring down the entire algorithm. The developers of the programs claim to use a self-learning method and a “regret minimization system” (when the program minimizes the difference between the decision already made and the optimal decision-making strategy). The program, for example, played poker with five copies of itself, initially playing at random. Over time, this program learned to analyze moves and determine which actions and with what probability lead to winning the game. Here it is worth emphasizing an important argument why the concept of artificial intelligence has a rather conditional character. Not so much in view of the immensity of neural connections, which are constantly increasing, as in view of the human nature of a person, it is almost impossible to maximally reduce the differences between the already made decision and the optimal strategy in human activity. In the human mind, this “regret minimization system” will be every time break down and slow down – such qualities are inherent in a person that work in a completely different way to make a decision. A person has anxieties, fears, doubts, prejudices, expectations, certain experiences, unique emotions, certain shades of mood, etc. The humanitarian component focuses precisely on the sphere that ensures the uniqueness, inimitability of the individual, the dialogic nature of his consciousness, the ability to multiply values and meanings. Jose Ortega y Gasset convinces that “there is always a system of living ideas that constitutes the highest level of time, one completely modern system. This system is culture” (Ortega, 2002, 95) and, in agreement with our current mood, concludes: “Culture does to science the same thing that the profession did before: it takes away from science everything vitally necessary in order to interpret our existence” (Ortega, 2002, 96). In the conditions of the unfolding of the metamodern discourse, the question about our existence was transformed into an answer: we do not yet know what the meaning (meanings) of current existence is, but we (in the aggregate meaning – each of us and all of us collectively) feel that the noosphere (anthroposphere, biotechnosphere) acquires a different quality. The problems of personal identity in the widest possible discourse of the identity of the present need a deep understanding, an understanding of the logic of the processes that are taking place and that are only acquiring their specifics. As is well known, situationally optimal solutions are born at the “quantum crossroads”. The cultural age of modernity is a vivid testimony to that. New times are created by new people in the sense of the emergence of a new consciousness, in which wholeness can exist only in its literal meaning – all the “puzzles” of the world structure form a kaleidoscope of sensations and experiences, perception becomes dominant on the way to making decisions. The

reality described by Mas'ud Zavarzadeh as an extended “extreme situation” has already taken place and now needs to be regulated.

The request for an adequate systematic assessment of the current situation, as well as the development of an up-to-date technology that would ensure the continuation of the idea of the University at the heart of its key task – the preservation and transmission of culture – comes to the forefront of humanities studies. When Web 4.0 has already entered our reality (or is approaching it), the problems of humanitarian education in the sense of its universal principle as a meaning-making discourse of education (=culture) in general became more acute. In 2020, Nuccio Ordine, a professor of Italian literature (a specialist on the Italian Renaissance, in particular, on the biography and works of Giordano Bruno at the University of Calabria, visiting professor at the universities of France, Great Britain, Germany, the USA) spoke figuratively and metaphorically about some of the threats and challenges facing everyone involved in education in a video message published on May 18 on the website of the Spanish periodical “El Pais” (Ordine, 2020). The emotional speech of the professor was caused, according to his confession, by great anxiety due to the “songs of praise” for virtual learning and distance education, which caused a feeling of horror in Nuccio Ordine himself. This distinctly metamodern response has many significant arguments. It is difficult to deny to a teacher-scientist who claims that contact with students in the classroom is the only thing that gives real meaning to education and even to the life of a teacher; that despite 30 years of teaching, it is impossible to imagine holding classes, exams or tests through a cold screen. Quite reasonably, the professor asks: “How to teach without the rituals that have been the life and joy of my work for decades? How can I read a classic text without looking my students in the eye, without being able to see an expression of disapproval or sympathy on their faces?” (Ordine, 2020) and just as rightly states: “Without students and teachers, schools and universities will become spaces deprived of the breath of life! No digital platform can change a student's life. Only a good teacher can do that!” (Ordine, 2020). In the end, Nuccio Ordine expresses an understandable warning that “the idea of the school and university as a community that forms future citizens who will be able to work in their profession with firm ethical principles and a deep sense of human solidarity and the common good has been lost” (Ordine, 2020). Thus, the long-term history of the idea of the University found itself at a difficult crossroads, since new concepts must be created that will serve as a guide, determine educational strategies, and, therefore, contribute to the choice of the best tools for the implementation of this idea in new conditions, in a new cultural space, in new coordinates on the matrix of values.

According to one of the founders of the methodology of metamodernism, Greg Dember (Dember, 2018), one should take into account some markers that define the narratives for embodying the mood of modernity: hyper-self-reflexivity, duality of framing narratives, oscillations between opposites, pretentiousness, minimalism, epicism, constructive pastiche, new sincerity, meta-amiability. Obviously, the ideas of the University and its humanities horizon will have to overcome the next stage of self-transformation and self-identification in its history. Education has passed the vicissitudes of elitism, mass and functional orientation. As Maria Zubrytska noted, “the crisis of the University's identity in modern conditions is obvious – the world is changing rapidly, and the University has less and less influence on these changes [...] the idea of the usefulness of knowledge is gradually turning into the idea of self-interest, which already contradicts the very essence of the University” (Zubrytska, 2002, 10).

Conclusions

Reflections on the essence of the idea of the University will continue as long as humanity needs intellectual and emotional reflection, as long as society seeks optimal ways to achieve near or distant goals, and as long as each person seeks to look beyond the horizon. At the current stage of historical progress, we have found ourselves in a situation where personal experiences become the key questions, emotional responses to everything that is happening around are emphasized. The metamodern mindset is centered on the concepts of harmony and understanding, the community does not look for differences and does not focus on different identities. For the humanities discourse, not “points of intersection”, but “points of contact” are much more important, thanks to which it is possible to build a paradigm of moral and ethical values that will have the potential of creation / co-creation. The vision of the educational future is outlined by Professor N. Ordine: “What kind of future can you imagine? One is in which children [...] will have good teachers and full-time, high-quality education, where priority is given to human relationships” (Ordine, 2020). At each educational stage, the perspectives of tectonic changes take place or are outlined, while at the same time an extremely stable balance is maintained in the evaluative canon: all strategies, all necessary tools must ensure welcome emotionality, non-sentimental intentions determine the dominants of interpersonal communication and direct the development of the idea of the University – and, among other things, mark the humanitarian horizon. It is no accident that metamodernist experiences converged at the time of birth and active development with

cognitivism and the narratological turn in humanitarian studies: man seeks to endure and preserve oneself in the world of technology. The new reality is part of the continuing traditions of human movement along a long and complex path (it would fit: development, but it is better to pause here). People are certainly aware, but they already definitely feel and acutely experience greater complexities and are heading towards the existential depth. The humanitarian mission of the idea of the University is determined by this process and accompanies an increasingly active involvement in the latest quest, the metaphor of which can be found in Hryhorii Skovoroda: discovering a person in oneself or finding one's self in oneself.

References

1. After Postmodernism. 1997. *A Conference, University of Chicago, November 14–16, 1997*. URL: <http://previous.focusing.org/apm.htm>.
2. Dember, G. 2018. What Is Metamodern? <https://whatismetamodern.com/>
3. Humboldt, W. 2002. On the internal and external organization of higher educational institutions in Berlin. *The idea of the university: Anthology / Edited by M. Zubrytska, N. Babalyk, Z. Rybchynska*. Lviv: Litopys, 2002.
4. Manifesto for The New Sincerity. *Maximum Fun*. 2006. URL: <https://maximumfun.org/news/manifesto-for-new-sincerity/>
5. Misunderstandings and clarifications. *Vermeulen, Timotheus, Akker, Robin van den. Notes on Metamodernism. Theory*. 2015. URL: <http://www.metamodernism.com/2015/06/03/misunderstandings-and-clarifications/>.
6. Ortega y Gasset, H. 2002. Mission of the University. *The idea of the university: Anthology / Edited by M. Zubrytska, N. Babalyk, Z. Rybchynska*. Lviv: Litopys, 2002.
7. Ordine, N. Distance learning is a Trojan horse and death for education. URL:
8. <https://svitogliad.com/articles/dystanczijne-navchannya-cze-troyanskyj-kin-i-smert-dlya-osvity-italijskyj-profesor/>
9. Terner, L. 2011. Metamodernist Manifesto. 2011. URL: <http://www.metamodernism.org/>.
10. Vermeulen T., Akker R. van den. 2010. Notes on Metamodernism. *Journal of Aesthetics & Culture*. 2010. Vol. 2. URL: <https://www.tandfonline.com/doi/pdf/10.3402/jac.v2i0.5677>.

11. What is Metamodernism with Daniel Görtz. *Parallax Lecture 004. Parallax, a European online media platform*. 2020. URL: <https://parallax-media.eu/lectures/danielgoertz>.
12. Yousef, T. 2017. Modernism, Postmodernism, and Metamodernism: A Critique. *International Journal of Language and Literature*. June 2017. Vol. 5. No. 1. Pp. 33-43 DOI: 10.15640/ijll.v5n1a5
13. Zavarzadeh, M. 1975. The Apocalyptic Fact and the Eclipse of Fiction in Recent American Prose Narratives. *Journal of American Studies*. 9. Pp. 69-83. DOI:10.1017/S002187580001015X
14. Zubrytska, M. 2002. Philosophical discourse of the idea of the university: in the complex labyrinths of the search for truth. *The idea of the university: Anthology / Edited by M. Zubrytska, N. Babalyk, Z. Rybchynska*. Lviv: Chronicle, 2002.

YOUNG SCIENTIST SUPPORT DURING THE WAR

Anastasiia SIMAKHOVA¹

Abstract: *The article is devoted to the issue of supporting young scientists in wartime conditions. The general problems and challenges of the activities of young scientists with the beginning of a full-scale war are considered. The support of young scientists at the national level, directly through the activity of the Young Scientists Council at the Ministry of Education and Science of Ukraine, is analyzed. Initiatives to support young scientists of Ukraine at the international level were noted. The main projects of the Scholar Support Office were considered. Prospective areas of support for the country's young scientists in wartime conditions are proposed.*

Keywords: young scientists, war, problems, Young Scientists Council at the Ministry of Education and Science of Ukraine, international support

1. Introduction

The youth is quite a vulnerable group in society, but it is they who produce new ideas, a new vision, and are an energetic driving force for the development of society. Among the young people, the young scientists stand out. According to the current Ukrainian legislation, a young scientist is a scientist under the age of 35, inclusive, who has a higher education of at least the second (master's) level, or a scientist under the age of 40, inclusive, who has a scientific degree of Doctor of Sciences. An important task of the state is the preparation and education of the future generation, and the question is particularly relevant training of young scientists who are the future drivers of scientific, innovative and socio-economic development of Ukraine.

Before the full-scale war in Ukraine, there were a number of socio-economic problems that affected young scientists: low wages, low social status, low prestige of the profession, lack of motivation for scientific and innovative activities, housing problems. Since the beginning of the war, the outlined problems have intensified even more, and new challenges have also appeared.

The purpose of this article is to consider the support of young scientists in the conditions of war. To achieve the goal, the following tasks were set and solved: the problems of young scientists in the conditions of war were outlined; consider areas of support for young scientists at the national and international levels.

¹ National Aviation University, anastasiia.simakhova@npp.nau.edu.ua

2. Demonstration

Unfortunately, even before 2022, both for scientists in general and for young scientists in general, there were many problems. The main problem is the insufficient level of funding, salaries, low social status of the scientist in society, etc. At a time when science is the engine of social progress, according to official data, the average monthly salary in science in Ukraine at the beginning of 2020 was UAH 11,271, in industry - UAH 12,177 (Ukrstat, 2020).

All this affects the decline in the prestige of scientific work in Ukraine. Young people mostly do not work in scientific institutions or institutions of higher education precisely because of low wages and insufficient image of the work of a scientist. As a result, there is an outflow of young people from scientific institutions and higher educational institutions, which as a result results in the aging of scientific teams and the departure of young scientists abroad to carry out scientific and technical developments there.

The war in Ukraine led to new challenges for Ukrainian scientists. The greatest threat in such conditions is the threat to the life and health of scientists, the destruction of the homes of scientists, as well as the scientific infrastructure. According to the statistics of the Ministry of Education and Science of Ukraine, 2917 education institutions have suffered bombing and shelling, - and 361 of them have been destroyed completely (MON, 2022).

Ukrainian scientists from the occupied territories and territories where active hostilities are taking place were forced to move to other regions of Ukraine or went abroad. This is the biggest threat to Ukrainian science - the loss of human and intellectual potential as a result of the war (Simakhova, 2022).

Among the objective reasons for young people to go abroad even before the war were the following: the search for better education options, the desire to obtain a European diploma, primarily with the aim of further self-realization abroad after graduation. Young people are attracted by the prospect of a better and more comfortable standard of living, infrastructure, etc. than in Ukraine. The war only strengthened the mentioned trends.

In addition, young scientists have such problems as safe housing, participation in international scientific projects (in online and offline formats, especially for male scientists), official employment in case of job loss, a small number of research scholarships, and a low level of knowledge of foreign languages. For young scientists who have families, financial assistance to enable the family group to live together.

The Young Scientists Council at the Ministry of Education and Science of Ukraine provided great assistance to young scientists during the war (YSC, 2022). The Council provides informational, legal, and psychological support to young scientists throughout Ukraine, including those who have lost their place of work and scientific activity; some of them are directly in the war zone. In cooperation with charitable foundations, the Young Scientists Council at the Ministry of Education and Science of Ukraine provides humanitarian aid for young scientists who have suffered consequences as a result of the war (YSC, 2022).

The Young Scientists Council at the Ministry of Education and Science of Ukraine makes a significant contribution to the promotion of the cooperation of councils of young scientists and the training of young scientists even in wartime conditions. In this aspect, it is worth noting that the consolidation of the efforts of the councils of young scientists of Ukraine is taking place in two new directions:

- cooperation between councils of young scientists in conducting various activities (for example, the Forum of Young Scientists Councils, meetings of the Union of Young Scientists Councils, regional meetings, the Book of Young Scientists Councils, the annals of achievements of young scientists to the 30th anniversary of Ukraine's independence, etc.);
- the creation of young scientists councils at regional state administrations and promotion of regional cooperation of young scientists (consultations on the creation of such councils in the regions of Ukraine).

In addition to the above information, the Young Scientists Council at the Ministry of Education and Science of Ukraine continues to implement more than 50 scientific innovation projects for young scientists; currently this is being undertaken under the conditions of martial law:

1. Memorandum on partnership signed by 50 young scientists councils and scientific societies (YSC, 2022).
2. Register of the Young Scientists Councils, which already contains information on 213 young scientists councils and 49 scientific societies (YSC, 2022).
3. Regional meetings and Meetings of the Union of the Young Scientists Councils, held in online format.
4. All-Ukrainian competition "Young scientist of the year".
5. "We embroider Ukraine with science". Within the framework of this project, scientists from all regions of Ukraine united in common aspirations to preserve and strengthen Ukraine by embroidering a map

of Ukraine. It is expected that the embroidered map of Ukraine will be handed over to the Verkhovna Rada of Ukraine as a talisman for the state and those who faithfully care for its future.

6. Young Researchers Night during the war. The project is conducted with the goal is to popularize the scientific achievements of young scientists among the general public in general, establishing cooperation between young scientists, establishing relations with the main stakeholders. The project takes place in the form of a science festival, an event where young scientists from different regions of Ukraine and different scientific fields present their scientific achievements and developments in an interesting way for the audience. Two Young Reseachers Nights - 2022 during the war were organized (YSC, 2022). Results of this project: the creation of a presentation platform for demonstration achievements of young scientists of Ukraine; improving the image of young scientists among society; promotion of young scientists; dialogue between young scientists and society; public recognition of the achievements of young scientists; establishment of cooperation and collaboration between young scientists different regions, scientific areas and institutions; career orientation work with future entrants.

And a number of other activities and projects that will be implemented by the Young Scientists Council at the Ministry of Education and Science of Ukraine. All of them contribute to the support, dialogue and consolidation of the efforts of young scientists in the conditions of war.

Also, the Young Scientists Council at the Ministry of Education and Science of Ukraine actively appeals to foreign partners and colleagues to support young scientists in Ukraine. As a result, a school for young scientists was held in Poland.

The support of Ukrainian scientists from foreign colleagues is great. Foreign institutions and organizations support scientists through grants, scholarships and joint projects. A single platform of offers for Ukrainian scientists was created - Science for Ukraine (Science for Ukraine, 2022).

The Young Scientists Council at the Ministry of Education and Science of Ukraine implemented one of the projects in the war and launched the Scholar Support Office, whose areas of activity are: development of a scholar, Individual career trajectory, international programs, cooperation in the global research space, popularization and promotion of scientific achievements, assessment of the quality of scientific results, advocacy of interests of scientists, organizational and social support effective partnership, (Science+Business+State+Society), cooperation with the scientific diaspora (SSO, 2022).

The Scholar Support Office has a number of projects aimed at supporting scientists in wartime. Let's note a few of the main ones:

- **Scholars Horizontal Meetings.** Project, within the framework of which Ukrainian scientists will meet in various formats with scientists from different countries in common fields of scientific research and professional interests (SSO, 2022). Project goal: the acquaintance, communication, the cooperation and joint projects of Ukrainian scientists with foreign colleagues. The meetings can be in online and offline format.
- **United by Science.** The goal of the “United by Science” project is to preserve and increase the scientific potential of Ukraine by uniting Ukrainian scientists. The project takes place in an online format with a discussion of the following topics by Ukrainian scientists who are outside Ukraine and who are in Ukraine: scientific experience of Ukrainian scientists abroad; experience of different countries in establishing effective interaction of educational, scientific and industry institutions, the present and the future of Ukrainian science, popularization of Ukrainian science in the world, science and legislation, ways of preserving and increasing the scientific potential of Ukraine. 6 events during September-December 2022 were organised. Results of the project: association of Ukrainian scientists located in Ukraine and abroad; creation of a common information field related to the state of science and education in Ukraine and the world; expansion of international ties in the fields of science and education; implementation of initiatives to popularize Ukrainian science in the world.
- **Scientific-Pedagogical Cases.** The project was created with the aim of popularizing the achievements of Ukrainian scientists in the field of pedagogy, practical implementation of existing developments, attracting foreign partners and creating a network of pedagogical research. The project provides for a large set of promotional activities for the 2022-2023 academic year through online meetings. It was convinced that scientific and pedagogical teams have scientific achievements in the field of education for implementation in practice, therefore we suggest that every scientist popularize his scientific achievements in the areas of: Innovations in preschool education, Challenges of primary school, Perspectives for the development of secondary education and Practical aspects of higher school pedagogy.

8 events during September-December 2022 were organised. Results of the project: the presentation of scientific experience in the field of pedagogy, the implementation of scientific achievements in pedagogical practice, the cooperation of academics in the field of pedagogy.

3. Conclusions

The main support for young scientists in wartime conditions should be an adequate salary and a correspondingly high social status. The issue of internships, including foreign ones, professional development, which allows to learn new experience of foreign and the best domestic scientific schools, is important for the motivation of young scientists. In this direction, it is proposed to take the following main steps: develop and implement a state program to support internships and advanced training of young scientists in the best Ukrainian and foreign institutions of higher education and scientific institutions on a competitive basis with the allocation of grant funds through the National Research Fund of Ukraine with mandatory return after foreign internship of scientists to work in the field of science or education of Ukraine.

Currently, one of the problematic issues is the provision of housing for young scientists and preferential long-term loans for the construction, reconstruction and purchase of housing, which is provided for by Ukrainian legislation. The allocation of appropriate funds for youth housing in the Budget of Ukraine for 2023 will allow creating proper living conditions for the activities of young scientists and additional incentives for their scientific activities in Ukraine.

The importance of the outlined activity for supporting young scientists in war conditions, both at the national and international levels, promotes the exchange of experience between young scientists, the formation of new skills and competencies, and also helps young scientists in project activities. One of the aspects of cooperation and cooperation of young scientists in the conditions of war is the use of online platforms and conducting online events (Simakhova, Artyukhov, Shmarlouskaya, 2022).

Thus, supporting the efforts of young scientists in the conditions of war is an important aspect in preserving the scientific potential of Ukraine and its further scientific development in the post-war period.

References

1. MON, 2022. 7 Million Children of War in Ukraine. URL: <https://saveschools.in.ua/en/>
2. Science of Ukraine, 2022. URL: <https://scienceforukraine.eu/>
3. Simakhova, Anastasiia: *Post-War Socialization of the Economy: Ukrainian and European Security in Challenges to national defence in contemporary geopolitical situation*, 1, 2022, pp: 71-75, DOI 10.47459/cndcgs.2022.9
4. Simakhova, Anastasiia; Artyukhov, Artem; Shmarlouskaya, Halina: *Problematic issues of digitalization of education in Eastern Europe in CEUR Workshop Proceedings*, 3085, 2022, pp: 1-15.
5. SSO, 2022. Scholar Support Office. URL: <https://sso.org.ua/>
6. Ukrstat, 2020. Average salary by type of economic activity in 2020. URL: http://www.ukrstat.gov.ua/operativ/operativ2005/gdn/Zarp_ek_m/Zp_ek_m_u/arh_zpm_u.html
7. YSC, 2022. Young Scientists Council at the Ministry of Education and Science of Ukraine. URL: <http://ysc.in.ua/>

WE STAND WITH UKRAINE: FROM THE ROOTS OF THE WAR TO THE UNDENIABLE VICTORY OF UKRAINE

*Oksana KOSHULKO*¹

*‘For all who take the sword will perish by the sword’
Gospel of Matthew
(Matthew 26, 26:52)*

Abstract: *The article presents the results of research on the investigation and exploration of the roots and reasons for the Russian aggression against the independent state of Ukraine, the heroic fight of the Ukrainian nation for victory; the situation at the occupation of Crimea, the heroic resistance of Crimean Tatars for freedom from the occupiers; the incredible winnings of Ukraine in sports, political, and cultural arenas, despite Russia’s invasion of Ukraine, the help of friendly and brotherly Western countries, famous and ordinary people for victory of Ukraine. The article is extremely important for understanding the way Ukraine goes to victory.*

Keywords: Ukraine, War, Victory

1. Introduction

In the 21st century, the period of independence, the state of Ukraine passed through difficult steps in its development on the way to democratization and freedom. The country passed via the Orange Revolution of 2004-2005 and took the course development to the E.U., however, when in 2013, the president-traitor did not sign an E.U. association agreement, the new protest in the heart of Kyiv, the protest of students started at the end of November 2013 because of that. From the protest, the Revolution of Dignity was born in Kyiv, and the dictator of the neighboring country-terrorist Russia understood that the former U.S.S.R. with the center in Russia loses Ukraine forever, and decided to kill Ukraine and drown her in blood. Because of that, from 2013-2014, from the Revolution of Dignity until today Ukraine is in fire and blood, the country passed through the occupation and annexation of Crimea, the war in Donbas from 2014 to 2022, and since 2022 through the full invasion of Ukraine, but soon in 2023, will be the victory of Ukraine, and, finally, Ukraine will throw off the yoke of Russia and the former U.S.S.R. forever, and will be among the E.U. and NATO families.

¹ Hamburg Institute for Advanced Study (HIAS), email: oksanakoshulko2015@gmail.com
ORCID 0000-0003-1571-2695.

2. Demonstration

Roots and Reasons for Russia's War in Ukraine

The roots and reasons for Russia's war in Ukraine started not in the 21st, and even in the 20th century, it started in the 10-11th centuries, from the period of Kyivan Rus. Today, in the 21st century, Russia denies the affiliation of Kyivan Rus to Kyiv, as well as, the affiliation of the grand rulers of Kyivan Rus, such as the Queen Olga of Kyiv, her grandson Volodymyr the Grand, the great-grandson Jaroslav the Wise and his ten children to Kyiv and Ukraine in general. It seems, for country-terrorist Russia, the independent state of Ukraine does not exist. Therefore, the roots of Russia's aggression against Ukraine stretch to the 10th century, when the Queen Olga of Kyiv started ruling together with her husband, and later, with her son, in the city of Kyiv and Kyivan Rus in general. In the 4th generation of Queen Olga's family, the daughter of her great-grandson Jaroslav the Wise - princess of Kyiv Anna (or Ana), and later the Queen of France Anna de Kyiv was born in Kyiv in the second part of the 11th century. However, in the 21st century in the speech of the Russian dictator during his visit to France in 2017, the Kyivan princess and the French Queen, suddenly became 'the Russian princess,' and it is only one case from tens and hundreds of examples of serious distortions and falsifications at any areas of Ukrainian culture, art, history, education, and science from country-terrorist Russia and its dictator Putin for tens and hundreds of years of the relationship of two countries.

At the end of the 15th century in Ukraine appeared a military of free people, who would like to be free, and who would like to see their state free from the empires, which were around Ukraine. The military received the title Cossacks from the Turk language 'Kazak' which meant a free person or something very similar. They were the hope of Ukraine for free life, but at the end of the 17th century happened a very vile case from the side of Russia. In 1654, Ukraine's Hetman Bohdan Khmelnytsky concluded the alliance with the Russian Tsar Aleksei Mikhailovich in the Pereiaslav city (Ohloblyn, 1993), in history, called like as the Pereiaslav Treaty of 1654 or 'Pereiaslavska uhoda' in Ukrainian, but when Ukraine's Hetman understood that it was the deceit from the side of Russia, he did not have opportunity to terminate this agreement because he was killed by poison.

From the Pereiaslav Treaty of 1654, Ukrainians continued fighting for the independence of Ukraine from Russia. But, Cossacks were destroyed for good by the Russian King Petro the First and Queen Kateryna the Second. It is the reason why the memorial of this Queen does not have any moral right to be in the center of the Ukrainian Odesa

on the 10th month of Russia's invasion of Ukraine, and, finally, this memorial was demolished in Odesa at the end of December 2022.

At the start of the 20th century, a new tragedy came to Ukraine from Russia. It is the occupation of Ukraine by Soviet power, and Ukraine was under this occupation for more than 70 years. In the 20th century, Russia tried in any way to stop Ukrainians to fight for independence and punish Ukraine for free thinking. The result was the mass arrests of the Ukrainian intelligence, the terror-Famine of 1932-1933, Holodomor, or the Genocide by Starvation, when millions of Ukrainians from children to old people died from the artificial Terror Famine. Before and after the terror-Famine, millions of Ukrainians died in Stalin's prisons as 'enemies' of Soviet power and government. During WW2, millions of Ukrainians were taken to the Red Army and killed during the war.

At the start of the 21st century, Ukraine and Ukrainians continue to suffer from this aggressive neighboring country, the successor of the U.S.S.R., Russia.

A political advisor and writer Pete Shmigel (Shmigel, 2022) wrote about his view on the situation:

'Ukraine suffers from chronic Post-Traumatic Stress (PTS) which has historically accumulated through events such as the country's experience under Russian imperialism, the Holodomor, World War II, and the systemic suppression of national and human rights during the Soviet era' (Shmigel, 2022).

At the end of the 20th century, in 1991, Ukraine finally received long-awaited independence from U.S.S.R. and Russia, and in the 21st century, the state decided on a course of its development in the direction of the E.U. family. It is a natural way for Ukraine because, since the 10-11th century, Ukraine was a member of the European family, thanks to Anna de Kyiv, the Queen of France, and her three sisters, wives of monarchs, and Queens of European countries, Hungary, England, and Norway, together with their mother, the Swedish princess Ingegerd and the daughter of the Swedish king Olof. Thus, four daughters of Queen Olga's great-grandson Jaroslav the Wise and Ingegerd Olofsdotter of Sweden - princesses Anastasia of Kyiv, Agatha of Kyiv, Anna of Kyiv, and Elisiv of Kyiv have become the pride of Ukraine at the international and European areas.

Princess Anastasia of Kyiv became the Queen of Hungary and the wife of King Andrew the White (Zajac, 2019). Very sad that today's Hungary forgot its history, and in the period of Russia's invasion of Ukraine supports the side of the country-terrorist.

Princess Agatha of Kyiv was the wife of the son of the British King and a member of the monarchy of England. Princess Elisiv of Kyiv, the Queen Consort of King Harald III of Norway (Amundsen, 2022).

As was mentioned above, princess Anna (or Ana) of Kyiv, became the Queen of France, and in French, she was called Anne de Kyiv (Delorme, 2015).

At the site of the Ukrainian Royal Family is possible to read about Jaroslav's and Ingegerd's daughters (Ukrainian Royal Family, 2010):

‘Yaroslav’s family played an important role in European history: his elder daughter Anastasia became the Queen Consort of Hungary, his middle daughter Elisiv the Queen Consort of Norway, and his younger daughter Anne the Queen Consort of France’ (Ukrainian Royal Family, 2010).

Thus, Ukraine goes the correct way and comes back to its European roots, but the successor of U.S.S.R., Russia does not want to allow the state of Ukraine to be independent because the successor of the U.S.S.R. would like to build a new U.S.S.R. (Koshulko, 2023), the new ‘Iron Curtain,’ to continue a ‘Cold War’ because according to the opinion by Stephen Kotkin, the Cold War never ended (Kotkin, 2022).

Because of that, after the Revolution of Dignity in Ukraine during 2013-2014, country-terrorist Russia started its aggression in Crimea at the start of 2014, and, after that, occupation and war in Donbas (Koshulko & Dluhopolskyi, 2022).

Exploring the occupation of Crimea and the heroic resistance of Crimean Tatars to the occupation of Russia

Russia occupied and annexed Crimea in 2014 (Aslund, 2018). Naturally that after the annexation of Crimea by the Russian occupiers, Crimean Tatars together with Ukrainians became resisted the occupiers. The Crimean Tatar TV channel prepared a clip about Crimean Tatar and Ukrainian culture, traditions, religion, education, and history as a strong signal for showing the pro-Ukrainian position of the Crimean Tatars during this occupation by Russia. The Tatars showed that they were together with Ukrainians, they are one nation with Ukrainians and wish to be in the same country Ukraine together with Ukrainians. This signal at the end of the clip was in the Crimean Tatar language: ‘Bir Devlet - Bir Millet,’ which means ‘One country - One nation’ (Okean Elzy, 2014).

For tens of years, Russia tried to destroy Crimean Tatars in general, the same that the country-terrorist Russia tried to do with Ukrainians. Between two wars, WW2 and Russia’s war in Ukraine, the population of Crimean Tatars, the indigenous people of Crimea, was exiled from the peninsula and subjected to genocide twice, in 1944 by Stalin, and in 2014-2022 by Putin. So, in 1944, the first deportation of

Crimean Tatars happened from Crimea to Central Asia according to the solution by Stalin. Why? Stalin: 'They were traitors.' It was the genocide of the Crimean Tatar population in the 20th century.

In the 1990s, some Crimean Tatars started coming back to Crimea from Central Asia, but they even did not have the right to live there and build houses in their historical Motherland, Crimea.

After 70 years, in 2014, another bloody dictator Putin started the occupation and annexation of Crimea and a new wave of the genocide of Crimean Tatars in Crimea. Why? Putin: 'They are terrorists.' Since 2014, a lot of Crimean Tatar activists are in Russian prisons, they received from the occupation government of Russia in Crimea over 10 years in jail as 'terrorists,' some of them received 12, 15, and even 17 years in prison. Because of that, a lot of Crimean Tatar's large families stay without breadwinners and heads of families.

And in 2022, during Russia's invasion of Ukraine, at occupied Crimea happened a new act of genocide against the Crimean Tatars. The occupier authorities decided to take Crimean Tatars to the Russian Army during 'mobilization' as an act of vengeance for the Tatars for their pro-Ukrainian position. In answer, a lot of the Tatar families decided to flee the occupied Crimea and go to Central Asia again, like they were forced to do in 1944.

Also, a lot of Crimean Tatars, who left Crimea before the occupation, currently are in the Ukrainian Army, where they defend Ukraine from the Russian occupiers.

Besides the Crimean Tatars, together with Ukrainians, shoulder to shoulder, stay volunteer warriors of different nationalities, among them Georgian, Belorussian, Scottish, Russian, Polish, British, Roma, American, Canadian, Chechen, Finnish, and volunteer warriors and paramedics of other nationalities, who came to Ukraine to protect truth and justice together with the Ukrainian Army on the front line.

Resistance of civil society in Ukraine

A big part of civil society was active in Ukraine since 2013 and even earlier, during the Orange Revolution of 2004-2005. In 2013-2014, when the Revolution of Dignity happened, tens of unarmed people, the Heroes of the Heavenly Hundred, were murdered during the Revolution. The killers of the Heroes and a former Ukrainian president-fugitive were servants of the Russian occupation regime, which is currently, in 2022-2023 trying to subjugate Ukraine.

Naturally, this occupation regime of country-terrorist Russia and the occupation army received very strong opposition from Ukrainian society led by the Ukrainian Army.

The society together with the Army became a unicum organism with the main idea of solidarity, mutual aid, trust, and support. Unfortunately, a lot of children, adults, and eldest people were murdered, injured, raped, and tortured during the first months of the Russian occupation in Ukraine because a lot of traitors and collaborators were found, especially in the temporarily occupied territories of the country, who helped the occupiers. Without any doubt, earlier or later, all of them will be in jail. Ukraine and the civilized world will always remember the tragedies of Mariupol, Bucha, Izum, and other Ukrainian cities, which suffered very much from the Russian occupiers.

Before the war of 2014 and even the Revolution of Dignity of 2013-2014, a former Ukrainian president-fugitive, who was and still is a shame to the Ukrainian society, did everything possible and impossible to destroy the Ukrainian Army. So, before the war started in 2014, the Army did not have a modern and quality weapon but had the strength of spirit and will to win. Civil society remembers its heroes, who were called 'Ukraine's 'Cyborg' Warriors' in the Donetsk Airport Battle 2014-2015 (Peterson, 2021).

In 2022, other 'Cyborg' Warriors in Mariupol repeated the feat of the Ukrainian heroes 'Cyborg' Warriors in the Donetsk Airport Battle of 2014-2015, at the enterprise 'Azovstal,' where they kept their positions for months without food, water, and medical preparations, which were necessary for the treatment of injured military and civilians who were there together with them on 'Azovstal.' There the military helped them and their children to survive and shared with the civilians their bread and water.

In 2022-2023, civil society continues to resist and fight in Ukraine, despite the blackout, bombs, and drone kamikaze of the Russian occupiers. The international community values stability, strength, the unbreakable of Ukrainians, and the will to win, and in 2022 a Center for Civil Liberties (CCL) from Kyiv, among two others, received the Nobel Peace Prize 2022. At the site of the Nobel Foundation, is possible to read about that the following information about CCL (The Nobel Foundation, 2022):

'In 2007, democracy and human rights activists founded the Center for Civil Liberties (CCL) in the capital of Ukraine, Kyiv. When Russia annexed the Crimean peninsula from Ukraine in 2014 and supported the breakaway republics Donetsk and Luhansk, the center began to document cases of unlawful imprisonment and other abuses against the civilian population in these areas. After Russia attacked Ukraine in February 2022, the CCL concentrated on documenting war crimes against the civilian population perpetrated by Russian soldiers in the occupied areas. The organization also engaged in important efforts to document the forced

relocation of civilians from occupied areas of Ukraine to Russia' (The Nobel Foundation, 2022).

Concerning the resistance of Ukrainian civil society against the war and occupation of the state, there is very important to mention the contribution of Ukrainian public activists, journalists, deputies, diplomats, singers, and film directors of Crimean Tatar origin. During all the years of the Russian-Ukrainian war 2014-2023 and the Revolution of Dignity 2013-2014, all of them did and continue to do everything possible to liberate Ukraine and Crimea from the Russian occupiers forever. As an example, the Ukrainian very famous singer of Crimean Tatar origin Jamala created a very sad and strong song about the forced deportation of Crimean Tatars in general, and her family in particular, from Crimea in 1944 and won the Eurovision Contest in 2016 with this song (Eurovision Song Contest, 2016).

Ukrainian women play a significant role in the resistance and fight against Russia's dictator Putin and his bloody regime. In 2022, all the women of Ukraine received the award from the son of John McCain, a great friend of Ukraine, who died a few years ago. It was the award from the John McCain Prize for Leadership in Public Service for the heroism, brave, and power of Ukrainian women in their fight and resistance against the Russian occupiers. The son of McCain Sr. Jack McCain said:

'We want to celebrate the courage and contribution of Ukrainian women. They receive the current McCain Halifax Prize. Brave women, trying to protect their families, send their sons and men to war and fight themselves, protecting the country from Putin's aggression. The world sees women across Ukraine fighting back against the aggressor, escaping with their families, helping out after bombings, supporting the war effort, fighting on the front lines, and all too often burying those killed by the Russians' (Povaliaieva, 2022).

Besides the humanitarian, informational, and other fronts that Ukrainian women keep during 2022-2023 behind the front line, a lot of them are on the front line like soldiers, officers, paramedics, volunteers, doctors, etc. Women of different nationalities are also on the front line, they stay there together with Ukrainians and the Army, to defend Ukraine from country-terrorist Russia. For example, a Russian female volunteer warrior fights together with Ukrainians for the future liberty of Russia from Putin's regime. As another example, in July 2022, a female sniper from Brazil was killed by Russian occupiers near Kharkiv (Merrifield, 2022).

The Ukrainian Army like an example of firmness, determination, and inflexibility

Together with the Ukrainian nation, the Ukrainian Army in 2022 shows the world its straight, professionalism, ability to quickly learn, and to be winners.

The best qualities of Ukrainian warriors were admired by NATO and other military organizations in the world in 2022, and, of course, they will admire the Ukrainian victory in 2023.

Therefore not by chance that the Ukrainian four-star general Valerii Zaluzhnyi, the Commander-in-Chief of the Ukrainian Army, became the face of the American news magazine Time in September 2022 (Shuster & Bergengruen, 2022). According to the opinion of the authors of the article for the magazine Time on the Commander-in-Chief,

‘Zaluzhnyi rose through the ranks with a new generation of officers that bridged very different eras: raised in Soviet Ukraine, but eager to shed USSR military dogma. For a master’s thesis, Zaluzhnyi analyzed U.S. military structure. Seeing how Ukrainian forces were still weighed down by the Soviet model that relied on rigid, top-heavy decision-making, he began to implement changes to mirror the forces of the U.S.A. and NATO partners’ (Shuster & Bergengruen, 2022).

Later, in December 2022, the Ukrainian President joined the company of the Commander-in-Chief. So, Ukrainian President Volodymyr Zelensky became the Time 2022 Person of the Year (Shuster, 2022).

The Ukrainian Army had spectacular success in 2022, and in 2023 there will be an impressive success because it will be the victory of Ukraine, the victory of a freedom-loving country against tyranny and imperial ambitions of country-terrorist Russia. It will be a just victory for Ukraine, but it is so sad that so much the best sons and daughters of Ukraine were killed on the front line, among the professional military, there were killed teachers, writers, singers, artists, journalists, photographers, doctors, scientists, managers, etc.

The Ukrainian military learned at lightning speed to manage the new weapons from the E.U., U.K., and U.S.A., they created success and progress every day on the front line, and they used new methods of fighting in contrast to the Russian occupiers, who still use Soviet weapons and methods of a fight because Russia is not only the successor of the U.S.S.R., Russia is the U.S.S.R., an old and rusty empire. Thanks to Ukraine, nobody in the world does not fear of Russia anymore because Ukraine and the Ukrainian Army show the world the real face of country-terrorist Russia.

Incredible winnings of Ukraine in sports, political, and cultural international arenas, despite Russia's invasion of Ukraine

At the start of March 2022, ten days after starting Russia's full invasion of Ukraine, the Ukrainian biathlete champions of the Winter Paralympics in China 2022 received a record number of gold medals there, and dedicated the medals to Ukraine and asked the international community to stop the war. The sports observer called it a 'miracle' on the Winter Paralympics. He wrote the following about the case:

'A 'miracle' in Beijing: Ukraine unbowed at Winter Paralympics'
(Belam, 2022).

In the second part of March 2022 in France, after a month since the start of Russia's full invasion of Ukraine, a couple of Ukrainian figure skaters from Kharkiv took part in the 2022 World Figure Skating Championships. They came to France without scene costumes and training because for weeks they stayed in a shelter from the Russian bombs and rockets in their native city. In Montpellier, France, they danced in their training uniform - in the t-shirts of the colors of the Ukrainian flag, blue and yellow colors. Despite all the issues, they showed their program at the best level and after finishing their dance, they could not hide their emotions, they cried, and the hall of the Championships stood up and supported them with applause (Cash, 2022).

In May 2022, in the Eurovision song contest, a band from Western Ukraine won the contest with the song 'Stefania.' Europa and the world showed incredible support for Ukraine during the extremely difficult for the country time (Belam & Cvorak, 2022).

In August 2022, the Ukrainian boxer Usyk became a winner and confirmed his championship over his adversary in Saudi Arabia, and this victory was extremely important for the Ukrainian state and nation during the period of so difficult and bloody war in Ukraine (Dennen, 2022).

During the 2022 year, Ukrainian diplomacy showed fantastic results of their professionalism and teamwork with international colleagues and partners. Also, online speeches of the Ukrainian president to parliaments of different Western countries, and international audiences including students of different universities were extremely important for receiving humanitarian aid and weapons. And last but not least was the absolute victory of the Ukrainian state became two speeches in the U.S.A. Congress of the first lady of Ukraine, and, at the end of the year 2022, the Ukrainian president in December (Bachega & Tobias, 2022).

The help of friendly and brotherly Western countries, and famous and ordinary people for the victory of Ukraine

The real friends of Ukraine, the majority of the E.U. countries excluding Hungary, the U.K., Canada, the U.S.A., Australia, and others, supported and continue to support Ukraine in this extremely difficult time through weapons, humanitarian, informational, and financial aid, accepting the Ukrainian war refugees. During full Russia's invasion of Ukraine, the state of Ukraine can see very clearly, who are real friends and brothers of the state.

For example, the U.K. government congratulated the nation on the New 2023 Year, thanked the nation for opening their hearts and homes to the Ukrainian war refugees in 2022, and presented during the show the Ukrainian song Stefania in Ukrainian - the winner of the 2022 Eurovision Contest together with the phrase in Ukrainian: 'Glory to Ukraine' (BBC, 2023). Without any doubt, Ukraine will always remember this brotherly gesture.

Also, the super famous British street artist from Bristol, Banksy, visited Ukraine in 2022 and left in the Kyiv region, in the de-occupied cities and towns of that region, which the most suffered from the Russian aggression, his paintings on walls. Also, later in 2022, Banksy decided to sell 50 of his paintings, to buy cars for medical assistance in Ukraine and via this gesture support Ukraine (Porterfield, 2022).

Besides, famous journalists, movie stars, businessmen, and scientists in Western countries started collecting money for drones for defending Ukraine from air attacks by the occupier's drones.

A lot of similar examples are very easy to find around the world.

But what about ordinary people and their support for Ukraine? Concerning the support of ordinary people in the world, according to the data from Duolingo, over one million people worldwide started learning the Ukrainian language on this platform, and the most important motivation to do it was solidarity with Ukrainians. Thus, due to the 2022 Duolingo Language Report (Duolingo, 2022), was possible to explore the level of solidarity, help, and support of ordinary people for Ukraine around the globe:

'After Russia invaded Ukraine in February, over 1.3 million people around the world began studying Ukrainian in a show of solidarity. Interest in learning Ukrainian and using Ukrainian in crises soared in the weeks after the war began, peaking in late March and remaining steady for the rest of 2022' (Duolingo, 2022).

So, because of the exciting level of support Ukraine in so difficult period of its history in the world, is possible to conclude that only together is possible to win against evil in the world and to build a

progressive and democratic world without, violence, wars, murders, and bloodshed.

How will be finishing Russia's full invasion of Ukraine in 2023?

Without any doubt, only via the victory of Ukraine. Currently, more and more international partners and leaders of Western countries talk about that. How will finish Russia's invasion of Ukraine? Only due to the capitulation of Russia because evil should always be punished. Together with Russia, the regimes of Iran and Belarus must be punished too because any country does not have any right to conquer an independent country only because of the reason that the country-terrorist does not like the course of the independent country. In the case of Ukraine, it is the course of democratization, NATO, and the European Union membership. As was said by the famous American scientist Timothy Snyder,

'Russia wins by losing' (Rankin, 2022).

The Russian dictator after the Ukrainian victory will be in the Hague or Nurnberg court for the international military tribunal, and Russia as a country after the Ukrainian victory will have a long road of repentance, transformations, disintegrations, and losses ahead because according to the Bible, Gospel of Matthew, Jesus said:

'Put up again thy sword into his place, for all they that take the sword shall perish with the sword' (Bible Gateway, 2022).

The bloody dictator Putin together with his country terrorist Russia forgot the Ten Commandments. The most important of them in the case of Russia's full invasion of Ukraine was: You shall not murder; You shall not steal; You shall not bear false witness against your neighbor; You shall not covet (Bibleinfo, 2022). All of these most important Commandments were broken during Russia's war in Ukraine from 2014-2022, especially during Russia's full invasion of Ukraine from 2022-2023. As a result, Human and God's punishment awaits murderers and executioners.

3. Conclusions

The article explored the roots and reasons for starting Russia's war in Ukraine in 2014, the roots of the reasons have reached Kyivan Rus in the 10-11th century, and then Russia's full invasion of Ukraine in 2022, the reasons for the occupation and annexation of Crimea, the genocide of Ukrainians during 1932-1933 and 2022, as well as, the Crimean Tatar nation in 1944 of the 20th century, and the 21st century from 2014 to 2023.

Also, the article explored cases of international support, solidarity, and help from different countries worldwide, famous and ordinary people around the globe.

The article also explained the reasons for the future Ukrainian victory, and how the full invasion of Ukraine will finish for the country-terrorist and aggressor Russia.

References

1. Anders, Aslund: Kremlin Aggression in Ukraine: The Price Tag. The Report: The Atlantic Council of the United States, Second edition, 2018, 20 p. Retrieved from <http://surl.li/efwdc>
2. Bård, Amundsen: The Princess from Kyiv was Norway's last Viking queen. Harald Hardrada became the last Viking king of Norway. Elisiv from today's Ukraine was his queen. Science Norway, 2022. Retrieved from <http://surl.li/efvsn>
3. BBC. 2023. Happy New Year Live! London Fireworks 2023. BBC. Retrieved from <http://surl.li/eglel>
4. Bibleinfo. 2022. Ten Commandments List. Retrieved from <http://surl.li/eglsg>
5. Bible Gateway. 2022. Gospel of Matthew. Retrieved from <http://surl.li/egkbo>
6. Carlie, Porterfield: Banksy Sells Rare Rat Prints To Raise Money For Ukraine. Forbes, 2022. Retrieved from <http://surl.li/egfvx>
7. Duolingo. 2022. The 2022 Duolingo Language Report. Language learners rally behind Ukraine. Retrieved from <http://surl.li/egmbp>
8. Eurovision Song Contest. 2016. Jamala - 1944 (Ukraine) at the Grand Final. YouTube. Retrieved from <http://surl.li/dsqfq>
9. Hugo, Bachega & Ben, Tobias: Zelensky in Washington: Ukraine's leader heads to the US for a first foreign trip. BBC News, 2022. Retrieved from <http://surl.li/egfuz>
10. Jennifer, Rankin: 'Russia wins by losing:' Timothy Snyder on raising funds for Ukrainian drone defense. The Guardian, 2022. Retrieved from <http://surl.li/eadla>
11. John, Dennen: Usyk vs AJ: Heavyweight champion Oleksandr Usyk takes spectacular repeat victory over Anthony Joshua. CNBC Television, 2022. Retrieved from <http://surl.li/egfpq>
12. Martin, Belam & Monika, Cvorak: Ukraine wins the 2022 Eurovision song contest as the UK finishes second in Turin. The Guardian, 2022. Retrieved from <http://surl.li/egfop>
13. Martin, Belam: A 'miracle' in Beijing: Ukraine unbowed at Winter Paralympics. The Guardian, 2022. Retrieved from <http://surl.li/egfsq>
14. Meredith, Cash: Ukrainian skaters received minutes-long standing ovations while wearing their country's colors at World Championships. Yahoo Sports, 2022. Retrieved from <http://surl.li/egfni>

15. Nolan, Peterson: A modern-day Stalingrad: Remembering Ukraine's 'Cyborg' Warriors and the Donetsk Airport Battle. *Coffee or Die Magazine*, 2021. Retrieved from <http://surl.li/efzzh>
16. Okean Elzy. 2014. *Coldly* (In Ukrainian). ATR. Retrieved from <http://surl.li/efzrq>
17. Oksana, Koshulko: Exploring a Forced Migration Movement in the Period of the Cold War from the (Former) U.S.S.R. to Abroad. *Siasat Journal of Social, Cultural and Political Studies*, 8(1), 2023, pp: 1-7, Indonesia. Retrieved from <http://surl.li/egrme>
18. Oksana, Koshulko & Oleksandr, Dluhopolskyi: Exploring Women's Resistance Against Occupation and War in Ukraine. *Revista Estudos Feministas*, 30(1), 2022, pp: 1-12, Florianópolis, Brasil. Retrieved from <http://surl.li/efwcq>
19. Oleksander, Ohloblyn: Pereiaslav Treaty of 1654. *Internet Encyclopedia of Ukraine*, Canadian Institute of Ukrainian Studies, Toronto office, 1993. Retrieved from <http://surl.li/efpkr>
20. Olha, Povaliaieva. 2022. The McCain Halifax Prize in 2022 was Awarded to All Women of Ukraine. *GTInvest*. Retrieved from <http://surl.li/egeyu>
21. Pete, Shmigel: Centuries of Russian oppression have forged Ukraine's remarkable resilience, *Atlantic Council*, 2022. Retrieved from <http://surl.li/efplo>
22. Philippe, Delorme. 2015. *Histoire des reines de France - Anne de Kiev: Une reine de France venue d'Ukraine* (In French). Pygmalion. Retrieved from <http://surl.li/efvuj>
23. Ryan, Merrifield: An elite sniper and model from Brazil have been killed by Russian forces in Ukraine. *Mirror*, 2022. Retrieved from <http://surl.li/egfbl>
24. Simon, Shuster & Vera, Bergengruen: Inside the Ukrainian Counterstrike That Turned the Tide of the War. *Time*, 2022. Retrieved from <http://surl.li/egbap>
25. Simon, Shuster: *Time 2022 Person of the Year*. Volodymyr Zelensky. *Time*, 2022. Retrieved from <http://surl.li/egbbi>
26. Stephen, Kotkin: The Cold War Never Ended. Ukraine, the China Challenge, and the Revival of the West. *Foreign Affairs*, 2022. Retrieved from <http://surl.li/ecyic>
27. Talia, Zajac. 2019. Remembrance and Erasure of Objects Belonging to Rus' Princesses in Medieval Western Sources: the Cases of Anastasia Iaroslavna's 'Saber of Charlemagne' and Anna Iaroslavna's Red Gem. In: *Moving Women Moving Objects (400-1500)*. Brill, pp: 33-58. Retrieved from <http://surl.li/efvfg>
28. The Nobel Foundation. 2022. *Center for Civil Liberties*. Facts. Retrieved from <http://surl.li/egaqn>
29. Ukrainian Royal Family. 2010. *Serving Ukraine since 862*. Retrieved from <http://surl.li/efvqm>

TWO FIRST LADIES IN THE 21ST CENTURY: BRIGITTE MACRON AND OLENA ZELENSKA. OLENA ZELENSKA FOUNDATION IN PARIS

*Efstratia OKTAPODA*¹

Abstract: *On December 12, 2022 the first French Lady Brigitte Macron received Olena Zeleska at the Élysée Palace for a three-day visit to Paris, while the international conference “Solidarity of the Ukrainian people” is organized by French President Emmanuel Macron. The visit of Olena Zelenska to Europe proves the love for her heroic people and the fight of a woman for her country. Supported by Brigitte Macron, the Ukrainian first lady is advancing the projects of the Foundation that bears her name. Created on September 2022, the organization makes it possible to structure humanitarian aid, support for education and health. Accompanied and helped by Brigitte Marcon, Olena Zelenska attended in Paris numerous demonstrations and events in favor of Ukraine and in support of civil resilience in Ukraine. She gave several interviews to French television channels and she was the special guest at the BFM TV broadcast live on December 13, 2022.*

Keywords: Olena Zeleska; Brigitte Macron; Paris; Solidarity of the Ukrainian people Conference; Olena Zelenska Foundation; interviews; special guest on French television

On December 12, 2022, Brigitte Macron received Olena Zeleska at the Élysée Palace. This is Olena Zelenska's first trip to Paris since Russia invaded Ukraine on February 27, 2022.

Ten months after the start of the Russian invasion of Ukraine, the country's first lady, Olena Zelenska arrived in Paris for a three-day visit, while a conference for reconstruction in the face of war was being held in the French capital. Since the first day of the invasion of Ukrain, France and the French people have been wholeheartedly with the Ukrainians and the oppressed and invaded country.

The two first ladies have had regular exchanges since 2019, since President Volodymyr Zelensky made his first trip abroad to France in June 2019 after his election. The two first ladies called each other at the start of the Covid-19 pandemic, exchanged in writing or by videoconference since February 24 and met again in New York in September, on the sidelines of the United Nations General Assembly².

¹ Sorbonne University (Paris IV-Sorbonne), Paris, France. E-mail: efstratia.oktapoda@sorbonne-universite.fr

² “Ukrainian first lady Olena Zelenska bound for Paris on fundraising mission”, RFI, Issued on: 09/12/2022. My translation from French. See: <https://www.rfi.fr/en/france/20221209-ukrainian-first-lady-olena-zelenska-bound-for-paris-on-fundraising-mission>

The visit of Olena Zelenska to Europe proves the love for her heroic people and the fight of a woman for her country. In addition, the visit of Olena Zelenska to France was to ensure the moral and financial support of 48 countries and 24 international organizations, during a conference in support of civil resilience in Ukraine organized by French President Emmanuel Macron. The solidarity of the French people with the Ukrainian people who are fighting heroically for their freedom is exemplary. Media images showing the atrocities of the Russian invader and the cruelty of war crimes committed in villages, schools, hospitals or on the streets have shocked public opinion in Europe and around the world. Alongside the tears that we have all shed for our European neighbours, coldly shot in the head in the middle of the street, on their bicycles or at the wheel of their vehicle, have mobilized countries and peoples in favor of this friendly country which has paid with his blood for the right to be free and to defend his borders. More than a feeling of sympathy, solidarity or humanism, it is our duty, we French and Europeans to help, by all means, our loved ones, our fellow Europeans, our brothers in tradition, culture and religion. Following the support conference for Ukraine organized by President Emmanuel Macron, in December 2022, one billion euros in donations were acquired for Ukraine.

Supported by Brigitte Macron, the Ukrainian first lady is advancing the projects of the foundation that bears her name. Created last September, the organization makes it possible to structure humanitarian aid, support for education and health in which Olena Zelenska has been involved since the Russian invasion. The Foundation's flagship project, for which the Ukrainian President's wife has mobilized support in France, is the reconstruction of the Iziom hospital, located 100 km south-east of Kharkiv, where 320,000 inhabitants currently reside, which was released last September³.

On December 12, 2022, the two First Ladies discussed aid for the reconstruction of hospitals in Ukraine at war and the reception of children in France. They also discussed the emergency aid to be provided to Ukraine in the heart of winter and the commitment of French companies to the reconstruction of the country.

Olena Zelenska, a First Lady looking abroad⁴

If President Zelensky has not left Ukrainian territory since the attack on Russia, his wife has made around ten official trips to Europe and the United States in particular.

³ *Ibid.*

⁴ Pierre-Louis Caron, "War in Ukraine: Olena Zelenska, a discreet First Lady who became an Ambassador for the "War effort"", France Télévisions, 13/12/2022. My translation. See: [link](#).

After her trip to New York, to the UN General Assembly, on September 21, Olena Zelenska visited Germany, Poland, Turkey, Portugal and the United Kingdom. Wherever she goes, she meets First Ladies and often talks with Heads of State and arouses enthusiasm, emotion and respect⁵.

In Strasbourg, on September 14, 2022, she received a standing ovation from the European Parliament⁶.

“At the same time, she gives a lot of interviews to Western media,” points out Valentyna Dymytrova⁷ to France Info. She appeared on the cover of American *Time* magazine in July, then in *Vogue* in October, but she focused on her personal struggles: the cause of women in wartime, moral and psychological support for Ukrainians⁸.

Since the outbreak of the war, President Zelensky's wife has taken on this role of informal ambassador with vigor and determination, and is keen to ensure it, all the more so as the Ukrainians are suffering.

After her trip to London, Olena Zelenska, who inaugurated her humanitarian foundation for Ukraine on September 22, was welcomed Monday, December 12 at the Elysée Palace by Brigitte Macron, with whom she maintains a special friendship.

Accompanied by several Ukrainian ministers including the Prime Minister, Denys Chmyhal, and several ministers in charge of reconstruction are part of the delegation⁹, Olena Zelenska attended the next day, alongside President Emmanuel Macron, in the “Solidarity of the Ukrainian people” international conference, announced by Macron in early November after a call with Volodymyr Zelensky, with whom he speaks regularly on the phone.¹⁰

The Ukrainian President, who has not left his country since the war started will make a statement via video during the meeting, held at the Quai d'Orsay for civil resilience¹¹.

On the second day of her visit to the French Republic, First Lady of Ukraine Olena Zelenska took part in the "In Solidarity with the

⁵ *Ibid.*

⁶ *Ibid.*

⁷ *Ibid.*

⁸ *Ibid.*

⁹ “Olena Zelenska received by Brigitte Macron this Monday”, TF1 Info, 12 décembre 2022. My translation. See: link

¹⁰ Théo Sauvignet and Alice Pairo-Vasseur, “War in Ukraine: the seduction operation of Olena Zelenska in Paris”, 15 décembre 2022. My translation. See: link

¹¹ “Ukrainian first lady Olena Zelenska bound for Paris on fundraising mission”, RFI, 09/12/2022. My translation. See: <https://www.rfi.fr/en/france/20221209-ukrainian-first-lady-olena-zelenska-bound-for-paris-on-fundraising-mission>

Ukrainian People" conference held in Paris and initiated by French President Emmanuel Macron¹².

It was an opportunity for the Ukrainian First Lady to continue her tour to raise funds for her foundation¹³.

She devoted her speech to the need for international solidarity and support for civil resilience in Ukraine and its humanitarian dimension.

“Can you imagine half the population of France without electricity for 30 or more hours? Such blackouts are a new form of terror of Russia. There is not a single power plant left in Ukraine that would not be damaged by Russian missiles and Iranian drones,”¹⁴ the President's wife said.

Olena Zelenska gave the example of the hospital in Iziium destroyed by the occupiers, which is a hub for the local community of 100 thousand people and the doctors who continued to save lives in the Russian occupation in the absence of electricity, heat and water.

“Traumatologist Yuriy Kuznetsov came to the hospital for his shift on the night of March 6 this year. On a shift that lasted... until September, until Izyum was freed from Russian occupation. The lives of hundreds of people were saved because one person stayed and managed to become greater than he was before. We all managed to become greater than we were before the war. In order to defend themselves, Ukrainians managed to become greater even than such terror,”¹⁵ the First Lady said.

The wife of the President of Ukraine called on the French community to join the restoration of the hospital in Izyum.

“Fleeing from Izyum, the occupiers also robbed it. The equipment that was intact, the oxygen concentrators and the beds from the Covid section. They took everything that was of any value. Even sockets, wiring and toilets were removed. This is what their invasion is, this is what the Russian army is,”¹⁶ she said.

The First Lady noted that it is possible to get involved, in particular, through the Olena Zelenska Foundation, which was created specifically to help rebuild Ukraine.

¹² Fabrice Nodé-Langlois, “Olena Zelenska called on the French people to join in the restoration of the hub hospital in de-occupied Iziium”, 14 December 2022. My translation. See: <https://www.president.gov.ua/en/news/olena-zelenska-zaklikala-francuziv-doluchatisya-do-vidnovlen-79857>

¹³ *Ibid.*

¹⁴ *Ibid.*

¹⁵ *Ibid.*

¹⁶ *Ibid.*

“Become greater than you have been up to this point. Join the common victory,” urged the First Lady¹⁷.

On the same day, Tuesday December 13, Finance French minister Bruno Le Maire was hosting a bilateral forum intended to mobilize French companies in favor of Ukraine, in the sectors of infrastructure, health, energy, digital and agriculture. Three hundred companies are set to participate – including Airbus, Alstom, and Dassault¹⁸.

Events and visits organized in Paris in favor of Ukraine

During her visit to France, Olena Zelenska attended numerous demonstrations in favor of Ukraine, accompanied and helped by Brigitte Macron.

“I commend the sincerity of French-Ukrainian relations. After all, true friends are those who help in a difficult moment and sincerely rejoice in your victories. Ukraine highly appreciates France’s help at all levels – both from state bodies and ordinary citizens. It is seen and felt by all Ukrainians who were forced to stay in France for the period of the war. I especially want to thank you for your personal involvement in sheltering Ukrainian children with cancer, who can now undergo treatment in the best French hospitals,”¹⁹ Olena Zelenska addressed Brigitte Macron.

The two First Ladies planned a joint visit to a school where children of Ukrainian temporary immigrants study. As the President's wife noted, the key goal is to do everything necessary so that Ukrainians outside their homeland can continue to study according to the Ukrainian program.

“Paris became the first French city where the official study of the Ukrainian language began in schools. And the French government even created virtual classes for teaching the Ukrainian language. Mrs. Macron spoke enthusiastically about Ukrainian women. During the meeting with Ukrainian women, she felt that they are incredible people with incredible energy,”²⁰ said Olena Zelenska.

As expected, the two First Ladies jointly presented the Olena Zelenska Foundation in Paris, founded on September 22, 2022 and designed to contribute to the restoration of Ukraine.

¹⁷ *Ibid.*

¹⁸ “Ukrainian first lady Olena Zelenska bound for Paris on fundraising mission”, RFI, 09/12/2022. My translation from French. See: <https://www.rfi.fr/en/france/20221209-ukrainian-first-lady-olena-zelenska-bound-for-paris-on-fundraising-mission>

¹⁹ “First Lady of Ukraine met with Brigitte Macron in France”, *Freedom*, 14/12/2022. My translation. See: <https://uatv.ua/en/first-lady-of-ukraine-met-with-brigitte-macron-in-france/>

²⁰ *Ibid.*

The Foundation has three areas of activity: healthcare, education and humanitarian aid, within which it will provide targeted assistance, invest in the reconstruction of preschool and school educational institutions, polyclinics, outpatient clinics, as well as in the restoration of their material and technical base²¹.

“I created the Foundation so that everyone in the world could participate in the restoration of Ukraine, primarily in providing humanitarian aid, rebuilding hospitals and schools. I think that the French, who have always valued human rights (and the most indisputable of them – the right to life), will not stay aloof here either. After all, human rights have no borders,”²² Olena Zelenska emphasized.

Olena Zelenska also informed that at the presentation a fundraising is planned for the restoration of the main hospital in the city of Izyum, Kharkiv region (Central City Hospital)²³.

On the first day of her visit to France, Olena Zelenska also visited the country's National Library, where she saw unique artifacts related to Ukraine, the collection of works by the French artist of Ukrainian origin Sonia Delaunay – the first woman artist whose personal exhibition was held in the Louvre during her lifetime. The President's wife thanked the library management for supporting Ukrainian culture²⁴.

“On the website of the library there is a special section "Solidarity with the Ukrainian people". Back in May, a comprehensive bibliography on Ukrainian topics was prepared here, which is available online and presented in the reading rooms. For Ukrainians who were forced to leave, there are many opportunities to learn French. The National Library has offered our libraries and cultural institutions access to digital storage for their collections if necessary. And this is only part of the measures to preserve the Ukrainian cultural heritage that have been deployed,”²⁵ said Olena Zelenska.

The First Lady handed over books to the institution for the ceremonial opening of the “Ukrainian Bookshelf”.

“Availing myself of this opportunity, I handed over the 24 volumes of the "Encyclopedia of Modern Ukraine" prepared by Vernadsky National

²¹ “Olena Zelenska called on the French people to join in the restoration of the hub hospital in de-occupied Izyum”, 14 December 2022. My translation. See: <https://www.president.gov.ua/en/news/olena-zelenska-zaklikala-francuziv-doluchatisya-do-vidnovlen-79857>

²² “First Lady of Ukraine met with Brigitte Macron in France”, *Freedom*, 14/12/2022. See: <https://uatv.ua/en/first-lady-of-ukraine-met-with-brigitte-macron-in-france/>

²³ *Ibid.*

²⁴ *Ibid.*

²⁵ *Ibid.*

Library of Ukraine – the publication that most fully covers all spheres of our state’s existence. I also replenished the Ukrainian bookshelf with classical and historical literature, educational and children’s books, publications on art – I thank the Kyiv School of Economics for this selection. It was a meaningful and very fruitful visit to the National Library, which left a firm confidence: cooperation between our cultural institutions will only deepen to mutually enrich our cultures,”²⁶ the Ukrainian President’s wife said.

Olena Zelenska also held a meeting with UNESCO Director General Audrey Azoulay²⁷.

The First Lady thanked the organization for its comprehensive support during the war months, in particular for sending 50,000 laptops for distance education to Ukrainian schools²⁸.

Together with Minister of Culture Oleksandr Tkachenko, Olena Zelenska provided the UNESCO Director General with a list of the needs of Ukrainian cultural institutions in order to endure the winter²⁹.

The First Lady called on the organization to create a program to help Ukrainian monuments and cultural institutions that suffer from Russian attacks.

“We will be grateful for the comprehensive implementation of the appropriate program for the protection and promotion of culture and cultural heritage in Ukraine, including international financial assistance. I welcome the decision to appoint a UNESCO representative in Kyiv. This is an important gesture of solidarity, especially now, during a war. UNESCO monitors the situation with cultural heritage sites through the satellite systems of other UN agencies. This is important for documenting all the crimes of the aggressor,” she said³⁰.

School visits, fundraising

On Tuesday afternoon, December 13, Brigitte Macron accompanied Olena Zelenska to a school in the center of Paris, with the Minister of Education, Pap Ndiaye, to visit Ukrainian students who have been given asylum in France³¹.

In the evening, Zelenska held a gala at the Salle Pleyel, a prestigious Art Deco venue near the Champs-Élysées, for the benefit of the Olena Zelenska Foundation, where Brigitte Macron delivered a

²⁶ *Ibid.*

²⁷ *Ibid.*

²⁸ *Ibid.*

²⁹ *Ibid.*

³⁰ *Ibid.*

³¹ “Ukrainian first lady Olena Zelenska bound for Paris on fundraising mission”, 09/12/2022. My translation. See: <https://www.rfi.fr/en/france/20221209-ukrainian-first-lady-olena-zelenska-bound-for-paris-on-fundraising-mission>

speech. The evening will raise funds to rebuild a bomb-hit hospital in Iziium, according to the Zelenska's surroundings³².

Among the donors is French screenwriter Michel Hazanavicius, director of the films “The Artist” and “OSS 117”, and his 125,000 euros from an auction of movie props³³.

The evening ended with a concert by the Dakh Daughters, a female group from Kyiv that mixes traditional songs and punk cabaret³⁴.

France is one of several Western cities after New York and London on Zelenska's list of diplomatic stopovers as she hopes to “amplify the Ukrainian voice in the world”³⁵.

Also on this day, Olena Zelenska held a meeting with the Minister of Culture of France Rima Abdul Malak.

The parties discussed urgent assistance to Ukrainian cultural institutions, in particular, equipment that will help survive the winter period, and the provision of financial support to destroyed cultural institutions of the Chernihiv region³⁶.

“I count on your support for the idea of holding seasons of Ukrainian culture in France in 2023,”³⁷ said Olena Zelenska.

Together with Minister of Culture of Ukraine Oleksandr Tkachenko, the First Lady handed over to Rima Abdul Malak the project of the art event “Ukraine. Out of Blackout”, which reveals the thousand-year history of Ukrainian art and aims to shed light on Ukrainian culture and its connection with Europe³⁸.

“All Ukrainian culture today is our way out of blackout. We may not have electricity, but our culture gives us light. And in response, we have to protect our heritage from the attacker,”³⁹ the First Lady is convinced.

Together with the Minister of Culture of France and accompanied by President of the Louvre museum Laurence des Cars, Olena Zelenska visited the Louvre, where it was agreed to introduce tours in the Ukrainian language.

³² *Ibid.*

³³ *Ibid.*

³⁴ *Ibid.*

³⁵ *Ibid.*

³⁶ “Olena Zelenska called on the French people to join in the restoration of the hub hospital in de-occupied Iziium”, 14 December 2022. My translation. See: <https://www.president.gov.ua/en/news/olena-zelenska-zaklikala-francuziv-doluchatisya-do-vidnovlen-79857>

³⁷ *Ibid.*

³⁸ *Ibid.*

³⁹ *Ibid.*

“The Louvre will speak Ukrainian. The scale of the project is huge, because the museum's exhibits cover 10,000 years of history! Currently, the Louvre has an audio guide available in nine languages (Russian, by the way, is not among them). And if Ukrainian is added to them, it will be an extremely important signal for the world cultural community and a powerful support for thousands of Ukrainians who have been sheltered by France,”⁴⁰ Olena Zelenska emphasized.

In addition, together with First Lady of the French Republic Brigitte Macron and accompanied by Minister of Education Pap Ndiaye, Olena Zelenska also visited the Paris school where Ukrainian children from families of temporary migrants study.

“When Brigitte Macron and I met in New York in the autumn, she immediately praised Ukrainian children - how quickly they adapt to French schools. And today Mrs. Macron offered me to make sure of this and invited me to the school where eight Ukrainian children from families who received temporary protection study,”⁴¹ said the wife of the President of Ukraine.

The first ladies talked with schoolchildren, parents and teachers.

“We discussed how to make the integration into the educational process in French-speaking schools even smoother and what we can do together with the French government for this. By the way, it was Paris that became the first French city where the official study of the Ukrainian language began in schools. I hope that this is only the beginning of our cooperation in this direction and shortly we will open a full-fledged French-Ukrainian school. I am grateful to Mrs. Macron for the personal care which she constantly demonstrates towards Ukrainian children,”⁴² said Olena Zelenska.

The two women also jointly launched, at the start of the war, Operation Cigogne, the purpose of which is to allow seriously ill Ukrainian children to be received in French hospitals, so that they can continue their cancer treatment⁴³.

⁴⁰ *Ibid.*

⁴¹ *Ibid.*

⁴² *Ibid.*

⁴³ See: <https://www.tf1info.fr/international/video-replay-tf1-sept-a-huit-la-premiere-dame-ukrainienne-face-a-la-guerre-l-interview-d-olena-zelenska-the-wife-of-volodymyr-zelensky-2242748.html>



@ Crédit image TF1 Info.

See: <https://www.tf1info.fr/international/video-replay-tf1-sept-a-huit-la-premiere-dame-ukrainienne-face-a-la-guerre-l-interview-d-olena-zelenska-la-femme-de-volodymyr-zelensky-2242748.html>

Zelenska Foundation

Olena Zelenska created her own humanitarian foundation to carry out health and education projects and raise funds for her country⁴⁴.



@Crédit Photo: The Odessa Journal.

See: <https://odessa-journal.com/restoration-of-the-izyum-hospital-is-among-the-priority-areas-of-activity-of-the-olena-zelenska-foundation/>

The Olena Zelenska Foundation is a charitable organization whose mission is to restore the human capital of Ukraine so that every

⁴⁴ See: <https://www.rfi.fr/en/france/20221209-ukrainian-first-lady-olena-zelenska-bound-for-paris-on-fundraising-mission>

citizen feels physically and mentally healthy, protected, able to realize their right to education and build a future in their native country⁴⁵.

First Lady of Ukraine presented her charity foundation during her visit to France. During the presentation in Paris, the wife of the President of Ukraine announced that one of the priorities is the fundraising for the restoration of the city hospital in Iziium. According to the First Lady, the reconstruction of infrastructure will be the best support for people in the liberated territories⁴⁶.

First Lady of the French Republic Brigitte Macron opened the charity evening dedicated to the presentation of the Foundation. She heard a lot from Olena Zelenska about the hospital in Iziium – one of the most important in the east of Ukraine⁴⁷.

“We will always be with you. France will always be there for you. Rebuilding the largest hospital in Iziium is what unites us today,”⁴⁸ said Brigitte Macron.

The First Lady of Ukraine emphasized that the support for people in the de-occupied Kharkiv region, as well as in all Ukrainian lands freed from the occupiers, is the highest manifestation of solidarity on the part of friendly nations.⁴⁹

Olena Zelenska’s interviews to French Live Television

During her visit to Paris, Olena Zelenska gave several interviews to French television channels.

On the show *Sept à Huit*, Olena Zelenska, answered questions from Audrey Crespo-Mara. At the interview, she recounts the inhumanity of a conflict that is ravaging her people and turning their lives upside down. She thanks France for its support and the aid provided since the beginning of the conflict. “Nearly 150,000 displaced people are in France and receive aid from the State, local authorities and populations. And we are grateful for that”, thanks the Ukrainian First Lady. “We have also set up a major project, the convoy of life, she continues. We had to quickly evacuate children with cancer. Because receiving chemo in the cellars and under the bombs is obviously

⁴⁵ “Restoration of the Iziium hospital is among the priority areas of activity of the Olena Zelenska Foundation”, *The Odessa Journal*, 15 December 2022. My translation. See: <https://odessa-journal.com/restoration-of-the-izyum-hospital-is-among-the-priority-areas-of-activity-of-the-olena-zelenska-foundation/>

⁴⁶ *Ibid.*

⁴⁷ *Ibid.*

⁴⁸ *Ibid.*

⁴⁹ *Ibid.*

impossible. Brigitte Macron personally takes care of them. I thank her for that.”⁵⁰

Invited to the exceptional Grand interview of *France Inter*, Wednesday, December 14, Olena Zelenska answered questions from Léa Salamé (broadcast Thursday, December 15)⁵¹.

Olena Zelenska spoke about the situation in her country and the Ukrainian resistance to the Russian invasion.

I would like to quote here two significant excerpts from the show.

Léa Salamé: “A word from your foundation, which you have set up. You made a call for donations, here in Paris. Tell us concretely where the donations go, for the French who want to help the Ukrainians”.⁵²

Olena Zelenska: “The main goal of the foundation is to restore the hospital in the city of Iziium, in the Kharkiv region which was occupied, liberated in September. The tragedy of this hospital is that in 20 years it has been totally restored. We bought medical equipment and all that remained was to make a park around this hospital.”⁵³

Léa Salamé: “There are sentences that can change the course of history. That of your husband when Joe Biden, the day after the invasion of Ukraine, on February 24, offered to exfiltrate him and his family. “I don't want a taxi, I want weapons to fight, to resist,”⁵⁴ she replied.

In addition, on the first day of the visit, Olena Zelenska became a guest of BFM TV special broadcast live, on December 13, 2022, and answered the questions of French journalists Maxime Switek and Ulysse Gosset and the audience.

“We are running a marathon for life.”

“Victory is getting justice.”

⁵⁰ Nicolas Demorand, Léa Salamé, “Olena Zelenska: the War in Ukraine "is a War for European values"”, *France Inter*, 15/12/2022. My translation. See: <https://www.radiofrance.fr/franceinter/podcasts/l-invite-de-8h20-le-grand-entretien/l-invite-de-8h20-le-grand-entretien-du-jeudi-15-decembre-2022-8729326>

See also: “The Ukrainian First Lady facing the War: the interview with Olena Zelenska in "Seven to Eight"”, Video report Television Program "Seven to Eight" ("Sept à Huit"), 25/12/2022. My translation. Site: <https://www.tf1info.fr/international/video-replay-tf1-sept-a-huit-la-premiere-dame-ukrainienne-face-a-la-guerre-l-interview-d-olena-zelenska-la-femme-de-volodymyr-zelensky-2242748.html>

⁵¹ Nicolas Demorand, Léa Salamé, “Olena Zelenska: the War in Ukraine "is a War for European values"”, *France Inter*, 15/12/2022. My translation. See: <https://www.radiofrance.fr/franceinter/podcasts/l-invite-de-8h20-le-grand-entretien/l-invite-de-8h20-le-grand-entretien-du-jeudi-15-decembre-2022-8729326>

⁵² *Ibid.* My translation.

⁵³ *Ibid.* My translation.

⁵⁴ *Ibid.* My translation.

“Justice will only be done in victory.”,⁵⁵ highlighted Olena Zelenska.

This will be our conclusion.

Thanks to the enthusiasm of the French people, of all the local authorities, of all the mayors of France, France is able to collect 8 thousand tons of donations, fifteen thousand pallets which could be sent to the Ukrain territory, highlighted a representative of the French Government during the Direct Show.⁵⁶

“[...] we await the arrival of a new period for everyone. I am sure that all Ukrainians will have only one wish for next year, one wish. It is **peace**. I believe in synergy and I believe that when everyone wants the same thing, it eventually happens. At midnight, December 31, we are all going to make a wish, and the same wish.”⁵⁷ (Big Interview of *France Inter*, Wednesday, December 14, 2022)

⁵⁵ H.G. avec AFP, “Ukrainian First Lady Olena Zelenska received by Brigitte Macron at the Elysée Palace”, BFM TV, 12/12/2022. See: https://www.bfmtv.com/international/la-premiere-dame-ukrainienne-olena-zelenska-recue-par-brigitte-macron-a-l-elysee_AD-202212120528.html

⁵⁶ *Ibid.*

⁵⁷ Nicolas Demorand, Léa Salamé, “Olena Zelenska: the War in Ukraine is a War for European values”, France Inter, 15/12/2022. My translation. See: <https://www.radiofrance.fr/franceinter/podcasts/l-invite-de-8h20-le-grand-entretien/l-invite-de-8h20-le-grand-entretien-du-jeudi-15-decembre-2022-8729326>

THE DIALOGUE BETWEEN UKRAINIAN PRESIDENT VOLODYMYR ZELENSKY AND SCIENCES PO PARIS: AN EVENT CRYSTALLIZING THE SUPPORT OF THE FRENCH ACADEMIC WORLD TO THE UKRAINIAN PEOPLE

*Constantin LU*¹

Abstract: *On Wednesday, May 11, 2022, Ukrainian President Volodymyr Zelensky conducted a dialogue with the French university Sciences Po Paris, and the event was retransmitted live to several other universities. In this short article, I comment on the symbolic importance of establishing such a dialogue with the French academic world, which I believe contributed to crystallize the links with the Ukrainian people. Then, I recall the content of the speech, as well as some actions carried out within Sciences Po Paris to support the cause of the Ukrainian people.*

Keywords: Ukraine; France; Dialogue; University

1. Introduction

Ukrainian President Volodymyr Zelensky gave a speech on Wednesday, May 11, 2022, in front of thousands of students from various French universities². This event was unprecedented, since it was the first time that the Ukrainian president addressed students abroad to discuss with them since the beginning of the war. For more than an hour, he spoke live via videoconference from Kyiv to explain the conflict, share his thoughts and answer questions. The format was exceptional: the heart of the exchange was organized in the Emile Boutmy amphitheater of Sciences Po Paris, and the videoconference was broadcast live in several universities which opened amphitheatres especially for the occasion, and it was followed by several thousand students. On YouTube, almost 30,000 views were reached on the live video, and many French media also rebroadcast the exchange.

I was one of the lucky 500 people to be present at the Boutmy amphitheater at Sciences Po, which was directly in dialogue with Volodymyr Zelensky, and where the questions asked by the students were held. Placed in the third row, I felt the collective emotion of a generation faced with the immediacy of History. We deeply felt the gravity of the Russian aggression, the pain of the Ukrainian people, but also of their bravery and their hopes, and finally, the fervor that is stemming from the

¹ Graduate student at Sciences Po Paris, constantin.lu@sciencespo.fr

² Youtube link of the event: https://www.youtube.com/watch?v=Z8P_eO82osw

desire to protect the international order against the fear of war. Listening to the president of a country at war speaking directly to us was an honour, and also an opportunity. That of awakening our collective conscience in the face of an event that is geographically close, but paradoxically relatively distant. “Distant”, because since the beginning of the offensive, we, French and more broadly European students, have been helpless spectators of the unilateral decision of the Russian authorities to invade a country at the gates of the European Union.

In this paper, I will comment on the symbolic importance of this event, the content of the speech, and the discussion, as well as on the actions carried out by Sciences Po for the Ukrainian cause.

2. Demonstration

I/ The importance of reaching out to universities

The "60 minutes with Zelensky" event organized with Sciences Po and other French establishments was unprecedented, and it marked the start of a series of events in other universities, such as the one on May 16 at the Association of American Universities³, and that of June 10 with British universities⁴, including Cambridge and Oxford. On June 22, the experiment was repeated in ten universities in Canada⁵, and on November 16 at Dublin City University with a broadcast through Irish establishments⁶. These dialogue sessions with the academic world, students, and more broadly, educated youth from NATO countries are part of a diplomatic, strategic and utilitarian approach. “Diplomatic”, because by discussing with students from renowned universities, Zelensky weaves new links between the Ukrainian people, of whom he is the representative, and the educated youth of the countries supporting Ukraine. “Strategic”, on the one hand, because these events were publicized and relayed through social networks, and they thus represent communication opportunities to reach as many people as possible, and on the other hand because the student population can play a dynamic role in the general opinion society. “Utilitarian”, finally, in that these videoconferences aim to develop support from the academic world for the Ukrainian people. Indeed, universities can offer solutions for Ukrainian students, professors, and researchers with solidarity, support

³ Website of the Association of American Universities: <https://www.aau.edu/newsroom/press-releases/aau-meets-president-zelenskyy-discuss-future-ukrainian-higher-education>

⁴ Youtube Link of the rediffusion: <https://www.youtube.com/watch?v=2Jylna8P7Tw>

⁵ Website of the University of Toronto : <https://www.utoronto.ca/news/ukraine-s-president-zelenskyy-address-students-u-t-s-munk-school-global-affairs-public-policy>

⁶ Article on the Irish governmental website Gov.ie : <https://www.gov.ie/en/press-release/ed9ao-ukrainian-president-volodymyr-zelenskyy-to-address-students-of-ireland/>

and relocation programs. In this event, the audience had the opportunity to see Zelensky under the light of a genuine man wanting to restore peace for his country and his people. Naturally, having a genuine, intellectual, and human exchange with the president of Ukraine contributed to crystallize the support of the French academic world to the Ukrainian people.

II/ The content of Zelensky's speech

During the live video conference from Kyiv, President Zelensky mentioned the desire for peace and security that followed World War II and the efforts that were made to avoid another war. He recalled the importance of economic, political, educational, cultural, and even memorial security, and that unfortunately this security has become impossible in the current situation because of the Russian invasion of Ukraine. He then cited the demonstrations of May 1968, and the fundamental contribution of French students to security, saying that according to him, there would not be a politician today who is not afraid that people will come up and say that it is forbidden to forbid.

Afterwards, Volodymyr Zelensky raised a certain number of themes and questions to make the students reflect. First, he put an emphasis on the fact that a man – we understand that he is referring to Putin – was able to disturb international security. Secondly, he pointed out the absence of a mechanism in Europe to prevent this aggression. He thus questioned the security architecture which did not work, and which did not start to function according to him. He spoke of the cities reduced to ashes in the Donbas, and the ruins of Mariupol, a city of 1,5 million inhabitants. Zelensky asked why international efforts have been insufficient to stop this war. He questioned the very functioning of NATO and its article 5, saying that if the countries of the North Atlantic alliance were not ready to fight to defend Ukraine, would they ever be for Latvia if the latter was attacked? The interrogation raised by Zelensky questions the functioning of NATO, starting from the principle that the organization has a duty to work for world peace, even for countries that are not part of it, and that the Russian aggression is proof of its ineffectiveness. This geopolitical message conveyed by Zelensky has the usefulness of offering the opportunity to reflect again on the strategic balance proposed by NATO, or at least to have an additional perspective.

Then, the Ukrainian President used the phrase "our common European home» and insisted that Ukraine was left behind the doors of the European Union, despite the fact that the country is currently fighting for the fundamental values of the EU, mainly, freedom. Here too, Zelensky's vision is interesting to reflect on the fundamental values of the EU and to give a contextualized weight to freedom.

Subsequently, the Ukrainian head of state spoke of the cases of torture caused by Russian soldiers, but also of the rapes of children, which he compared to the crimes committed by the Nazis. He asked how justice could be established against these criminals, and about the possibility of speeding up the functioning of international justice. In my opinion, in talking about these subjects, Zelensky wanted to make students aware of the atrocities that are committed during the war, and which target both the military and civilians. By comparing these crimes to those committed by the Nazis during the Second World War, he recalled that the mistakes of the past are repeated on the European continent. The expression "Nazism", very widely used by the Kremlin to convince itself of its attack, is thus reused to designate those who, in fact, commit barbarism.

Finally, the Ukrainian president spoke of his dual role as head of state of a country at war and that of the father of a family. He asked the students if they would have wanted their own father to fight for the right to live and to take on the heavy responsibility of president at such a crucial time. He revealed that his own daughter was against him running for president. It was on this personal point that he ended his speech. While mentioning his role as a father, Volodymyr Zelensky said that despite his role and his presence in the media, he remains a man like any other.

The event continued with interventions and questions from the students. One of the questions focused on the subject of Ukrainian refugees and their future. The Ukrainian president explained that these were not refugees *per se*, but "temporarily displaced people", saying that the majority of these people want to return to their homes as soon as it will be possible. He also explained that Europeans do not have to fear a wave of immigration, because Ukrainian men have remained fighting in their country. He continued by expressing Ukraine's desire to join the European Union, and that the in-between situation should not drag on, because it would increase the risk of creating uncertainties. The dialogue followed on the geopolitical aspect and on the reality of the war, and Zelensky reiterated the position of his country, and his certainty of winning the war.

In conclusion, the three main messages that were highlighted during this exchange are the following: firstly, the strength of Ukraine and its people is that of its reason and its passion for freedom, peace, and security; secondly, this war is between the attachment to an international system based on rules, law and institutions, against a system based on the law of the strongest; thirdly, Ukraine is a European country with aspirations to become a member of the EU. The audience

showed their full support for Ukraine during the final ovation, where President Zelensky was warmly applauded.

III/ Examples of initiatives for Ukraine emerging from Sciences Po

The “60 minutes with Zelensky” event showed the unwavering support of the French academic world for the Ukrainian people, represented internationally by President Volodymyr Zelensky. For example, the support of Sciences Po materialized with the aid provided to Ukrainian students⁷. The university has thus welcomed students in exile and offered them individual support to facilitate the pursuit of their academic success. In the first three months of the war, 570.000 euros were raised thanks to donations. These have made it possible to welcome 24 students from the National University of Kyiv-Mohyla Academy (NaUKMA) and 5 students from Tarras Shevchenko University, whether for a university exchange or for a Master's program. Ukrainian students benefit from a living grant of 1.000 euros per month and have received assistance for their accommodation.

In addition, Sciences Po Paris has worked with the PAUSE program⁸ to facilitate the placement of researchers and academics in exile and to support them in the administrative procedures to seek professional opportunities. The university is also a member of the MEnS network (FR)⁹ (Migrants in Higher Education). Furthermore, student associations have carried out several actions in support of the Ukrainian people¹⁰, such as the Sciences Po Refugee Help association, which organized a clothing drive from March 28 to April 1, 2022, in partnership with France Terre d'Asile¹¹, but also the Sciences Po Sports Association which organized a charity race on April 23 to raise funds for the French Red Cross and its actions in Ukraine¹².

⁷ Website of Sciences Po Paris: <https://www.sciencespo.fr/nous-soutenir/fr/aide-aux-etudiants-ukrainiens/>

⁸ Website of Sciences Po Paris: <https://www.sciencespo.fr/recherche/fr/content/scientifiques-en-exil.html>

⁹ Website of the MEnS network: <https://reseau-mens.org/>

¹⁰ Website of Sciences Po Paris: <https://www.sciencespo.fr/fr/actualites/guerre-en-ukraine-sciences-po-solidaire>

¹¹ Website of Sciences Po Paris: <https://www.sciencespo.fr/agenda/picasso/fr?event=3407>

¹² Website of the French Red Cross: <https://www.croix-rouge.fr/Nos-actions/Action-internationale/Rechercher-un-programme/LA-CROIX-ROUGE-FRANCAISE-EN-UKRAINE>

Conclusion

The dialogue organized between Volodymyr Zelensky and Sciences Po Paris had particular symbolic importance, that of crystallizing the links between the French academic world and the Ukrainian people. Zelensky understood the need to address universities internationally to defend the cause of his people and exchange with those who support him. This type of event, which has been repeated several times in other NATO countries, has a diplomatic, strategic, and utilitarian aim. In the end, these efforts were made for the cause of the Ukrainian people, and in particular of its students and scholars. The content of his speech was also varied and covered a number of important topics, such as international security, the limits of NATO, justice, and the future of Ukraine in relation to the EU. This event was also an opportunity to show the support of the French academic world for Ukraine. Moreover, universities and students have shown solidarity by developing various support activities for Ukrainians. And at the end of the “60 minutes with Zelensky”, the entire audience chanted, in unison with the president: “Slava Ukraini! ”.