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HISTORY Memoirs

UDC 930,25

Bradford Frederick HICKS

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ADDITIONAL INFORMATION ABOUT MILITARY SPECIAL OPERATIONS UNDER THE COMMAND OF MAJOR GENERAL ROBERT FREDERICK IN EUROPE DURING WORLD WAR II

Abstract. *The purpose of the research is to enrich and preserve world-class historical and cultural heritage, including historical evidence of the events of World War II. The research methodology defines bibliographic, analytical, comparative, descriptive, deductive methods, as well as the method of historical reconstruction, which allowed to clarify some details of the life and work of a prominent historical figure. The scientific novelty of the obtained results is the development of a topic that has not been the subject of a special comprehensive study in historical science. For the first time, information has been revealed about the author of the painting depicting the area where Major General Robert Frederick led the operation to liberate southern France from German troops in the summer of 1944, which was presented to him at the time. The detail established during the research of the topic complements the portraits of personalities and reveals the prospects for further interdisciplinary investigations. Conclusion.* Thanks to scientific research methods, the historical fact of the period of World War II is supplemented and described, and directions of further scientific research related to the topic are determined. It is established that the author of the painting, which is stored in the home archives of the family of Major General Robert T. Frederick, is not a German prisoner of war, but a French painter René Robert Jaeger, better known as Le Veneur.

Keywords: Major General Robert T. Frederick, painter René Robert Jaeger, Le Veneur, World War II, military operation, south of France

The sketch hung on the kitchen wall for as long as I could remember, the tile roofs and distant church bearing a familiar Mediterranean style I'd come accustomed to growing up in California. The blue and yellow colors matched the

Spanish tile in our kitchen; to my child eyes, that seemed a good enough reason for it to be a fixture through the years.

My mom mentioned at some point or another that the sketch had been given to my grandfather by a German prisoner during WWII. From what I knew at the time about her father, that made sense. In fact, it made perfect sense. The German prisoner's name was even signed in black in the lower right corner: R.R. Jaeger.

It wasn't until my mom died in 2019 that I carefully lifted the perennial picture from its hook on the wall for a closer look. The 40cm x 48cm landscape lay behind glass, nested in a blue wooden frame which complemented the rich blue leaves in the foreground, and the soft blue mountains in the distance.

Robert T. Frederick was born in San Francisco in 1907, the only son of a medical doctor. The military, however – not medicine – tempted him as a teenager. Lying about his age, he talked his way onto a merchant marine ship bound for Australia before he was 16. Upon his return, he left California to finish his secondary education at a military academy on the east coast, followed by four years at West Point. After graduating, his career was like that of many young Army officers; transferring from assignment to assignment for fourteen years, until one day in early 1942 when a docket landed on his desk in Washington, D.C. Upon closer inspection, there was more. Below the artist's name, in parentheses, a word that defied easy translation. It appeared to be French, but its secret message alluded me: Perhaps "Le Veueur" (The Viewer). That seemed like a reasonable conclusion; the artist was the viewer of this village scene, so that was the name he gave it. Adjacent to the presumptive title, the date the prisoner used his pencil to preserve the memory: 30.3.4___. Was it '41? '42? '44? The last number disappeared into the dark shadow of a stucco building, robbing me of certainty. Unbeknownst to me, shadows also camouflaged another key clue in the lower left: The location of the sketch. But I would only realize this later. At the

time, I could make out Magagno. I knew my grandfather had been near Mignano in central Italy during the war. It seemed reasonable – given my utter lack of Italian language skills – that a town called Magagno might not be far away, perhaps just a bit more toward the coast as there seemed to be ocean or fog in the distance beyond the pale blue mountains. The battle in which my grandfather fought near Mignano was well known to me, even as a child. When I was five years old, a Hollywood movie had been made about it. The battle had launched my grandfather into the lofty realm of legends.

Frederick, now a Colonel, was tasked with reviewing and critiquing war plans. And inside that docket, he didn't like what he saw. Operation Plough, conceived by an eccentric British writer and inventor, called for a midwinter airborne invasion of Norway by specially trained commando troops, who in the cover of winter darkness would destroy Germany's heavy water treatment

facilities, and stop Germany from developing a nuclear bomb. The main problem Frederick saw was the complete lack of any method to get the men out once they'd achieved their objectives. It was a suicide mission.

Lord Mountbatten, an ardent proponent of Operation Plough, saw in the plan's biggest critic the man he believed could best carry it out. He convinced General Eisenhower that Frederick should begin work at once forming and training the secret joint U.S.-Canadian commando force, what Frederick called the First Special Service Force.

A year later, after the most grueling and intensive training an American Army unit had ever endured, the Norway invasion was suddenly cancelled. Frederick's force was sent to Italy instead, to support the struggling 5th Army.

For weeks, the 5th Army had been unable to break through the Mignano Gap, a narrow valley north of Naples controlled by German forces from the mountain tops overlooking the plain below. Pushing northward through the gap was essential if the 5th Army was to ever break through Hitler's Gustav Line and liberate Rome to the north. The first mountain the 5th Army encountered proved to be insurmountable, its name a testament to its historic role as guardian of the gap: Monte La Difensa. From the top of La Difensa, German gunners were able to beat back every attempt to pass through below.

To rectify this, Frederick proposed a plan: His small group of highly trained men would follow a creek during the night to the base of the mountain; silently bivouac during the day; then the next night circle around to the north side of the mountain where sheer cliffs led to the crest. They would scale the cliffs in the darkness, and attack the Germans on top of La Difensa at daybreak. His commanders thought it impossible. Frederick believed the Germans shared that assessment, and thus the attack would be a complete surprise.

On a cold rainy night in early December 1943, several hundred men from Frederick's First Special Service Force put their ropes in place, scaled silently to the top, and after hours of bloodshed vanquished the Germans from the stronghold that had repeatedly repelled the entire 5th Army. The battle of La Difensa is considered one of the greatest tactical successes in American military history. In the following weeks, Frederick led his First Special Service Force to a series of victories clearing the Germans from the rest of the mountains controlling the Mignano Gap. His habit of heading out on patrols ahead of his men and behind enemy lines added to the awe and adulation his men had for his cool leadership under fire; and to the angst his superiors suffered, certain he was going to get himself killed. Promoted to General at age 36, he was then tasked with defending a line around Anzio that normally would have required an entire Army Division. By painting their faces black, sneaking behind enemy lines at night, and silently killing the enemy, the First Special Service Force deceived the Germans into

believing they were a much larger unit than they were. The diary of a dead German soldier noted the "Black Devils" were all around them, but they could never hear or see them coming.

The Germans most certainly saw them months later, however, when Frederick and his First Special Service Force spearheaded the liberation of Rome. It was on a bridge over the Tiber River in the city where Frederick was shot in the leg. He refused treatment, and continued his command, making sure once again his men achieved every objective. After Rome and recovering, Frederick was promoted to Major General, and handed another seemingly impossible task: The youngest two-star general in the American Army had just four weeks to create and organize a force for the airborne invasion of southern France. Upon receiving his orders, he asked his commander where the paratroopers were. His commander replied, "So far, you're the only one we have". Frederick had jumped once in his life, and that had been nearly two years prior during training for the Norway invasion that never happened. The airborne invasion force was cobbled together with whatever units Frederick could find. They had to be jump-ready; there was no time to train them. Operation Dragoon was set to begin August 15, 1944.

For the 7th Army to successfully land on the shores of the Côte d'Azur, the German forces inland needed to be cut off from supporting their coastal defenses. The job fell to Frederick and his hastily formed First Airborne Task Force. Frederick and his planning staff determined the city of Le Muy, 20 km inland from the coast, was the linchpin connecting the German forces across the Riviera. Through it passed the key east-west highway, and the main roads north-south to coastal cities of Sainte-Maxime and Fréjus/Saint-Raphaël. Take Le Muy, and the Germans would be fragmented.

In the pre-dawn hours of August 15, General Frederick stood in the doorway of a C-47 transport plane somewhere over southern France, gave the simple command, "Follow me boys", and stepped out into the unknown darkness. Thick low cloud cover required the planes fly higher than originally expected, and with pilots unable to see their appointed drop zones, the first wave of men from the First Airborne Task Force blindly landed in fields and vineyards (and trees) far and wide, much farther and wider than planned. The scattering of forces had an unanticipated outcome: The Germans were confused. The paratroopers seemed to be everywhere. As had happened at Anzio, they estimated Frederick's force to be much larger than it actually was. General Frederick navigated his way to a farmhouse in Le Mitau that had been preselected for his command post. His men started connecting, coalescing, and clearing out the German defenders. Within 48 hours, Le Muy had been taken, Germany's regional general in Draguignan had been captured, and freedom from years of Nazi oppression began to take a foothold in the south of France.

After the large scale landings along the coast, as the 7th Army began driving up the Rhone, the First Airborne Task Force spread out eastward. The Germans were well established in the coastal enclaves as far east as Menton, and were well entrenched in the mountains from Fayence to the Italian border. Frederick's orders were to protect the right flank of the 7th Army by removing this threat, and preventing German reinforcements from entering France from Italy.

One of the early targets during this eastward push was the perfumed city of Grasse. As I studied a map of the region one night I noticed a name just 4km up the road: Magagnosc. I quickly pulled out the mysterious sketch, took a photo of the lower left corner, and zoomed in. There, blending into the dark pencil strokes of a tree trunk, I could make out the letters "sc." The sketch was of Magagnosc, France! I was now determined to discover who the German prisoner was who drew it. I wanted to find out if he had family still living, so I could give it to them as a gift. But there was a problem. Whether the sketch had been drawn in March of '41, '42, or '44, there were no German POW's at that point. And the condition of the piece was too good for it to have been carried around in some soldier's knapsack for five months until August 1944. There had to be another explanation. (I eventually removed the sketch from the frame and discovered an inscription on the back which would have answered the original question long ago: Magagnosc: Route de Grasse vers Nice au les Monts de l'Esterel.)

But who was R.R. Jaeger? Was the story handed down from my mom about the German prisoner incorrect? I found a clue that seemed to answer the question. There was an American paratrooper named R.R. Jaeger who had survived a plane crash on D-Day during the Battle of Normandy. Given my grandpa had just four weeks to pull together all the available paratroopers he could find the following month, surely the artistically inclined American paratrooper R.R. Jaeger was one of them. Renoir had painted Magagnosc landscapes. Army Private R.R. Jaeger was probably a fan.

My hopeful excitement quickly ran into the roadblock of reality: March 30th. The Americans hadn't even arrived in southern France at that point in 1944. R.R. Jaeger may have jumped out of planes, but he apparently had no skills with a pencil. I pointed my camera at the lower right corner, to magnify the letters below the artist's name. Le Veneur (The Viewer), truth be told, was just a guess. As skilled as the artist was, his penmanship on this particular point was suspect. The "u" could be an "a" or an "n". And the "eur" at the end could be "eir" or "dir" or "our" or... I must credit a friend in Canada who does historical research with solving this part of the puzzle. "Le Veneur", he emailed me. "There's a French artist named Le Veneer!" René Robert Jaeger (Le Veneur) (1890–1976) sometimes signed his name Jaeger. Sometimes, as in this case, he signed it both ways. As I have studied the front and back inscriptions closer, it appears the sketch

was completed in 1941 or 1942. I now believe my mom, convinced it was a gift from a German POW, changed the date to '44 to better match the timeframe.

So now, I ponder what may prove to be an unanswerable question: If my grandpa didn't get it from a German prisoner, how did he get it? While the story he was given the sketch by a prisoner now seems implausible, it's not improbable that the sketch hung in the headquarters of the German general in Draguignan. When General Ludwig Bieringer was captured, the American soldiers helped themselves to his stash of wine. Perhaps they also plucked a picture from the wall, and gave it to their commander as a keepsake. "He got it from a German POW" could easily be mutated through time into "A German POW gave it to him". But I doubt it.

After taking Grasse on August 24, the First Airborne Task Force cleared the Germans out of Châteauneuf and Opio 6 km to the east. Frederick's command post was moved to Grasse, and the most direct route from there to Châteauneuf passes right through Magagnosc. The force was moving rapidly eastward at this point so there likely was no time to dilly dally if he passed through the quaint hillside town, but perhaps the view looking out at the distant Mont de l'Estérel left an impression. Perhaps it reminded him of the views in his native San Francisco. By the end of August, the First Airborne Task Force had crossed the Var, and Frederick set up headquarters at the Alhambra Hotel in the hilly, tree-lined Cimiez neighborhood of Nice. This would be his base for the next three months, as he juggled the military missions in the Maritime Alps and the sensitive civil affairs issues unfolding among the French. Was the sketch already at the Alhambra, and packed away as a prize? Was it a gift from a grateful French patriot? Is it possible Le Veneur himself presented the picture to my grandfather? (Le Veneur's descendants are currently researching the artist; their investigations may uncover if he was in Nice during this period).

In late September, several weeks after arriving in Nice, my grandfather travelled back to the United States on a one week leave. This is most certainly when he brought the sketch home. There was still too much war ahead for the fragile paper to have travelled with him as he led the 45th Division through the battles in the Vosges and across Germany. Frederick also brought home from the war a body of scars and eight Purple Hearts. The Purple Heart is the award given to U.S. service members when they're wounded. By the time WWII was over, General Robert T. Frederick had more of them than anyone. He received them because he led his men into battle, never asking of them what he wouldn't do himself. Winston Churchill said if there had been a dozen men like him, the allies would have crushed Hitler in 1942. He called Frederick quite simply, "The greatest fighting general of all time".



Robert T. Frederick Escorting Bieringer to Interrogation



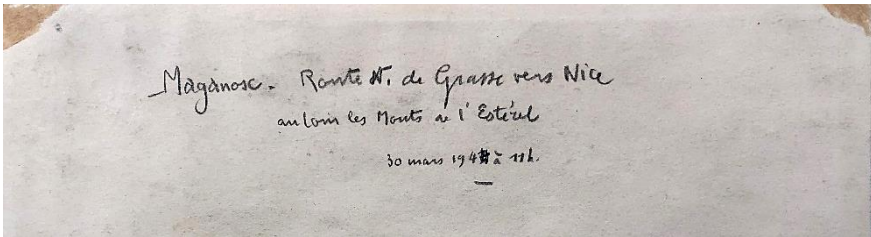
Robert T. Frederick Interrogating Bieringer



Frederick Receiving the Flag of Le Muy



R. R. JAEGER (*Le Veneur*), Maganosc 30.3.42



*Maganosc. Route N. de Grasse vers Nice
au loin les Monts de l'Estérel
30 mars 1942 à 11h.
(Maganosc. National Road from Grasse to Nice
in the distance the Esterel Mountains
March 30, 1942 at 11 a.m.)*



René Robert JAEGER (Le Veneur). 1920

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COMMUNICATION PLATFORMS AS A TOOL FOR MANAGING SOCIAL OPINION

Abstract. *The purpose of the research* There is a need to study network communication as a leading type of communication and informing humanity in the XXI century. The communication process requires detail and in-depth study. **The scientific novelty.** The emergence of new genre forms, synthesis of materials, expanding the boundaries of communication and the possibility of publishing any material lead to the emergence of new communication and information planes, the formation of fundamentally new units in social communications. We consider communication platforms to be one of them, which during their development stood out as independent units: separated from social networks, Internet trading platforms, network channels acquired independent classification features and became an autonomous and unique plane. **The Conclusions.** The article offers a vision of communication platforms as components of the communication process. An attempt was made to separate them from already established units - media, social networks, information channels, etc. The scientific views of the leading scientists of Ukraine are analyzed. A survey of 550 Ukrainians was conducted. This gave the authors an understanding of the attitude of Ukrainians to the information field posted on communication platforms. The analysis highlighted that the audience does not understand the significant differences between communication platforms and other types of communication and information in the network. This is due to gaps in media literacy among the population.

Keywords: social networks, communication platforms, informing, digital genres.

КОМУНІКАЦІЙНІ ПЛАТФОРМИ ЯК ІНСТРУМЕНТ УПРАВЛІННЯ СОЦІАЛЬНОЮ ДУМКОЮ

Мета роботи. У XXI столітті виникає необхідність вивчення мережевої комунікації як провідного виду спілкування та інформування людства. Комунікаційний процес потребує деталізації та поглибленого вивчення. **Наукова новизна.** Виникнення нових жанрових форм, синтезації матеріалів, розширення меж спілкування та можливість оприлюднення будь-якого матеріалу призводять до виникнення новітніх комунікаційних та інформаційних площин, утворення принципово нових одиниць у соціальних комунікаціях. Однією з таких вважаємо комунікаційні платформи, що під час свого розвитку виокремились як самостійні одиниці: відмежувалися від соціальних мереж, інтернет-торгівельних платформ, мережевих каналів, набули самостійних класифікаційних рис та перетворилися в автономну та неповторну площину. **Висновки.** Запропоновано бачення комунікаційних платформ як складових комунікаційного процесу. Здійснена спроба відмежування їх від уже усталених одиниць: ЗМІ, соціальних мереж, інформаційних каналів тощо. Проаналізовано наукові погляди провідних вчених України. Здійснено анкетування українців обсягом 550 респондентів. Це дало авторам розуміння ставлення українців до інформаційного поля, розміщеного на комунікаційних

платформах. Здійснений аналіз свідчить, що аудиторія не розуміє суттєвих відмінностей комунікаційних платформ від інших різновидів спілкування та інформування у мережі. Це пояснюється прогалинами у медіаграмотності серед населення.

Ключові слова: соціальні мережі, комунікаційні платформи, інформування, дигітальні жанри.

The Problem Statement. Nowadays the issue of modeling the modern communication space, where network information exchange is 90% of the total media, is urgent. Modern theorists and practitioners are increasingly paying attention to the study of the formation of information flows and dynamically changing space, creating new conceptual models and shaping trends of information trust and perception. It should be emphasized that modern scholars (especially the Ukrainian community: Zernetska, 2009; Zinko, 2011) consider communication platforms mainly from the standpoint of political phenomenon, as a platform for waging information war, conducting political activity of the government of the state, an element of building the image of the country and nations on the world stage. On the one hand, this is a fundamentally correct position, because network platforms are multifaceted and unique in their functionality and synthesizing capabilities. According to Pipchenko N. social media platforms are the first to act as a tool "...foreign and domestic political activity, through which not only can destructive influence on political, economic, social processes in a country, region or the world, but and to create conditions for friendly development of relations between countries" (Pipchenko, 2011).

The Purpose of Publication. There is a need to study network communication as a leading type of communication and informing humanity in the XXI century. The communication process requires detail and in-depth study.

The main methods of research were. Sociological survey, bibliographic and descriptive methods. For this article was used descriptive method for the development of the problem and the problem of understanding the communication platforms and the theoretical report is available. The theoretical and methodological aspect of study delivered nutrition. Also, we blundered the method of factual and documentary, as one of the most prominent science arguments, to recognize the real manifestations of this tendency of active communication platforms in Ukraine. There is a significant gap in applied classification and communication technologies in the classification series. The development of digital grinders has led to the emergence of a large number of different clusters and groups that today form genre families. An example of this is the blogosphere, which includes not only blogs as a public form of

munication, "...but also quotes, web blogs, podcasts, spam blogs, and more" (Dosenko, Sytnyk, 2022).

The Analysis of Sources and Recent Researches. Today, there are a number of scientists who study direct and indirect network communication. Among the domestic ones it is worth mentioning Demchenko S., Dosenko A., Potyatynka G., Kvita S. and many others. From the standpoint of studying media content, it should be noted: Antonyuk A., Dmytriv L., Tonkikh I., Fedorchuk A. and others. R. Craig, S. Bowman, and K. Willis raised the issue of blog innovation.

It should be noted that not enough attention is paid to the study of digital genres today as the fourth group of traditional genres and leading in online journalism. They gave impetus to the development of network communication, which synthesized on its platforms informational, analytical and journalistic texts, creating fundamentally new forms of information coverage and communication, directing the development of fundamentally new content among online media.

The Main Material Statement. Such platforms help to conduct foreign economic and political activities of the country, to form a portrait of the government and the President (nowadays such kind of actively is seen on the pages of the current political leader V. Zelenskiy and his team), to involve the population in discussing the actual needs of the country and to create a myth of "involving" the nation in the process of state formation of Ukraine. "The role of social political platforms in the foreign policy of any state cannot be assessed unequivocally, because they can simultaneously have both functional and dysfunctional influence on political processes. They can serve as a source of dissemination of negative information about the activities of the government, country or be a center for coordination of terrorist actions, and as a source of positive information facilitate coordination of governmental and public emergencies or in the fight against corruption" (Pipchenko, 2011). The networking platform is a unique phenomenon that is able not only to form public opinion, but also to publish information resources that often the traditional media could not cover due to censorship or affiliation with a particular oligarch, which favors a particular political force. Increasingly, scientists are thinking about the need to study the mechanisms of image construction through a communication platform that acts as a multifaceted element.

In our opinion, the communication platform as a modern phenomenal phenomenon should be defined. It is a fundamentally new phenomenon bordering on social networks, blogs and online media. This phenomenon makes it possible not only to manipulate the consciousness of the target audience, but to shape it, to model it, to create a picture of the world of a person through the lens of communication. Communication platform is a phenomenon that allows not only to generate the process of information exchange, but also to provoke the division

of science "Social communications" (the Internet branch of the discipline) into Internet communication and online platforming.

It is important to understand that content in both versions will be at the forefront. "Recently, the media segment of the Internet space has been expanding at a rapid rate, which has led to an increase in the number of Internet media and an intensification of competition between them. Previously, print media was the predominant source in the network, today most of the online media exist only in virtual format" (Zinko, 2011).

Due to content that is often generated by the average Ukrainian, communication platforms are often confused with social media pages, but there are conceptual differences between them. The issue of quality of the covered content is very acute, because it traces the fight for the number of subscribers, outlines the status when the site is at the stage of search engine ranking. At the same time, it itself needs to be studied and separated, since at times such content is completely contrary to the well-known and necessary professional standards of traditional journalism.

Modern communication platforms are convergent units. They emerge online and evolve depending on the synthesis of technological form and content genre components. "The convergence of genres and forms is the result of the merging of previously diverse and disjointed media, such as radio and television on the Internet. The transfer of functions from one media to another, "changing roles" in different communication channels radically changes the former notions of communication and information channels" (Zinko, 2011).

The dynamic development of communication technologies from the technological component has led to the emergence and development of public journalism and amateur media. This has fundamentally changed the information space of the world, erased the spatio-temporal framework, changed the process of communication, and at the same time communication models. This is why there is an urgent need to study communication platforms that generate the emergence of new communication units by becoming a new cluster.

The dynamic development of communication technologies from the technological component has led to the emergence and development of public journalism and amateur media. This has fundamentally changed the information space of the world, erased the spatio-temporal framework, changed the process of communication, and at the same time communication models. This is why there is an urgent need to study communication platforms that generate the emergence of new communication units by becoming a new cluster.

Communication is gaining a fundamentally new meaning, network platforms generate not only the latest genres, but also the processes of information exchange. One of the structurally important elements of such communication are now

communication platforms and social networks, which are often perceived by the audience as identical phenomena.

It is very important for the study of platforms today to understand the existing models of social networks, which gave a significant impetus to the formation of the first. Evolving, changing their models, restructuring the information and communication component, communication platforms have become a significantly new unit of study in network communication.

Contemporaries pay attention to the study of the existence of models of social networks. According to Rita Tivonen and her team in the research article "Comparative study of social network models: Models of network evolution and models of nodal attributes" existing popular social networks are divided into "... those in which adding new links depends on (usually local) network structure network evolution models, NEM), and those in which links are created only on the basis of node attributes (node attribute models, NAM)" (Tivonena, Kovanen, 2009). The author's team emphasizes the existence of models on the Internet in a system of two empirical networks, according to the existing basic properties. In their study, they classified models of social networks depending on the spectrum of clustering, the distribution of geodetic pathways, according to the structure of the community, determined by subgroups and internal connections.

Tarleton Gillespie emphasizes the existence of social media platforms, defining them as one of the most powerful and influential mechanisms for managing social consciousness. The photos published there have a powerful force, and network users do not always understand their informational value and semantic load "In it he criticized both the decision and Facebook's undue influence on news, calling Facebook " the world's most powerful editor. Many Norwegian readers, even the prime minister of Norway herself, reposted the photo to Facebook, only to have it quickly removed (Bozdag, 2013).

The researcher emphasizes the power of social networks that are information platforms. The modern world is dynamic, information-rich, not ordinary. The advantages and disadvantages of the lack of information hunger are synthesized in a unique resource - the network. There are no more gaps, because now there is a need to detail the capabilities and characteristics of communication platforms as a phenomenon unique, unique and communication-powerful. One of these was social networks as platforms: "Social media platforms arose out of the exquisite chaos of the web. Many were designed by people who were inspired by (or at least hoping to profit from) the freedom the web promised, to host and extend all that participation, expression, and social connection" (Bozdag, 2013). The very nature of communication platforms is public, the person who publishes their materials there is psychologically ready for their publication, but not always ready for the

consequences. Each information material provokes the reaction of the audience, the only point here is the quantitative indicator of the author's audience.

”Social media platforms put more people in direct contact with one another, afford them new opportunities to speak and interact with a wider range of people, and organize them into networked publics“ (Bozdag, 2013).

When researching communication platforms, it is worth considering the positions of content creation, because its quality and information power provoke the impact on the target audience, form its psychological, aesthetic, moral state. We did not conduct a large survey, and saw how the modern Ukrainian audience relates to social networks and communication platforms. We compared the level of awareness of Ukrainians about the difference between platforms and social networks in 2020 and 2021, surveying 550 users. The results are presented below.

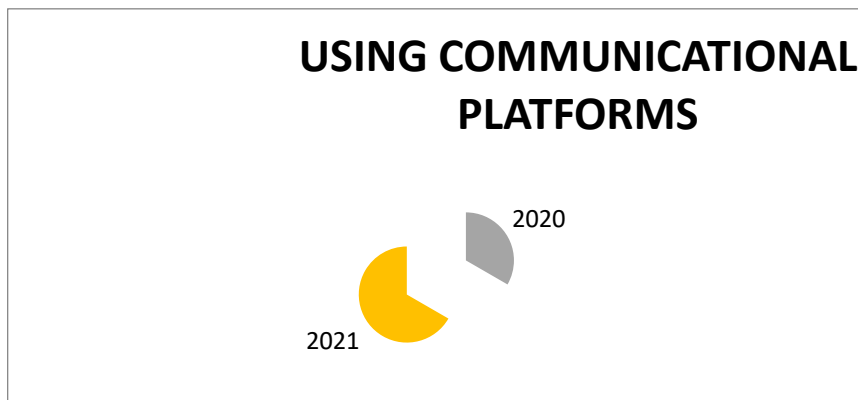


Figure 1 *The level of awareness of Ukrainians about the difference between platforms and social networks in 2020 and 2021 arms as a tool for managing social opinion*

The Conclusions. As a result of such a synthesis, we have the phenomenon of media platforms, which nowadays have a traditional form - printed traditional media with elements of television portals. Alternatively, the next stage in this development is the assimilation of traditional genres that lead to the integration of different communicative forms. Thus, such integration takes place not only at the level of emergence of the newest genres, which are no longer related to journalism, but to communicative studies, but to the restructuring of the modern information and communication space.

As can be seen from this, the study of communication platforms is an actual and perspective vector of modern research. The question of the controversial

impact of communication platforms of different formats and the nation and the state remains open.

The study of the phenomenon of communication platforms today is relevant and problematic. Today's audience is just beginning to see the difference between them and social networks due to a number of existing factors. These factors include both technological aspects of society development and individual features of network communication and information processes in the network.

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TEXTBOOK AS A BASIS FOR THE DEVELOPMENT THE CROSS-CUTTING READING SKILLS : CURRENT CHALLENGES AND PROSPECTS

Abstract. *The purpose of the article is to consider scientifically sound provisions as factors in the transformation of modern school textbooks in terms of representation in them of opportunities for students to develop key skills, including reading; highlighting the results of the study of levels of students' reading skills, study of students' beliefs about the possibility of acquiring key reading skills through a textbook, as well as possible ways to improve the textbook in terms of tasks of forming students' literacy as one of the basic elements of key competencies.*
Research methodology. *To achieve the goal of the study we conducted linear research, which included: studying the state of development of reading skills (as a basic element of learning) as students of 5th (N = 143) and 9th (N = 140) grades of secondary school; studying students' ideas about the role of the textbook in the development of reading skills 8th and 9th grades, N = 154); analysis of the need and possibilities*

of expanding the information and functional field of textbooks by means of information technology in the context of the development of readers' literacy. To conduct the study, the authors used developed and tested tests to assess readers and a questionnaire using the Likert method. Statistical research methods were used to process the results. **Conclusion.** According to the results of the research, shortcomings in the reading skills of students of both 5th and 9th grades were identified and analysed. The results of the survey allowed us to conclude that students recognize the significant role of the textbook in the formation of reading literacy, but at the same time there is a need to expand the information and functional field of the textbook. The authors have proposed some technologies to expand the information and functional field of the textbook as a means of developing reading skills, but their testing should be the subject of further research.

Keywords: textbook, reader literacy, cross-cutting skills, media literacy, polysemiotic text, convergence.

The Problem Statement. Changes in the modern information environment associated with the intensive and dynamic development of computer, information and communication technologies, necessitate continuous updating of all components of education - content, structure, forms, methods and techniques of teaching, principles and criteria for evaluating results, and also improving teaching aids. In particular, the new requirements for reading literacy as a basic element of learning and the transformation of the textbook as its main tool related to the growing rate of accumulation and dissemination of scientific knowledge, accelerating the exchange of information, expanding the limits of its availability and scope. Such facts determinate, in particular, improving the textbooks' content, compositional and graphic model according to the changes in the social information space.

The Analysis of Sources and Relevance of Research. The need to revise the concept of modern textbooks is due to the following external factors. The Recommendation of the European Parliament and the Council on key competencies for lifelong learning (2006) expands the understanding of the concept of traditional literacy (writing and reading) in line with the challenges of modernity and the requirements for the basic competencies of the individual through images and sounds, the meaning of the words "be literate" requires the ability to read and communicate with a wide range of visual and audio tools, as well as with the print media" (Shejbe & Roghou, 2017, p. 68) (to which modern scholars include books, including textbooks (Shejbe & Roghou, 2017, pp. 49–51)), which expands the requirements to the skills and abilities necessary for successful communication in the modern world. Thus, the UNESCO Paris Program substantiates that the transformation of the information environment (caused by the intensive development of information and communication technologies) necessitates the ability to critically analyze received messages

(information) of different sign systems and create their own media texts (12 recommendations on media education, 2007). It is primarily due to the peculiarities of the modern information and communication environment, which is characterized by the functioning of nonlinear, interrupted, multiple, mixed information texts, rich in schematic, graphical, numerical information. According to F. Roghou and S. Shejbe, the audience of students in the conditions of excess information needs guidance, should be taught to perceive and analyze various messages, should have an idea of the mechanisms and consequences of media influence (as ways and means, channels and tools of presentation, storage and transmission of information). This is primarily from the textbook ceases to be the only or main source of educational information, the responsibility for the accuracy and reliability of which rests with the authors. Active use of the Internet to search for certain information transfers this responsibility to users of information resources – students make decisions about the reliability of sources and reliability of information independently. Therefore, they must be able to recognize one-sided or altered (distorted) information, find the difference between well-known facts and those that need to be verified, determine the reliability of the source, the difference between primary and secondary information, unproven arguments, logical incompatibilities, etc. (Shejbe & Roghou, 2017). The State Standard for Basic Secondary Education (2020) and the Law of Ukraine “On Education” (2017) list the key competencies that should be formed during schooling. Common skills for all these competencies include, but are not limited to: the ability to read and understand what is read, the ability to express opinions orally and in writing, critical thinking, the ability to logically justify their position, etc. (New school, 2016). These skills correlate with those identified as key in international research. Thus, the leading field of international research PISA-2018 was reading (search, selection, interpretation, integration and evaluation of information from disparate textual sources, which include both verbal (verbal) information and visual images: charts, diagrams, maps, tables, graphics, etc.). Thus, reading literacy (which also includes the ability to evaluate and express their attitude to what is read) in its modern sense is one of the necessary life skills that underlie several key personal competencies necessary for successful learning and further professional activities (communicative competence, media literacy, information competence, learning competence, etc.), and is a basic element of most key areas that transform school and education. The development of reading literacy in an externally controlled school environment is associated, in particular, with the features of the textbooks used (with their content and compositional and graphic model), as the textbook is a tool (means) of learning and one of the factors of interest in the subject (Prasetya, 2018; Zhuk & Vaschenko, 2019) and motivation to read (Locher, Becker & Pfost, 2019, 2021). At the same time,

scientists mostly consider the textbook as a means of forming in students the components of a certain competence in a particular subject field and in the aspect of reflecting the content of a defined educational field. M. Britt (*Literacy Beyond Text Comprehension*, 2017), K. Snow (Snow, 2002) and others study the issues of textbook analysis as a kind of media in terms of implementation of modern requirements for learning outcomes - formed key competencies and common cross-cutting skills, including reading literacy as one of their basic elements (reading literacy) for the development of key competencies. *Hypothesis or research question*. All the above allows us to formulate a research hypothesis: if for the development of reading literacy in an externally controlled environment (schooling) a special role is given to the textbook as the main means of learning, the development of reading literacy in accordance with its transformation requires the expansion of the information and functional field of the modern textbook, in particular by means of information technology.

The Purpose of Publication. The purpose of the article is to consider scientifically sound provisions as factors in the transformation of modern school textbooks in terms of representation in them of opportunities for students to develop key skills, including reading; highlighting the results of the study of levels of students' reading skills, study of students' beliefs about the possibility of acquiring key reading skills through a textbook, as well as possible ways to improve the textbook in terms of tasks of forming students' literacy as one of the basic elements of key competencies.

The Main Material Statement. Research Method. To test the hypothesis, a linear study was conducted, which included: studying the state of development of reading skills (as a basic element of learning) as students of 5th and 9th grades of secondary school; studying students' ideas about the role of the textbook in the development of reading skills; analysis of the need and possibilities of expanding the information and functional field of textbooks by means of information technology in the context of the development of readers' literacy. To find out the state of formation (at the time of assessment) of students' reading skills, which are formed during learning mostly in the process of developing theoretical information and system of tasks of school textbooks, we conducted a study involving 5th grade students (N = 143), average age of participants M = 10.51 (SD = 0.50), and students of 9 classes of schools with Ukrainian and Russian languages of instruction (N = 140), average age M = 14.02 (SD = 0.45).

Tasks for assessing students' reading skills have been developed in accordance with the latest advances in the scientific conceptualization of reading and modern theories of development and assessment of reading literacy (*Literacy Beyond Text Comprehension*, 2017; Wang, Sabatini, O'Reilly & Weeks, 2019); *Inferences during Reading*, 2015). We designed the tests used in the study in the

form of scripts (Wang et al., 2021), which combined a set of thematically related polycode texts (main verbal text, as well as diagrams, illustrations, graphs and diagrams with elements of written speech (signatures)). The level of complexity of verbal texts used in the tasks corresponds to the age of the students who participated in the study (which we tested using an electronic resource for automated determination of levels of complexity of texts). We determined the reliability of tests based on the calculation coefficient Cronbach's alpha (for 5th classes = 0.67, for 9th classes = 0.64). In the process of research, students offered test tasks aimed at determining the levels of skills in them, identified by modern approaches to reading as a situational and purposeful activity (Snow, 2002; OECD, 2018). Testing was integrated into the real learning process according to the curriculum. To confirm the hypothesis about the impact of textbooks on the development of reading literacy, we conducted a survey of 8th and 9th-grade students (average age $M = 13.15$ years, $SD = 0.39$, $N=154$) to study their opinion on this issue. To do this, we used a questionnaire in which students assessed the possibility of forming these skills through the use of the textbook, scoring their answer on a five-digit Likert scale ranging from 1 (not true at all) to 5 (very true). The questionnaire contained 11 items that characterized key reading skills.

Main Results of the Research. The generalized test results in comparison with the results of the International PISA assessment (Ukrainian sample segment) are presented in Table 1.

Table 1. The results of assessing the levels of formation in students of 5th and 9th grades of reading literacy

The main results of testing by types of tasks		
5th grad	9th grade	National results of PISA
<i>1. Search for the necessary information (skills related to the need to navigate a large amount of educational information, theoretical material and text exercises and tasks in order to find the necessary information to perform the tasks)</i>		
to find the necessary information, integrating the message of the text submitted by various means of recording them (schematic images, numerical and verbal information) – 73% of students coped with the task	to find the target information in the text, expressed in a few words (phrases or numbers) – 58.5% of students found in the text 2/3 of the necessary information defined by the task, 22% – found all the necessary information	integration of verbal information with graphic (26.4% of students coped)

Continuation of the table 1. The results of assessing the levels of formation in students of 5th and 9th grades of reading literacy

<i>2. Comprehension of the text</i>		
<p>to determine the literal meaning of the text - 77% identified correctly;</p> <p>to determine the thematic sentence / phrase (using information from the text, argue the correctness of their conclusions) – 45% of students coped;</p> <p>to explain the essence of the schematic image, based on the information provided in the verbal text – 46% of students completed the task я.</p>	<p>to present an integrated idea of the literal meaning of the text (based on previously acquired knowledge) - 54% of ninth-graders were able to correctly determine what the text is about;</p> <p>– to express a simple connecting inference (reasoned conclusion), formed in the process of interpretation of reading illustrated verbal messages, – only 13% of students completed the task in full (although the answer to the task was contained in the verbal text), 29% of ninth graders could not complete this task, other students completed it only partially.</p>	<p>correlation of verbal and graphic information and its structuring (27.2% of correct answers)</p>
<i>3. Comprehension and evaluation of what is read:</i>		
<p>to draw conclusions based on the analysis of the content of several thematically related polycode texts - performed by 50% of students;</p> <p>to synthesize messages from several polycode texts (illustration, verbal message, numerical data, etc.) to solve the tasks – 46% of students successfully completed the task.</p>	<p>to express interference on the basis of determining the complex coherent connections of messages integrated from a set of thematically related texts, to evaluate and justify their attitude to the information presented in them – 10% of students failed the task, 23.6% – performed it at low levels, 43.6% – on average, 17.1% – at a sufficient level and only 5.7% – at a high level.</p>	<p>assessing the conformity of the content and form of texts that combine verbal and graphic information (performed by 20.1% of students)</p>

The general results of testing are evidence that both fifth- and ninth-graders have difficulties in comparing, analyzing and interpreting information presented in the form of multiple texts in different ways of recording it (graphic, textual,

numerical), as well as in determining thematic sentences (phrases) that carry a semantic load. It was easier for students to find information for conclusions if it did not require additional operations, including the synthesis of messages from a set of polycode texts. Difficulties were found in the analysis of diagrams, charts, graphs, which did not repeat the verbal information but were only thematically related and had an independent character - they provided additional information, the analysis of which aims to formulate correct conclusions following test tasks. Students' ability to search for information in the text is better formed than the ability to analyze it, draw reasoned conclusions and express their attitude to messages. Such results are evidence of students' superficial understanding of texts while reading and reflection of such phenomena as "information surfing", "clip perception" (fragmentary perception of information). The survey results are summarized in Table 2.

Table 2. The results of students' evaluation of the textbook role in the formation of reading skills

<i>Skills</i>	8th grade		9th grade		In general		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>Mode</i>
Analyze artistic texts	3.4	1.08	3.6	0.98	3.5	1.03	4
Analyze scientific texts	3.6	1.16	3.6	1.1	3.6	1.13	4
Analyze media texts	3.0	1.23	3.2	1.1	3.0	1.18	3
Analyze diagrams, drawings	3.2	1.30	3.8	0.98	3.5	1.20	4
Create diagrams, figures, tables	3.4	1.30	3.7	1.06	3.5	1.20	4
To draw conclusions, to prove their correctness orally	3.2	1.26	3.6	1.24	3.4	1.26	4
Draw conclusions, prove their correctness in writing	3.6	1.30	3.9	1.04	3.7	1.20	3
Compare different opinions, views	2.9	1.36	2.9	1.10	2.9	1.24	3
Recognize reliable and unreliable information	3.4	1.32	3.5	1.17	3.5	1.25	4
Find the information you need to complete the task	4.0	1.20	4.1	0.94	4.0	1.10	5
Check the correctness of the tasks performed	3.6	1.33	3.4	1.28	3.5	1.31	4
	N=85		N=69		N=154		

As can be seen from the table, recipients are inclined to believe that these skills can be acquired through textbook activities, but they lack confidence in this (grade 3 in the questionnaire meant "difficult to answer"): on the one hand, it may

mean recognizing significant the role of the textbook in the formation of reading literacy, and on the other – the need to expand the information and functional field of the textbook.

Thus, taking into account the results of testing and taking into account that students' opinion of the textbook as a generalized concept is the result of their user experience, we can conclude that the working hypothesis of the study is correct. The results of the presented study, particularly identified shortcomings in reading literacy of students, coincide with the results of PISA–2018 (in Ukraine), which confirms the relevance of the National Report on Educational Quality Assessment PISA–2018 recommendations on the appropriateness of using texts with graphics in the process formation of students' reading literacy (National Report, 2019, p. 280–321).

In support of these recommendations, we consider it necessary to pay attention to some of the problems associated with their implementation in textbooks. In particular, these are manifestations of academic dishonesty recorded in the pages of the textbook. Thus, the issues of academic plagiarism of illustrative material remain problematic due to the lack of proper legal regulation and copyright protection in Ukraine for intellectual and creative products that are freely available on the Internet, use of links to multimedia materials of web resources in textbooks, as well as compliance with the rules of placement of relevant logos on the pages of the textbook. An example of this is the infographic marking of textbook tasks, the implementation of which involves watching a particular video on YouTube, the logo of this Internet resource. Such use of YouTube branding elements, following the terms of the license agreement, requires special permission (YouTube Brand Resources, 2020). This example, as well as the use of graphic materials from the Internet in textbooks, shows the need to inform the publishers about the validity of copyright licenses in the digital environment and take them into account when writing and creating a textbook layout. On the other hand, authors need to know and use the copyright protection tools for their creative products posted on the Internet, which, in particular, provides the Creative Commons model, which covers six types of licenses (Creative Commons Licenses, 2020). Analysis of the described problem in the field of textbooks allows us to conclude the need to develop on the one hand clear requirements for compliance with the subjects of publishing (authors, illustrators, publishers) principles of academic integrity in terms of using graphic objects in textbooks, and on the other – unambiguous criteria for evaluation by experts of compliance with these requirements in the textbook with their recording in the Instructional and methodological materials for the examination of textbooks.

What other steps can be taken to expand the information and functional field of the textbook? According to the research organization The RAND Corporation,

the interrelated elements (or dimensions) of reader literacy, which are also predictors of its formation, are: "reader" (individual characteristics, including reading experience, motivation, cognitive skills), "text" (complexity languages, heterogeneity of ways of presenting messages, their design, and others) and "activity" (due to the purpose of the task) (Snow, 2002). Given that textbooks are the main means of learning in modern school, elements such as "text" and "activity" are programmed (designed) in their content, the processing of which students actualize in them cognitive processes corresponding to their individual development (dimension "reader"). Given this, all elements of the content and compositional-graphic model of the textbook should be subject to communicative conditions (for the implementation of productive educational communication in the process of subject-scientific cognition), which include: visual appeal, readability, clear navigation elements, optimal for a determined age category students' level of complexity of the text, relevance of its content, manufacturability, availability of communicatively oriented interactive tasks, etc. In this aspect, the creators of modern textbooks (authors, publishers), as well as other media, should create a product that can compete with more dynamic, interactive sources of information (that are visually much more attractive) due to the possibility of using multimedia and interactive elements and convenient tools for information management (search, sorting, saving, processing, and others) due to the capabilities of technologies such as hypertextuality, personalization, geolocation, transmedia, etc. In this regard, one of the productive current trends in the transformation of the textbook, which allows both to expand the functionality of the textbook and modernize it, we consider technological convergence - a characteristic of learning tools that integrate different ways of transmitting content (text, sound or video). In this case, the information and functional field of the textbook (as a paper medium) is expanded by introducing resources of various communication channels, in particular, the Internet. An example of technological convergence in printing is the use of immersive information technologies (according to K. Bayvor – technologies for transmitting information in many directions and through several channels of perception (Supplemented, virtual and other realities, 2019)). These include marker augmented or augmented reality technology (AR – Augmented Reality, which means "augmented reality", "reality augmented by virtual elements" – the design of any digital information on the screens of any device (Augmented, virtual and other realities, 2019) to create a synthetic environment in which physical (real) objects are complemented (or supported) by computer-generated sensory information (sound, video, dynamic graphics, images, etc.) (Cieutat, Hugues & Ghouaïel, 2012). In terms of the formation of reading skills, the textbook convergence will 1) expand the content of the textbook, using diverse information

with multimedia, interactivity, augmented reality technologies (dimension "text") - to diversify the work of students with polycode and multiple texts (dimension "activity") – to get acquainted with different views, research, compare and compare information, etc., 2) control and direct cognitive activity of students following educational objectives. It should be noted that this trend is observed in the Ukrainian market of educational literature in isolated attempts of authors and publishers to respond to technological demands of consumers (students) by introducing in textbooks tasks that require parallel use of video hosting or other Internet resources using QR-codes for online visualization of additional materials, writing virtual dictations, etc., added electronic media with audiovisual information for work in class or at home (foreign language textbooks), etc. The use of these technologies will provide an opportunity to motivate students' reading activities, develop skills necessary for students to acquire reading and other critical literacy skills in today's information-saturated society. At the same time, recognizing the potential of immersive technologies in improving the quality of educational outcomes, scientists emphasize the challenges facing Ukrainian education. Thus, in the study (Litvinova, Burov, Semerikov, 2020) authors said that the lack of developed programs and pieces of training for teacher training slows down the introduction of new approaches in teaching. The integration of immersive technology and educational content remains a challenge: applicants are willing to use immersive technology, but neither textbooks, workbooks, nor handouts contain such objects.

The Conclusions. New challenges of the modern information society necessitate the formation of relevant key skills in students. Among these skills we single out reading literacy as a set of skills related to understanding multicode messages, evaluating them, as well as operating polycode texts to achieve certain goals, necessary knowledge and capacity development, as well as active participation in society. According to the results of several studies, it is determined that the listed skills in students of 5th and 9th grades are formed mostly at the secondary level. Difficulties in the testing process for students arose during the tasks aimed at thoughtful reading and analysis of multicode multiple texts and formulation of logical conclusions by recoding and synthesis of relevant information. In our opinion, the development of these and other key reading skills will be facilitated by the improvement of textbooks in the following areas: methods of presenting theoretical material: to involve students in independent conclusions by comparing messages in the form of both verbal text and diagrams, charts, graphs, others (according to the age of students); selection of texts (both theoretical and task texts): submit texts on various possible communicative situations (categories of which are given in the typology of the CEFR (2006)), i.e. not only educational but also public, professional, which are a reflection of a

certain purpose and context of communication and aimed at a specific audience, as well as texts that express different views, written at different times, for example, to track the dynamics of scientific knowledge, and others; a system of tasks: it is necessary to use more tasks, the implementation of which involves the operation of polycode (with different types of correlation of graphic and verbal ways of capturing information) and multiple texts (texts by different authors or written at different times, combined or related topics). : comparison of messages, synthesis of information from different texts (or parts of polycode text), recoding of information, substantiation of conclusions, expression of one's attitude to the information presented in the text, etc .;

– compositional-graphic modelling: the understanding of tasks in the text is facilitated by the inclusion of logical schematic illustrations, which facilitates the perception and understanding of messages under parallel (the same content) or additive (image complements the content of verbal messages) correlation of graphic and verbal ways of capturing information (for both primary and secondary school classes);

– convergence: the integration of information and communication technologies into a single universal learning tool expands the functional boundaries of the textbook as a platform and a tool for the development of students' reading literacy.

Prospects for further research are seen in the fact that the use of new information and communication technologies in the design and content concepts of modern textbooks on the one hand necessitates the study of their impact on the formation of students' skills, development of teaching methods using such modern tools and justification. their application, on the other hand, requires the definition of strategies for reformatting the organization of work of authors and publishers on the design and creation of the textbook. Another promising area of further research is the study of foreign experience of media literacy integration into textbooks in various subjects (as a correlate of reading literacy) and the research of the possibility to use such experience in the process of domestic textbook creation.

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PURPOSIVE DEVELOPMENT OF COGNITIVE COMPONENT OF METALINGUISTIC COMPETENCY OF STUDENTS-LINGUISTS

Abstract. *The purpose of the research is to present the purposive development of the cognitive component of the metalinguistic competency with the help of the metalinguistic strategies used in the process of mastering the foreign language (English) by students-linguists in institutions of higher education as a way to increase the psycholinguistic level of the metalinguistic competency. The article substantiates the essence of the concepts of “metalinguistics”, “competence”, “competency”, “cognitive component”, and “metalinguistic competency”, and presents the experiment and its results with the fourth-year Bachelor students majoring in 014 Secondary Education (Language and Literature (English, German)) of the Philological Faculty of the SHEI “Donbas State Pedagogical University” (hereinafter – the SHEI “DSPU”).* **The research methodology.** *Different theoretical and practical methods and techniques have been used in the research: deductive and inductive methods, the analysis and synthesis of scientific literature sources devoted to the problems of psychology, linguistics, psycholinguistics, the generalization of scientific investigations, the systematization, the interpretation, the separation of the baselines, the characterization of the discussions selected taking into account their intentional and purposeful orientation, conclusions, the method of observation and introspection, the questioning (the developed questionnaire by the authors), conversation, testing, analysis of the quantitative and qualitative results.* **The scientific novelty** *lies in the fact that the focus of the authors’ attention is not just the development of the purposive metalinguistic competency as one of the components of professional communicative competency in particular, and the metacognitive competence in general, but also its cognitive component that provides readiness for mastering the metalinguistic competency as one of the main activities implemented in the process of teaching foreign languages and their learning.* **The Conclusions.** *The interpretations of the concepts of “metalinguistics”, “competence”, “competency”, “cognitive component”, and “metalinguistic competency” are presented. The phenomenon of the cognitive component of the metalinguistic competency has not been well studied yet. The problem of using the metalinguistic strategies in the process of teaching the foreign language (English) for the purposive development of the cognitive component of the metalinguistic competency is highlighted. The study was conducted in the form of an experiment. The purpose of the study was achieved through using such innovative techniques as problem-based learning, critical perception of information, creativity, and engagement in implementing the components of*

the communicative competency to enhance effective communication skills, improve monological, dialogical speech, conducting discussions, preparing presentations or improving critical skills for commenting any type of text. The offered metalinguistic strategies for the perception, processing, and presentation of information help to overcome the difficulties that arise in the process of teaching speaking and its learning. The metalinguistic strategies suggested by the authors are based on students' awareness of their language, thinking, and social skills and abilities. During and after the experiment, it has been determined that the purposive development of the cognitive component of the metalinguistic competency together with the practical use of metaspeech and metamethods allows expanding the amount of processed, reproducible, and productive information, moving from the basic to the highest level of thinking, expanding the students' ability to memorize information and outline the prospect of transitioning from learning under the lecturer's guidance to self-directed learning.

Keywords: *cognitive component; competence; competency; metalinguistics; metalinguistic competency; metalinguistic knowledge; psycholinguistics; purposive development; critical thinking; student-linguist.*

ЦІЛЕСПРЯМОВАНИЙ РОЗВИТОК КОГНІТИВНОГО КОМПОНЕНТА МЕТАЛІНГВІСТИЧНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ-ЛІНГВІСТІВ

Анотація. *Мета дослідження* – представити цілеспрямований розвиток когнітивного компонента металінгвістичної компетенції за допомогою металінгвістичних стратегій, що використовуються у процесі оволодіння іноземною мовою (англійською) студентами-лінгвістами у закладах вищої освіти як спосіб підвищення психолінгвістичного рівня металінгвістичної компетенції. У статті обґрунтовується сутність понять «металінгвістика», «компетентність», «компетенція», «когнітивний компонент» і «металінгвістична компетенція», описується експеримент та його результати зі студентами четвертого курсу першого (бакалаврського) рівня вищої освіти, спеціальність 014 Середня освіта (Мова і література (англійська, німецька)) філологічного факультету ДВНЗ «Донецький державний педагогічний університет» (далі – ДВНЗ «ДДПУ»). **Методологія дослідження.** У дослідженні були використані взаємодоповнюючі теоретичні та практичні методи та прийоми: дедуктивні та індуктивні методи, аналіз та синтез джерел наукової літератури, присвячених проблемам психології, лінгвістики, психолінгвістики, узагальненню наукових досліджень, систематизації, інтерпретації, виокремлення базових напрямків, характеристика обговорень, вибраних з урахуванням їх навмисної та цілеспрямованої орієнтації, висновків, методу спостереження та самоаналізу, опитування (розроблений авторами опитувальник), бесіда, тестування, аналіз кількісного та якісного результатів. **Наукова новизна** полягає в тому, що в центрі уваги авторів є не лише розвиток цілеспрямованої металінгвістичної компетенції як однієї із складових професійної

комунікативної компетентності зокрема, і метакогнітивної компетентності загалом, а її когнітивної складової, яка забезпечує готовність до оволодіння металінгвістичною компетенцією як одним із основних видів діяльності, що реалізується в процесі навчання іноземних мов та їх вивчення. **Висновки.** Представлено тлумачення понять «металінгвістика», «компетентність», «компетенція», «когнітивний компонент» і «металінгвістична компетенція». Феномен когнітивного компоненту металінгвістичної компетенції ще недостатньо вивчений. Висвітлено проблему використання металінгвістичних стратегій у процесі викладання іноземної мови (англійської) для цілеспрямованого розвитку когнітивного компонента металінгвістичної компетенції. Дослідження проводилось у формі експерименту. Мета дослідження була досягнута за допомогою використання таких інноваційних методів, як проблемне навчання, критичне сприйняття інформації, креативність та участь у реалізації компонентів комунікативної компетенції для підвищення ефективності комунікативних навичок, вдосконалення монологічного, діалогічного мовлення, ведення дискусій, підготовки презентацій, вдосконалення критичних навичок коментування будь-якого типу тексту. Запропоновані металінгвістичні стратегії сприйняття, обробки та подання інформації допомагають подолати труднощі, що виникають у процесі навчання мовленню та його засвоєнню. Металінгвістичні стратегії, запропоновані авторами, базуються на усвідомленні студентами своєї мови, мислення та соціальних навичок та вмій. Протягом експерименту і після нього було встановлено, що цілеспрямований розвиток когнітивного компонента металінгвістичної компетенції разом із практичним використанням метамови та метаметодів дозволяє розширити обсяг оброблюваної, відтворюваної та продуктивної інформації, переходячи від основного рівня до найвищого рівня мислення, розширюючи здатність студентів запам'ятовувати інформацію та окреслювати перспективу переходу від навчання під керівництвом викладача до самостійного навчання.

Ключові слова: когнітивний компонент; компетентність; компетенція; металінгвістика; металінгвістична компетенція; металінгвістичні знання; психолінгвістика; цілеспрямований розвиток; критичне мислення; студент-лінгвіст.

The Problem Statement. In the late 20th – early 21st centuries, in connection with the anthropocentric orientation, modern science is moving to a different level of research, which allows speaking of the formation of metalinguistics, which has its distinctive features and terminology with the prefix **meta-**: metalanguage, metatext, metadiscourse, metacommunication, metadialogue, metatheory, etc. Society sets the parameters for human life: technical innovations involve the emergence of new forms of production and activities, and also make people more mobile, motivated, active, and ready to adapt to changes. The interest in the problem of the development of metalinguistic competency is due to many factors. The digitalization of society, the emergence

of the concepts of the information society, the "Big Data", augmented reality, the digital turn, the e-turn, the e-effect, and the priority of social (humanitarian) skills over technical (Usmanova, 2017), the process of globalization, various socio-economic problems (crisis, inflation, migration, large-scale conflicts, pandemics), the environmental disasters and innovations lead to changes in the parameters of the modern social structure in all spheres of human life, and, consequently, change the image of human life and people's perception of the surrounding world (Toffler, 2010).

In such a situation, a huge amount of information that comes to a person is subject to high-quality processing for a minimum period. As a result of the above changes in the surrounding world, students undergo a transformation of thinking processes, fragmentary clip cogitation develops (Dokuka, 2013: 170), in which images, facts, events, situations, impressions, emotions replace each other, leaving no time for them being comprehended, creating a fragmented picture of the world. Researchers in the field of psychology, pedagogy, sociology, and psycholinguistics note that this form of cogitation has the following characteristics: being unable to focus on the meaning of any information for a long time; decreasing or lacking the ability to analyze; lacking the ability to build a logical chain from particular to general and from general to particular; short-term memory orientation; the ability to operate with meanings of short length and the inability to operate with complex meanings; lacking understanding of the material being studied; lacking interest in the subjects taught; fast fatigability; low discipline.

In the context of the central triad of modern society "personality – language – culture", it is necessary to develop students' cognitive component of the metalinguistic competency, which, in turn, includes psycholinguistic, sociocultural, methodological and worldview, cultural, axiological, psychological and pedagogical, linguodidactic, subject-language competencies. Developing this idea, it should be emphasized that the training of not only teachers/lecturers and teachers/lecturers of foreign languages, but linguists impose special requirements on their possession of systemic linguistic knowledge, which can be represented as a cognitive component of the metalinguistic competency. In the light of modern trends in the development of society, the educational process and its aspects require intensification, optimization, improvement of existing methods and techniques, and the introduction of innovative strategies that can correlate a guide to the quality of education and the rapidly changing format of education (transition to individual educational paths) and living conditions. The vector of the metasubject approach to teaching foreign languages is built based on a holistic imaginative perception of the world and awareness of the universal (metasubject) types of activities (applying strategies, building visual and logical models,

researching, designing, forecasting), which become an integral part of the development of metalinguistic consciousness in the broad sense of this concept, and the cognitive component of the metalinguistic competency, in the narrow sense, as well as the correction of those linguistic problems with which students grapple at higher educational institutions. The problem presented has not been deeply studied and covered in scientific works, and the development of the cognitive component of the metalinguistic component of the general linguistic competency of a linguist-teacher/linguist-lecturer is not included in any of the available characteristics of the professional communicative competency. The above-stated factors determine the relevance and choice of the topic of our study.

The Analysis of Sources and Recent Researches. In the study presented, we adhere to the definition of metalinguistics offered by M. M. Bakhtin. According to M. M. Bakhtin, metalinguistics is a field of science related to studying the utterance. It represents that theoretical space that goes beyond the limits of immanent language learning. The problematics outlined by M. M. Bakhtin in connection with using the speaker's language encompasses both the linguistic aspects of people's speech interaction and the psychological issues of dialogue, as well as the foundations of verbal creativity, interpersonal communication, and intercultural communication (Bakhtin, 1976, 1979). The main provisions of metalinguistics claim the role of the initial basis for studying human speech practice in a particular socio-cultural sphere (Plekhanova, 2011). The issues of linguistic description of the speakers' behaviour in the communication process, as well as the problem of revealing the specifics of verbal interaction in different genres, in different speech situations, and in different texts, are urgent.

As the analysis of the original literary sources, scientific articles, and monographs shows, the problem of the purposeful formation and development of the cognitive component of the metalinguistic competency is practically not studied and is not presented as the result of being studied. In connection with the development and formation of linguistic knowledge and skills (reading, writing, listening, speaking) in all parts of the educational system, focused on a clearly expressed communicative orientation, it is necessary to pay attention to the works of such researchers as I. L. Bim (Bim, 2004), N. I. Hez (Hez, 2008), I. A. Zymniaia (Zymniaia, 2004), O. Kravtsiv (Kravtsiv, 2009), R. P. Milrud (Milrud, 2007), N. K. Riabtseva (Riabtseva, 2005), I. D. Frumin (Frumin, 2004), J. Raven (Raven, 2002), S. J. Savignon (Savignon, 2002), V. V. Safonova, E. H. Solovova (Safonova & Solovova, 2002), Iu. H. Tatur (2004), D. H. Hymes (Hymes, 1972), A. N. Shamov (Shamov, 2007), A. N. Shchukin (Shchukin, 2008), and some others, who deeply investigate the formation of the above skills and abilities in the process of learning a language. The issues of the formation of

linguistic knowledge are covered in the works of M. A. Bovtenko (Bovtenko, 2005), A. A. Leontev (Leontev, 1999, 2001), O. D. Mitrofanova (Mitrofanova, 2018), E. H. Solovova (Solovova, 2010), N. I. Formanovskaia (Formanovskaia, 2000), S. F. Shatilov (Shatilov, 1976), M. Canale (Canale, 1983), N. Chomsky (Chomsky, 2001, 2004, 2013), D. H. Hymes (Hymes, 1972), S. J. Savignon, P. Sysoyev (Savignon & Sysoyev, 2005), M. Swain (1985), etc. The works of foreign researchers are devoted to various methods and techniques for forming (but not developing) the speaking skills from a methodological point of view but not from the psychological and/or psycholinguistic one (Barkaoui et al., 2012; Cohen & Wang, 2018; Damşa & Ludvigsen, 2016; Huang, 2016 a, 2016 b; Rodriguez & Rodríguez, 2014; Yeung et al., 2013; Zhu, 2014). The studies of the problems that are associated with violation of orthoepical and phonetic speaking norms in primary school pupils and adolescents are highlighted in the works of J. Barcroft and M. S. Sommers (Barcroft & Sommers, 2005), P. Bogaards and B. Laufer (Bogaards & Laufer, 2004), L. Channell (Channell, 1988), H. Cheung, S. Kemper and E. Leung (Cheung et al., 2000), P. Iverson, P. K. Kuhl, R. Akahane-Yamada, E. Diesch, Y. Tohkura, A. Kettermann and C. Siebert (Iverson et al., 2003), J. F. Kroll and G. Sunderman (Kroll & Sunderman, 2003), N. Sagarra and M. Alba (Sagarra & Alba, 2006), D. Townsend, A. Filippini, P. Collins and G. Biancarosa (Townsend et al., 2012). The peculiarities of forming the grammatical skills when using a foreign language are mainly studied in the works of the foreign researchers (Chen & Caldwell-Harris, 2019; Deacon & Kirby, 2004; Kang, 2016; Kieffer & Lesaux, 2008; Mahony & Singson, 2000; Pozzan & Quirk, 2014). From the standpoint of the ontogenesis of speech and speech therapy, the experience of working with children who have certain violations of pronunciation, oral and written speech is mainly studied.

At the same time, the issues of systemic development and assimilation of linguistic knowledge, explicated in the content of theoretical and practical disciplines of the language cycle necessary for conducting professional educational activities, which can be considered the metalinguistic competency, are still waiting for their deep understanding and implementation. The professional task of a lecturer/teacher of a foreign language, in its generalized content, is to teach the foreign language system and the principles of its functioning in relation to various hypothetical circumstances of speech communication (Shchukin, 2008). The Purpose of Publication. The purpose of the publication is to present the purposive development of the cognitive component of the metalinguistic competency through the metalinguistic strategies used in the process of mastering the foreign language (English) by students-linguists in the institution of higher education as a way to increase the psycholinguistic level of the metalinguistic competency. The object of the study is the purposive

development of the cognitive component of the metalinguistic competency of the students-linguists, and the subject of the study is the methods and techniques for achieving the development of the cognitive component of the metalinguistic competency.

The Main Material Statement. The following theoretical methods are used in the study: analysis of scientific theoretical works of the domestic and foreign scientists devoted to the problems of psychology, linguistics, psycholinguistics, selection of the studies which answer the psycholinguistic question about the purposive development of the cognitive component of the metalinguistic competency, generalization of scientific investigations and theoretical material concerning the problem studied, determination of the main provisions on which the presented research is based, interpretation of metalinguistic provisions and components, characteristics of the selected discussions taking into account their intentional and purposeful orientation, separation of basic directions, systematization of the results of theoretical analysis to obtain a holistic view of the degree of research of the problem of the development of the cognitive component of the metalinguistic competency in modern metalinguistics, conclusions, the method of observation and introspection. Empirical methods and techniques have been selected taking into account whether students-linguists have developed their cognitive component of the metalinguistic competency, i.e. the following set of psycholinguistic research methods is used: observation of the process of the development of the cognitive component of the metalinguistic competency, discourse analysis, analysis of the judgments of the subjects about the development/underdevelopment of the cognitive component of the metalinguistic competency, processing of the quantitative data, generalization of the obtained qualitative and quantitative indicators. It has also been used the questionnaire developed by the authors, which consists of 10 questions that were offered to the students-linguists at the beginning and end of the experimental study. The experimental study has consisted of three stages: 1) instruction on directing students to a positive attitude to the learning process as a whole and the practical task to explain the meaning of the proposed English adjectives; 2) work with the components of intercultural communicative competency identified by domestic researchers and the Council of Europe; 3) acquaintance of students with the cognitive part of B. Bloom's taxonomy concerning the development of the cognitive component of the metalinguistic competency. The concept of the study presented can be briefly outlined in the following provisions. To achieve the purpose of the study, the first important task is to consider the multileveled and interdisciplinary nature of metalinguistics, analysis of the components of metalinguistics (the principle of anthropocentrism, methodological pluralism, dialogism of language philosophy, intertextuality, the principle of perspective).

The second important task is to distinguish the terms “competence” and “competency” based on the presented determination of such outstanding scientists as I. O. Zymnia, V. O. Mietaieva, A. B. Khutorskyi (Zimniaia, 2004, 2009; Metaeva, 2006; Khutorskyi, 2005). The third task of our study is to present the author’s definition of the concepts of “cognitive component” and “metalinguistic competency”. The fourth task is to implement the purposive development of the cognitive component of the metalinguistic competency through then experiment that lasted during the 7th semester of 2019/2020 (14 weeks) and provided for the transition from the basic level of thinking (knowledge – understanding – assessment) to the high level of thinking (knowledge – understanding – application – analysis – synthesis – assessment).

Before describing the experiment and presenting its results, it is necessary to consider the concepts “metalinguistics”, “competency, and “competence”, to represent the authors’ definition of the concept “metalinguistic competency”. Metalinguistics is characterized by a multileveled and interdisciplinary nature. The principle of anthropocentrism is methodological pluralism, dialogism of the philosophy of language, intertextuality, as well as the principle of perspectivism.

Metalinguistics is characterized by a multileveled nature since its focus is on the problem of interaction not at one level – the level of language, but at the level of the personality, society, and culture. Metalinguistics is distinguished by its interdisciplinary nature and the integration of the achievements of linguistics, rhetoric, psychology, and sociology in the development of a general theory of communication. The focus of psycholinguistics is now “considering the phenomenon of life, in the center of which is a person with all his mental/psychic “components“, forms of social existence and cultural activities“ (Arutiunova, 1989: 3–4). The principle of anthropocentrism is characteristic of metalinguistics, which puts “man at the forefront in all theoretical assumptions” since it is the man who sets the “prospects ... of analysis and its ultimate goals“ (Kubriakova, 1995: 213). According to this principle, a person becomes a reference point in the analysis of language. In the discourse analysis, a person appears as a subject of speech (speaker), a subject of consciousness, a linguistic personality, an image of the addresser and the addressee of speech. The speaker’s figure is central to pragmatics in general, for the categories of deixis, time, and modality. Describing language from an anthropological position involves considering language in the framework of the ontological triangle: world – man – language (Plekhanova, 2011). In this regard, it is important to emphasize that a person makes sense in a dialogue with himself/herself, another person, with the world and culture. Metalinguistics is marked by methodological pluralism (Plekhanova, 2011: 13). The interdisciplinary field of psycholinguistic researches is comprised of numerous theories and methods developed in linguistics, anthropology,

psychology, philosophy, cognitive psychology, sociology, and several other humanities. Such theories include pragmatics, ethnography of communication, the theory of speech acts, phenomenology, social constructionism, communication theory, general theory of systems, and rhetoric. Methodological pluralism is an opportunity for the researcher to choose the theory and those methods that are most appropriate to his/her research goals and objectives, and his/her research perspective.

Metalinguistics is marked by the dialogism of the philosophy of language. According to M. M. Bakhtin, the text is presented as a discursive space permeated by dialogical relations. This presentation of the text comes from the understanding of the dialogical nature of communication, cognition, and formation of a linguistic personality and fits into the mainstream of linguistics discourse (Plekhanova, 2011: 5). In accordance with the dialogical principle, the structure of being, understood as co-being, is formed by relationships, the interaction of the Self and the Other, and in the structure of the text – by the interaction of one’s own and another’s utterances. These dialogical relations permeate all human speech, everything that makes sense and is significant: a person, expressing himself/herself, takes a certain semantic position concerning the subject of speech and speech of the Other. The sphere of realization of dialogical relations is, first of all, language, and words. Language is the most essential indicator of the universality of dialogism: it is both a means of communication, a way of self-expression, and a possibility of cognition. As M. M. Bakhtin states, life is dialogical in its nature. To live for a person ”means to participate in dialogue – to question, heed, respond, agree, etc.“ (Bakhtin, 1976: 307). The essence of M. M. Bakhtin’s dialogism of the philosophy of language is in synchrony with many modern theories of discourse and is considered one of the sources of discursive language analysis. Such an analysis cannot be purely linguistic or philological, philosophical or literary. The analysis of the text is carried out ”at the borders of these disciplines, at their junctions and intersections“ (Bakhtin, 1979: 251) since behind each text there is not only a language system, i.e. ”everything that is repeatable and reproducible, everything that can be presented outside a given text”, but also at the same time something individual, one and only, unique, ”and that’s the whole sense of it (its purpose, for which it has been created)” (Bakhtin, 1979: 283). Isolation by M. M. Bakhtin simultaneously two ”moments” in the text: ”repeatable“ and ”individual, unique“ indicates, in fact, that any text has a ”dual nature“ (this is a product and a process of speech activity at the same time) (Lotman, 1985.). The idea of the dual nature of language, undoubtedly, is fundamental in linguistics and concerns not only the issue of text formation. W. von Humboldt attached great importance to the principle of dialogue. Understanding language not only as a product of the activity but as the

activity itself, the German scientist emphasized that to carry out this activity, a person needs the Other, in communication and interaction with him. This asserted actually the principle of dialogue, which is based on the concept of interaction with the Other and necessarily implies a sociocultural context (conditions of interaction and peculiarities of the Other in the "Self – Other" relationship system). After all, a person learns to speak, creates his/her texts, learns the world, and takes shape as a person in dialogue with another person, society, and culture. A human understands himself/herself only if making sure that he/she is understood by another person (Plekhanova, 2011).

The term "dialogics" denotes a category of text that characterizes its focus on the addressee (addressing). This category emphasizes the relational nature of all texts and the fact that the dialogue takes place not only within the utterance but also between/among utterances (texts), meaning the interweaving of various "voices" in its composition. The aspects of dialogics are intertextuality and interdiscourse – a feature of the text, like speech in general, have something in common with other people's texts or utterances (discourses), which emphasizes the openness of the text, its connection with the cultural context (Plekhanova, 2011). The principle of dialogue as a universal principle of interaction is associated with the theoretical foundations of science, which today is revising its principles. Since the world is cognized in experience, and experience is fixed, indicated by the subject, this experience cannot be called external reality, it is a consequence of our interaction with it. A person can cognize a phenomenon only by entering into interaction with it. Language, like any physical phenomenon, can be considered as consisting of particles (i.e., as a system of individual elements), and as consisting of waves (i.e., as a process of generating utterances), and as a whole field (i.e. as a unity of semantic fields, as a space of meanings) (Kenneth L. Pike, 1993). The nature and functioning of language and text can only be understood in the interaction of various aspects of their use, using different methods and taking into account the data of anthropology, psychology, psycholinguistics, sociology, and other human sciences.

Metalinguistics is characterized by the principle of perspectivism, which means that cognition is determined by the personal position of the subject of cognition and, accordingly, knowledge obtained on this basis implies the recognition and approval of many points of view on one object. In this regard, it should be noted that the very approach to language itself is changing: recent decades have been noted in linguistics and psycholinguistics with an increase in research interest in the problems of analyzing language as a discourse, i.e. language in a sociocultural context. Discourse studies are carried out from various positions but all the researchers of discourse are united by the following main ones: the nature of language corresponds to a dynamic, communicative model,

which is based on the joint activities of people trying to express their feelings in the process of communication, share experience, influence each other/one another; communication takes place in communicative situations that are always placed in a cultural context; the central role in the communicative situation belongs to the participants and their choice of means of communication; the text acts as a product of communication and has several dimensions of position (Karasik, 2002: 276). After analyzing the components of metalinguistics, the authors have concluded the feasibility of substantiating the distinction between the terms "competence" and "competency", which is the second task of our study.

The problem of definitions comes down to the multiplicity and lack of a generally accepted definition. It is relevant to analyze the definitions that exist and try to find out what is common and divergent among them so that to represent the definition of "metalinguistic competency" based on this general and divergent. I. O. Zymnia gives two variants of interpreting the interrelation of the mentioned concepts of "competence" and "competency" (Zimniaia, 2004, 2009). They are either identified or differentiated by scientists.

The generalized concept of "competence" as a scientific category is considered based on the analysis of some definitions of the concepts "competence" and "competency". "Competence" is: 1) (Latin *cometens* – appropriate, proper, able, that who knows) – the quality of a person with comprehensive knowledge in a field and whose opinion is therefore important, authoritative (Kondakov, 1975); 2) the ability to carry out real, life actions and qualification characteristics of an individual, taken at the time of his/her inclusion in the activities; since in any action there are two aspects –resource and productive, so it is the development of competences that determines the transformation of a resource into a product (Smolianinova, 2002); 3) the potential readiness to solve problems with knowledge of the matter; it includes substantive (knowledge) and procedural (skills) components and involves knowledge of the essence of the problem and the ability to solve it; the constant updating of knowledge, possession of new information for successful application of the knowledge under specific conditions, i.e. possession of operational and mobile knowledge (Choshanov, 1997); 4) the possession of a certain competency, i.e. knowledge and experience of an individual's own activities, which allow making judgments and making decisions (Rusova, 2002). The word "competency" comes from the Latin "competere", which means "to seek, respond, suit". In dictionaries and scientific literature, the term "competency" is explained in different ways: 1) knowledge, skills, experience, theoretical and applied readiness to use knowledge (Khutorskoi, 2005); 2) a range of issues in which a person is well aware (Ozhegov, 1994); 3) a set of issues in which the subject has knowledge and experience of his/her activities (Rusova, 2002).

Competence and competency, according to V. O. Metaeva, are intercomplementary and interdependent concepts: a competent person who does not have a competency, cannot implement it fully and in socially significant aspects (Metaeva, 2006). Khutorskoi A. V. divides the concepts of "competence" and "competency" as follows, "Competency translated from Latin *competentia* means a range of issues in which a person is well aware, has knowledge and experience. A person competent in a certain field has the appropriate knowledge and abilities that allow him/her to judge this area reasonably and act effectively in it. To divide the general and the individual, we will distinguish often synonymously used the concepts of "competence" and "competency". Competency includes a set of interrelated personality traits (knowledge, skills, abilities, methods of activities), which are set in relation to a certain range of objects and processes and necessary for qualitative productive activities. The problem of definitions comes down to the multiplicity and lack of a generally accepted definition. It is relevant to analyze the definitions that exist and try to find out what is common and divergent among them so that to represent the definition of "metalinguistic competency" based on this general and divergent. I. O. Zymnia gives two variants of interpreting the interrelation of the mentioned concepts of "competence" and "competency" (Zimniaia, 2004, 2009). They are either identified or differentiated by scientists.

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skills, experience, theoretical and applied readiness to use knowledge (Khutorskoi, 2005); 2) a range of issues in which a person is well aware (Ozhegov, 1994); 3) a set of issues in which the subject has knowledge and experience of his/her activities (Rusova, 2002). Competence and competency, according to V. O. Metaeva, are intercomplementary and interdependent concepts: a competent person who does not have a competency, cannot implement it fully and in socially significant aspects (Metaeva, 2006). V. D. Shadrikov proceeds from the definition, according to which, competency is a range of issues in which a person is well aware, a range of his/her powers and rights. "Thus, we see that the competency does not relate to the subject of activities, but to the range of issues related to the activities. In other words, competencies are functional tasks related to activities that a person can successfully solve. Competence refers to the subject of activities. This is the acquisition of a person, through which he/she can solve specific problems" (Shadrikov, 2003).

Having studied a fairly large theoretical and practical material on the difference between the terms "competence" and "competency" (Zimniia, 2006, 2012; Kondakov, 1975; Koniukhova & Koniukhova, 2010; Metaeva, 2006; Rusova, 2002; Smolianinova, 2002; Kharitonova, 2007; Khutorskoi, 2003, 2005; Choshanov, 1997; Shadrikov, 2003; Shishov, 1999; Hutmacher, 1997; Short, 1984; Velde, 1997), we have presented, in our opinion, the clearest and brightest definitions of these terms. The conducted analysis allows substantiating the concepts of "competence" and "competency" as categories of activities, because they characterize a person as a subject of activities (educational, game, educational, labour, etc.). Competence as a category reflects the essential characteristics of a person's ability to solve problems effectively in a particular field of activities or tasks that arise in unusual situations, taking into account personal experience, while maintaining potency, even when he/she does not act. Competency as a category reflects the essential characteristics of a person's ability to determine the means and methods of actions that are suitable for solving a problem or achieving a goal in a particular type of activity. It should be emphasized that in a person's competence it is important his/her experience in a particular type of activities. The sphere of professional activities also requires a social-legal status to make an optimal decision or expert opinion.

Common to competence and competency is that they characterize a person as a subject of activities, so they should be determined as categories of activities. The difference is that it is possible to form competency, but it is impossible to form competence in the process of learning because one needs to have the necessary experience in a particular field of activities. Concerning the study presented, the authors adhere to the belief that it is appropriate to speak about the formation of the component of competency. Then, the formation of competencies

should be understood as the development of the necessary human abilities or the achievements of certain levels of their development in a given period of time (within a given time frame). To determine the achieved level of formation of certain competencies, a certain instrumentarium is required. Based on information about the concept of "metalinguistics" and its components, about the authors' vision of the difference between the concepts of "competence" and "competency" it is now appropriate to perform the third task of our study, namely, to provide the authors' definition of the concepts of "cognitive component" and "metalinguistic competency". The metalinguistic competency is manifested in using language to describe oneself, including the explanation, presentation, or clarification of one's language. The metalinguistic competency is related to situations in which communication is difficult – when talking to a child, foreigner, or any other person who does not speak this language or any social or functional sublanguages (slang, professional language, etc.). Thus, the metalinguistic competency is the ability to use language in a metalinguistic function, the ability to clarify one's statements using language. In turn, the explanation of one's statements presupposes the realization that the same meaning can be conveyed in different verbal ways, depending on the characteristics of the communicative situation. As mentioned above, the analysis of scientific psychological, pedagogical and psycholinguistic literature on the problems of the essence of metalinguistic activities allows revealing that the general language and psycholinguistic knowledge in general and the metalinguistic competency as an important component of the linguistic competency of a linguist-lecturer has remained outside its purposive development in general and the cognitive component in particular. Scholars are unanimous that the language competency has a multi-component nature and is implemented at all language levels: phonetic, lexical, and grammatical, which are considered in scientific studies as independent competencies in the structure of linguistics. What is concerned with the specifics of the content of the components of the communicative competency, the authors are convinced that when talking about the training of future linguists-lecturers or linguists-teachers, the content of this competency should be clarified by highlighting a special psycholinguistic component – a developed cognitive component of the metalinguistic competency. Taking into account the above, the metalinguistic competency can be defined as the ability of the individual to conscious activities over language (as an object of activities), the ability to perceive language as an object of assessment, and the ability to control his/her language activities, the ability of the individual to reflect on the process of manipulation of structural features of language, to use language as an object of thinking, as opposed to using the speech system to understand and develop phrases. The cognitive component of the metalinguistic competency can be defined as a set of knowledge of the metalinguistic

competency, which is implemented not only at all language levels but also serves as a basis for updating other components related to the activities of the future teacher/lecturer. Within the course “Practice of Oral and Written Speech (English)”, in the fourth year of studying of the Bachelor students majoring in 014 Secondary Education (Language and Literature (English, German)) of the Philological Faculty of the State Higher Educational Institution “Donbas State Pedagogical University” (hereinafter – the SHEI “DSPU”), the 7th semester (2020/2021 academic year), the experiment was conducted on developing the cognitive component of the metalinguistic competency in the process of teaching the students to speak English. 24 students specializing in studying English took part in the experiment.

To optimize the processes of improving the speaking skills of the bachelors-linguists majoring in 014 Secondary Education (Language and Literature (English, German)) of the Philological Faculty of the State Higher Educational Institution “Donbas State Pedagogical University“, the 7th semester (2020/2021 academic year) in the experiment, the authors turned to the concepts of intercultural communicative competency, development of the cognitive component of the metalinguistic competency and taxonomy by B. Bloom (Benjamin Bloom, American lecturer, and psychologist, founder of the classification of learning goals) in its revised version by L. Anderson in 1999 and renewed in 2013 (Bloom, 1956; Anderson, 2013).

The observation shows that students of institutions of higher education have differences in the base of accumulated knowledge, skills and abilities, levels of physical and mental development, the degree of motivation for learning and self-study skills under the guidance of a teacher/lecturer, as well as in the ability to apply the acquired knowledge under the changing conditions of modern society, due to their physiological and sociocultural characteristics. Therefore, one of the main tasks of the teacher/lecturer, along with upbringing and formal education, is forming and developing the cognitive component of the metalinguistic competency, i.e. productive and creative thinking, cogitation, and the ability to interact (with each other, other communication participants, technologies, information) to increase the effectiveness of students’ learning, regardless of their basic preparedness. In the authors’ opinion, there is a direct interrelation among learning objectives, meta-activities, and students’ linguistic and cognitive abilities.

Summarizing the above described, the authors have come to the conclusion that the students who are outside the real intercultural environment need to develop the cognitive component of the metalinguistic competency to increase the effectiveness of communication in a foreign language, namely linguistic and extralinguistic (socio-cultural) knowledge and skills (knowledge of vocabulary,

grammar, language functions, the ability to understand, express and interpret objective and subjective information both verbally and in writing, knowledge of social traditions and cultural specifics, the use of etiquette formulas) and metalinguistic (metalanguage, metasocial, metacognitive) knowledge and skills, such as: 1) knowledge of the language and language processes; 2) social knowledge and skills (knowledge about the types of interaction, tolerance and compatibility, desire to interact (soft skills)); 3) awareness of own capabilities and abilities (awareness of own thinking processes, self-confidence and communication skills, motivation, focus on results, productivity).

At the first stage of the experiment, the authors carried out the preparatory instruction, aiming students at a positive attitude to the learning process as a whole, the high associative activity of the brain (mood for breadth and depth of thinking), a research position concerning the world as a whole and a particular subject, phenomenon, situations, in particular, activation of accumulated experience and knowledge, critical assessment, creative perception: desire to solve a problem/improve the current situation, find non-typical and innovative solutions to the problem, high enthusiasm for the problem, faith in the possibility of solving the problem, predicting the outcome of the situation or the possible course of affairs, high awareness of the problem (being motivated, positive, broad-minded, inquisitive, multi-tasking, flexible, critical, enthusiastic, productive, efficient, initiative, collaborative). The students were also configured to interact with the lecturer(s), other students, information, and technologies (individual work, work in pairs, small and large groups). By describing these strategies, we set out to use their meta-knowledge.

During the first stage, the authors surveyed the students (24 students) to identify the development of the cognitive component of the metalinguistic competency. Following the metalinguistic trajectory of improving speaking skills, to collect the empirical data, the authors developed 10 questions that each student was asked individually. The survey was conducted in the form of an interview. Before the survey, each student was instructed: "You need to answer the following questions. If the question is difficult to understand, the lecturer will explain the essence of the question. The survey will be conducted in the form of a conversation".

1. What competencies/competency (skills, abilities, knowledge) need/needs developing and/or improving by the students in the process of learning to speak a foreign language?

2. What speaking tasks are often used in your discursive practice classes?

3. What problems do you encounter when you need to speak out on a suggested topic?

4. Do you experience communication difficulties (difficulties at the segment level (difficulties in differentiating vowel and consonant digraphs, difficulties in mastering the pronunciation of words that do not obey the rules and have non-standard pronunciation); difficulties at the super-segment level (difficulties in mastering the rhythmic organization of speech, difficulties in mastering intonation))?

5. Do you have any emotional difficulties while speaking?

6. Do you experience any motivational and/or reflexive difficulties?

7. What mnemonic techniques make it easier for you to memorize and reproduce the text?

8. What cognitive process helps you to master your speaking skills?

9. What do you know about communicative abilities? What methods and techniques help you develop your communicative abilities? What factors cause the weakening of the retention of the acquired information: weakening of auditory memory, a decrease in the concentration of attention, a decrease in the level of self-esteem, or other reasons?

The answer to Question 1 caused some difficulties for the students: out of 24 respondents, 16 students were at a loss in their answers or did not know how to formulate the answer, saying that one just needs to learn to speak; 5 students said that it is necessary to develop competencies according to the state educational standard, but they did not specify any types of skills, knowledge, and abilities; 4 students called the knowledge of the linguistic material, the ability to express their thoughts following the rules of the language – the correct grammar and combinability, as well as the culture of the country of the language being studied.

The students' answers to the question revealed a formalized nature of knowledge, estranged from practical experience, and the fact that the students were not fully aware of the competencies that they should possess. They described the issue of competencies as theoretical, in their opinion, not meeting the actual practice of teaching and learning English. This means that students are not familiar with the theoretical principles of a competency-based approach to teaching a foreign language and are not able to apply its provisions in practice.

To Question 2 about what tasks for teaching speaking are used in their discursive practice classes, the following answers were received: a) general discussion – answers to the questions of the lecturer (24 students); b) discussion of a read, viewed fragment of the book, film, news programme, educational video fragment, lecture, essay, etc. in groups of 3–4 people (20 students); c) a monologue on the given topic – individual work (18 students); d) presentation (21 students); e) a dialogue on the given topic – work in pairs (16 students); f) preparation of projects – individually or in groups (3 students). The answers to this question showed a limited number of techniques that were used in classes to

improve discursive practice: they are mainly standard group discussions, monologues, and dialogues.

To Question 3 about what problems they encounter when they need to speak English, the students answered: a) they do not know what to say, because they do not understand the topic of the discussion (17 students); b) the vocabulary with which they can operate is not enough within the framework of the topic under discussion (20 students); c) they are afraid to make a lot of grammatical mistakes (24 students); d) a large amount of information prevents effective learning (18 students). The answers to Question 3 confirm that students cannot apply their knowledge on-demand and concerning a specific communication situation, have problems with memorizing vocabulary and grammatical constructions, and cannot cope with a large amount of information.

When asked about their communication difficulties, the students answered that: a) they often make phonetic mistakes (9 students), b) they confuse words that do not obey reading rules and have non-standard reading rules (10 students); c) they experience articulation difficulties due to the mismatch of the vowel articulation zones based on row and rise and consonants in opposition and distribution (15 students); d) cannot understand the rhythmic organization of English speech (6 students); e) have difficulty mastering intonation (15 students); f) they have difficulty pronouncing vowels due to the stress transfer (7 students); g) they did not acquire the aspects of coherent speech (assimilation, elision, connection, reduction), which impedes fluency of speech, gives it an unnatural character (14 students).

The answers to this question confirm the fact that the number of phonetic, lexical, and grammatical errors is directly proportional to the degree of awareness and controllability of an adequate communicative attitude of the addresser and discursive filling of the utterance. The errors caused by the difficulties that may be associated with a violation of the understanding of the meaning of the utterance cause difficulties in communication between the communicants both on the part of the recipient and the addresser.

When asked about the difficulties of the emotional attitude, the students answered that: a) very often their emotional state affects the determination of the utterance tone and its semantic load in a real communication situation (18 students); b) the main difficulty for them is the fact that the same intonation cliché can be used to express different emotional attitudes (13 students); c) often can't pick up intonation contours and rely only on grammatical constructions and attitudes (12 students).

The answers to Question 5 showed that students do not take into account the context of a dialogue or a monologue, and cannot allow the recipient to see how the intonation and choice of lexical and grammatical structures express ideas and convey information. To Question 6, the student answers were as follows: a) they do not need to improve pronunciation skills (6 students); b) they consider that the main attention should be paid to the development of grammar and lexical skills (16 students); c) it is difficult for them to determine and understand the goal that these or those exercises are aimed at (8 students); d) they cannot clearly plan educational activities (10 students); e) they are not capable of critical assessment of their speech actions, quick error correction (19 students). The answers to Question 6 allow concluding that it is not easy for the students to understand the intricacies of the phonetic, lexical, and grammatical systems of a foreign language on their own, for most of them even their partial understanding is an impossible task. A mandatory element of awareness of these difficulties is reflection. Reflexive difficulties are associated with identifying students' internal problems.

Question 7 was of particular interest to the authors since the problem of developing the memory of linguistic students is urgent and is caused by the need to improve the quality of general and professional education in the context of modernization of education. The importance of this issue is also enhanced by the need to reorient education from the process of transferring information to the subject of knowledge to teach students the means and methods of information extraction and processing. To achieve high professional results, a future specialist needs to develop in line with his/her future profession from the very beginning of training, to form the necessary peculiarities of the cognitive processes for the specifics of the profession. The students' answers to this question were as follows: a) I find it difficult to answer the question (4 students); b) I selectively remember the proposed material (5 students); c) I remember the keywords, highlighting them with a marker in the text, so that when speaking to rely on them (10 students); d) I remember using associations (6 students); e) I have a short-term memory, so I remember the material for a short period of time (8 students); f) I memorize lexical units for the purpose of their use in oral speech with the help of rhythmization (2 students); g) I memorize words and phrases using assonant words (4 students). The students' answers to Question 7 indicated the fact that today's students are significantly different from those who studied 10–15 years ago. Most of them have a decrease in cognitive activity, and insufficient development of the functions of memory, thinking, attention, weak self-regulation, and self-control. Such students often do not understand what the teacher/lecturer says, cannot grasp the meaning of what they have read or heard, and, as a result, cannot reproduce in their speech.

It seems to us that in a modern information and communication society, a person (student) does not feel the need for long-term storage of information in memory, using mainly short-term memory.

The students answered Question 8 as follows: a) I classify the facts by grouping them by topics or categories (5 students); b) I try to generalize what I heard, draw a conclusion by logical deduction, to formulate my statement (7 students); c) I specify the information received, ask to illustrate it with additional examples (8 students); d) I try to formulate my statement in my native language and then translate it into English (4 students). The answers to this question showed that the students take into account the phonetic, lexical, and grammatical features of the English language both based on rules and conclusions and intuition. However, in the learning process, their teachers/lecturers did not use enough exercises which involve intensive speech activity, and that form a clear understanding of the language.

The students' answers to Question 9 were as follows: a) I find it difficult to answer (3 students); b) I have developed cognitive, and emotional communication skills (10 students); c) I have not developed communication skills for managing the information and communication process (7 students); d) I do not have the skills and abilities to formulate a training problem in information and communication ways. Regarding the second part of the Question within this framework, the students answered that: a) creating positive motivation, based on internal needs help them (6 students); b) they expand their communication base within the framework of the educational process by using a system of special exercises (dialogues, webinars, online communication with native speakers) (10 students); c) they construct the "image of the Self" through reflective tasks, which the students consider as one of the methods for forming and developing the communicative skills at productive and creative levels (8 students). The students' answers to Question 9 showed that they mainly orient in their communicative abilities, know how to evaluate them (not always adequately), and can offer the teacher/lecturer some exercises and tasks for developing communicative abilities. Their answers to Question 10 were as follows: a) weakening of the possibility of logical transformations of the material (7 students); b) weakening of the concentration of attention on the auditory-pronunciation form of speech activity (10 students); c) predominance of visual and mixed memory over auditory (12 students); d) serious influence of the others' assessment on the correctness of the utterance (15 students). The answers to Question 10 show that self-esteem and the assessment of others affect the formation of the personality as a whole, and

the difficulty in developing correct and objective criteria for evaluating their results.

Before preparing for their speaking, the students were offered a scheme – that metacognitive knowledge that they had to master in the process of preparing for their first speaking and using it for 13 weeks (the 7th semester – 14 academic weeks: the 1st week – preparation of the experiment, the 2nd week – the 1st and the 2nd stages of the experiment, the 3rd week – the beginning of the third (main) stage of the experiment, the 14th week – the result of the experiment, discussion of the results, reflection, assessment). The scheme of the development of the cognitive component of the metalinguistic competency consists of three blocks: 1) knowledge; 2) understanding; 3) critical thinking. After receiving the scheme, the students began to prepare for their speaking. The practical task at this stage was to explain the meaning of adjectives: motivated, positive, broad-minded, inquisitive, multi-tasking, flexible, critical, enthusiastic, productive, efficient, initiative, and collaborative in general, then in relation to learning English and speaking skills in particular (general definition, a definition applied to the process of learning a language, a definition applied to the process of speaking). The students were set up to interact with the lecturer, groupmates, information, and technologies (individual work, work in pairs, work in small and large groups). By describing these strategies, we set out to use meta-knowledge.

At the initial stage of training the speaking skills, we relied on prepared monological speaking. To prepare their speaking, the students should be aware of the main components, the system of which composes any speaking (prepared and unprepared monologues, dialogues, discussions) or work with any text. At the initial stage of working with their speaking, we suggested that students should choose to prepare their speaking: 1) on a specific topic, without any kind of textual support; 2) on a specific topic based on the text on the given topic. Out of 24 students, 18 persons chose their speaking without any kind of textual support (they also determined the topic of their speaking themselves), and only 6 students chose their speaking based on the text (the text was provided by the lecturer). This can be explained by the fact that 18 students were confident or wanted to test their strength in preparing their speaking without relying on a specific text, relying on the available experience, knowledge, and intelligence, and 6 students were not confident in their abilities.

The second stage of the experiment was working with the components of intercultural communicative competency defined by the domestic researchers and the Council of Europe. The Council of Europe has identified eight key competencies for education: "1) communication in the mother tongue;

2) communication in foreign languages; 3) mathematical literacy and basic competencies in science and technology; 4) computer literacy; 5) mastering learning skills; 6) social and civic competencies; 7) sense of innovation and entrepreneurship; 8) awareness and ability to express oneself in the cultural sphere“ (Key Competences for Lifelong Learning, 2018). The explanatory part that accompanies these strategies includes such key features common to all the competencies as critical and constructive thinking, initiative, problem-solving, creativity, and risk assessment or reflection, i.e. a developed cognitive component of the metalinguistic competency. Foremost it is necessary for the study presented to turn to such a competency as communication in foreign languages. According to the Council of Europe, communication in a foreign language, in a broad sense, involves basic communication skills in the native language, i.e.: ”1) knowledge of vocabulary, functional grammar and language functions; awareness of the main types of verbal interaction, literary and non-literary texts, the main features of different styles and levels of language, as well as the variability of language and communication in different contexts; 2) the ability (skill) to understand, express and interpret concepts, thoughts, feelings, facts, and thoughts, both orally and in writing (listening, speaking, reading, writing) in some social and cultural contexts (in education, when studying, at work, at home, and leisure) following the wishes or needs of the individual; 3) skills of mediation and intercultural comprehension. The level of individual mastery will be different in four areas (listening, speaking, reading, and writing) and in different languages and will correspond to the social and cultural training of this individual, the environment, needs, and/or his/her interests“ (Key Competences for Lifelong Learning, 2018).

Domestic scholars (N. D. Halskova, N. I. Hez, S. H. Ter-Minasova, A. N. Shchukin) talk about the following components of the intercultural communicative competency: linguistic (knowledge of vocabulary units and grammatical rules to organize the meaningful utterance); sociolinguistic (use of adequate language means depending on the communication situation and social roles of communicators); discursive (ability to understand and build holistic and logical utterances of different functional styles); compensatory (ability to pervade lack of knowledge of language, linguistic and social experience of communication in a foreign language using verbal and nonverbal strategies in the process of communication); sociocultural (knowledge of cultural peculiarities of native speakers); social (ability and desire to interact with other people, self-confidence) (Galskova, 2006; Shchukin, 2004). On analysing the theoretical provisions described above, the authors concluded that students who are outside the real intercultural environment, need to have linguistic competency to increase the

effectiveness of communication in a foreign language, namely: the actual linguistic and extralinguistic (sociocultural) knowledge and skills (knowledge of vocabulary, grammar, language functions, the ability to understand, express and interpret objective and subjective information both orally and in writing, knowledge of traditions and cultural specifics, the use of etiquette formulas) and metalinguistic (metalanguage, metasocial, metacognitive) knowledge and skills , such as: 1) knowledge of language and language processes; 2) social knowledge and skills (knowledge of types of interaction, tolerance and compatibility, desire to interact (soft skills)); 3) awareness of their capabilities and abilities (awareness of their mental processes, self-confidence and their communication skills, motivation, focus on results, productivity). That is, students must have a developed cognitive component of the metalinguistic competency. After studying the components of the intercultural communicative competency identified by domestic researchers and the Council of Europe, during the group discussion, students expressed their opinions on the necessary knowledge, skills, and abilities to communicate in a foreign language, and then corrected and adjusted their opinions, discussed existing and recognized components of the intercultural communicative competency. At the third stage of the experiment, the students were offered to familiarize themselves with the cognitive part of B. Bloom's taxonomy. In general, in taxonomy, the educational goals are divided into three spheres: cognitive (knowledge), affective (feelings) and psychomotor (actions), which form a hierarchy, at the heart of each new higher level is the experience of lower levels building this sphere. Concerning this experiment, the psychomotor sphere is quite well developed among the students: everyone has physiological and psychosomatic abilities to speak, write, visual and auditory perception, etc. The affective and cognitive spheres require perfection. As for the affective sphere, we can confirm that the aspect of perception (that is, the student's willingness and ability to perceive certain phenomena and stimuli coming from the outside world) is quite well developed because the lecturers manage to attract, hold and direct the students' attention. However, in terms of reaction and response to incoming incentives, the students do not always act voluntarily and are even less likely to receive satisfaction from an independent response. Most often, the students' reaction is stimulated and pretended by a lecturer who encourages students to respond to a particular situation and describe their feelings, emotions, opinions, and relationships. The skills and abilities in the cognitive sphere relate to three main blocks: knowledge, understanding, and critical thinking. In the framework of the presented experiment, the authors tried to optimize the blocks of the cognitive sphere (according to B. Bloom) based on the methods of "problem"

learning (problem-based learning / task-based learning) (Willis, 1996; Anderson, 1999). The first block of the third stage of the experiment includes the representation of knowledge or the extraction of the necessary information from memory – recalling (known knowledge, experience)/recognizing the known information in the text and extracting new knowledge (facts, events, processes, phenomena), the ability to work with the text information, converting linear/non-linear texts, expanding/collapsing the statements. In accordance with the revised version of taxonomy by B. Bloom (Anderson, 1999), knowledge is divided into: a) factual knowledge – the basic elements students must know to be acquainted with a discipline or solve problems (key units, terminology, concepts, symbols, realities, allusions, specific details (who / what, when, where, why, how), elements, components, events in the chain of events); b) conceptual knowledge – the interrelationships among the basic syntagmatic and paradigmatic elements within a larger structure that enable them to function together, knowledge of classifications, categories, types, principles and methods of generalizations, laws, theories, models and structures; c) procedural knowledge – how to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods (criticism, analysis in diachrony and synchrony, problem solving methods, statistical analysis procedures, standards); d) metacognitive knowledge – knowledge of cognition in general, as well as awareness and knowledge of one's own cognition (knowledge of general strategies that can be applied to solve various problems, knowledge of the conditions under which these strategies can be applied, awareness of the effectiveness of strategies, as well as their own cognitive abilities) (Shchukin, 2004). The second block is connected with understanding the material. An indicator of understanding may be the ability to transform the material from one form of expression to another (hereinafter, the techniques used in the experiment are presented): 1) the example selection: a) a personal example or from a literature source; b) an indication of certain rules (regulatory documents) and exceptions to the rules; c) a reference to sources of information (allusion, citation); d) a designation of events that occurred before a particular event, during and after it; e) selection of a scientific theory or theories that could explain the problem; 2) the classification: a) a deductive breakdown of information into separate components; b) determination of the characteristics of the individual components of the situation under discussion (types and kinds of situations); 3) the generalization/profiling: periphrasis with an emphasis on the general/particular characteristic, listing the main arguments for and against; 4) the reasoning: a guess about the meaning of an unfamiliar lexeme from the context, conclusions from the presented description; 5) the comparison: a) comparison

over time: to compare the existence or interaction of a problem with a given situation or issue in different periods of history; b) a comparison in space: to compare a given situation or problem with another problem – to identify similarities and differences; to compare how people, governments and international organizations deal with the same problem or situation in countries with different economic development, political structure, religion, environmental situation; to compare the conditions of existence or absence of a given situation; c) a comparison of the points of view of subjects of various levels (individual level, city level, region level, country level); a comparison of the points of view of various participants in communication related to a given problem/situation (for example, teachers/lecturers, pupils/students, parents, school headmasters, minister of education, a criminal, a police officer, a lawyer, etc.); d) analogy: transfer of knowledge about one subject/phenomenon to another (less studied or inaccessible to study) due to the similarity of the subjects in question; 6) the explanation involves the interpretation of the situation using specific facts, rules, principles, visualization of the problem and the related processes, actions and situations, a graphical representation of the problem in the form of a diagram, table, scheme, picture, mind map, model, pattern, action algorithm; 7) the application means the synthesis of a new product and the ability to find a practical vector of refraction of the processed information, expanding or narrowing it for new or specific situations.

The third block, according to B. Bloom, is critical thinking, which turns into creativity. The synthesis of critical thinking and creativity forms analytical thinking, which is associated with searching for new information, new knowledge, and intuition and is formally aimed at analyzing and synthesizing information, building logical chains, presenting conclusions and arguments, and consolidating data in the mind. The dual nature of analytical thinking is explained by the functional asymmetry of the brain. It is necessary to develop analytical thinking since everyone needs analytical skills to better understand, memorize and assimilate information, separate the main thing from the secondary one, solve complex daily and professional tasks, find advantages and disadvantages in current events, and draw reasonable conclusions and plan activities based on real goals. In the third block of preparation of their speaking, the students were assigned the following tasks: 1) to analyze: a) to determine 3/5/10 signs, properties, characteristics of certain objects, phenomena or situations; b) to suggest the causes and consequences of the situation, the possible development of events, the conditions under which this situation would not exist, the state of affairs would improve or worsen, possible solutions to this situation; c) to analyze

a literary work (in verse, in prose), comment on and interpret the words of the song, quotation, proverb, saying, journalistic article, article title, watched news, film (excerpts from films and videos) indicating the point of view of the author and his/her own vision the interaction of characters and the motivation of their actions; 2) to create: a) to identify a number of problems that are associated with the issue under consideration by establishing logical or associative relations and suggest ways of their being resolved them or improved; b) to indicate various aspects within the framework of the created problem; c) to connect concepts, situations, problems within the meaning and to propose alternatives; d) to express associations that are born in connection with a situation; e) to highlight some hypotheses based on the proposed criteria; 3) to assess: a) to make judgments within the framework of certain criteria and standards; b) to assess the organization of ideas and the logic of argumentation; c) to highlight contradictions; d) to indicate the most and least effective ways to solve the problem, the most and least convincing arguments for and against. As a result, after 11 weeks of using these strategies, we again surveyed the students (the fourth stage of the experiment), using the questions presented at the beginning of this article. The results appeared as follows.

The answer to Question 1 no longer caused confusion or difficulty among the students, moreover, they did not hesitate to call skills, abilities, and knowledge as part of the intercultural communicative competency. The answer to Question 2 looked different than at the beginning of the experiment and did not contain the types of the communicative activity, but the names of logical methods of working with information. In response to Question 3, there remained a fear of making grammatical errors. The answers to the other questions were not the same as in the course of the first survey. Answering them, the students demonstrated awareness of the importance of identifying and overcoming difficulties of a phonetic, lexical, and grammatical nature, concluded that these errors alone do not lead to a violation of the understanding of the meaning of the statement, and remain at the level of deficiency and are caused by linguistic, psychological and individual reasons. The students were able to determine the types of difficulties, explaining their appearance by both internal and external conditions. They correctly attributed linguistic difficulties to external conditions, which are caused by the features of the English language system, the presence of similarities, differences, and their influence on the communication process. The students attributed their internal readiness to internal difficulties in reproducing certain actions, which depend on the level of awareness of the action, internal motivation and ability to organize their work, self-control, individual age characteristics, and

socio-cultural differences in the language system. The students realized the necessity and importance of developing mnemonic abilities, explaining this by the fact that improving memory processes is extremely important not only in everyday life but also in professional activities. The students became interested in the mnemonic techniques (word mediator method, rhythmization method, memorizing long phrases and terms using consonant words, organizing schemes, etc.). Already in the process of experimenting, the students themselves suggested working with the exercises to develop their speaking skills, which included the presentation of a language phenomenon inductively, setting limits on the use of language forms, presenting possible cases of pairing this structure with others, the tasks using problem-search technologies, as well as the tasks on developing the skills for implementing the cognitive structures in a variety of speech situations in various contextual environments (games, trainings, communication with native English speakers).

Conducting such an experiment led to the fact that in the process of individual, pair, and teamwork using the techniques of integration, transformation, and interpretation of the studied material and accumulated experience, the students synthesize a new communicative product using the variability of lexical, grammatical, stylistic forms, metalinguistic strategies, and apply higher-order thinking skills. The general scheme of utterances formed by the students turned out to be the following: a) determining the general problematics of speaking and highlighting the key elements and, in some cases (9 out of 24 students), presenting their definitions; b) indicating the gender-aspect, logical or associative relations of general and particular problems; c) comparing general or particular problems in time, space and by analogy; d) appointing the possible causes and consequences of the situation; e) determining the ways out of this situation (solution to the problem); f) substantiating the situation by searching for theoretical support, practical examples or expert opinions; g) assigning different perspectives of the perception of the situation by various subjects and their actions (at the local and global levels); h) describing the social, economic, political and natural aspects of the interpreted situation; i) assessing critically the situation with the suggestion of alternative ideas and identifying the most effective ways to solve the problem and the arguments for and against. Thus, the students showed the development of the cognitive component of the metalinguistic competency.

Based on the purposive development of the cognitive component of the metalinguistic competency, as well as using the described metalinguistic techniques, we achieved the following results: a) thanks to studying metalanguage and describing the metastrategies, we were able to expand the amount of

information presented on a particular topic (previously, without the metaknowledge, the students limited themselves to appealing to the affective parameter, namely to their feelings, emotions (14 students out of 24) and feelings, emotions, own opinion and attitude (10 students out of 24)); b) knowing the set of the cognitive strategies and the components of the metalinguistic competency, all the tested students were able to move from the basic (knowledge – understanding – application) to the high level of thinking (knowledge – understanding – application – analysis – synthesis – assessment); c) expanding the ability to memorize linguistic (vocabulary, grammatical constructions) and metalinguistic information (broadening one's scope); d) there appeared a tendency to use previously presented information in later utterances, which indicates the transformation of short-term memory fragments into long-term ones; e) it became easier for the students to cope with large volumes of information by using the logical methods: comparison and contrast, analysis and synthesis, abstraction and concretization, specification or generalization and systematization (classification); f) as a result of mastering the logical methods of working with information, the students had a prospect for a transition from teaching under the guidance of a lecturer to independent learning.

The Conclusions. Analysis of the problem of the purposive development of the cognitive component of the metalinguistic competency has shown that in the theoretical study of the problem in the scientific literature there are almost no works that comprehensively cover the peculiarities of the development of the cognitive component taking into account the requirements of future professional activities of students-linguists. One of the least researched areas of solving this problem is studying the deep mechanisms of the development of the cognitive component of the metalinguistic competency.

The main characteristic of the purposive development of the cognitive component of the metalinguistic competency is the psycholinguistic basis, by which the authors understand the development and formation of new psychologically comfortable, situationally adequate, safe for students and their environment ways of understanding among people in the professional activities and their personal life.

The purposive development of the cognitive component of the metalinguistic competency (knowledge of language, society, and thinking, and the ability to operate with various linguistic, social, and mental strategies, techniques, models, clusters, and patterns) not only allows creating a certain idea of the elements of the language studied and processes occurring in the language, but also expands the students' ability to choose strategies for interaction and

communication in various professional and socio-cultural situations. Dialogue is necessary for the purposive development of the cognitive component of the metalinguistic competency. The leading role is played by scientific (more precisely – "quasi-scientific") dialogic discourse. The main purpose of such a discourse is the knowledge, expansion, and systematization of psychological and linguistic, i.e. psycholinguistic, fragments of the scientific picture of the world.

The authors see the prospects for further purposive development of the cognitive component of the metalinguistic competency in the learning process when using such approaches that allow simulating various professional situations, for example, presentations of projects on the topics being studied, lectures (the presentation strategy), discussions, round tables, talk shows (the conventional strategy), role-playing games (the manipulation strategy); in developing and implementing special courses on the development of the metalinguistic competency in university programmes, continuing education courses, postgraduate education, for example, "Metalinguistic competency: process, product and practice", "Metalinguistic competency in a new educational space" and others, reflecting different approaches to the development of the metalinguistic competency.

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PERSPECTIVE PIECES

PHILOSOPHY

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CONFLICT OF IDENTITIES: UKRAINE AND RUSSIA

Abstract. *The purpose of the research is to theoretically substantiate the position on the specificity of cultural identities of Ukraine and Russia in their historical context of existence. **The research methodology** defines bibliographic, analytical, comparative, descriptive, deductive methods, as well as the method of historical reconstruction, which allowed to analyze the differences between Ukrainian and Russian cultural identities. **The scientific novelty** is the use of a comprehensive approach to the study of Ukrainian and Russian cultural identities, which includes religious and ideological factors. The problem of cultural identity is considered in several aspects, primarily in worldview and history. The religious foundations of the national worldview have been studied. Historical analysis has revealed key differences between the cultural identities of Ukrainian and Russian societies in the development of the two countries. Significant factors have been demonstrated, the factors that led to the cultural movement of Ukrainian society to Europe in contrast to the Russian one with its ideological conservatism. **Conclusion.** Based on the analysis of the peculiarities of Ukrainian and Russian cultural identities using an integrated approach, we substantiated the specifics of cultural identities of Ukraine and Russia in the historical context and the situation of overcoming Soviet thinking and its remnants in the mentality of Eastern Europe.*

Keywords: *cultural identity, Ukraine, Russia, religion, ideology, national worldview, specifics of cultural identities, Eastern Europe*

Relevance of the topic. *Russia's war against Ukraine which started on February 24 was an assault on Ukrainian national identity, first of all. Driven by the "Russian world" ideology provided by the Russian Orthodox Church,*

Kremlin's army invaded a sovereign territory of a 40-mln nation to demonstrate the whole world that all these people with Ukrainian passports are de facto Russians.

This is wrong. Ukraine's almost 31 year of independent existence proves a totally different narrative: this is a country with own national, political, societal, economic traditions that are unique to it.

Formulation of the problem. Ukrainian society has own identity which is basis for its own nationhood and statehood. Kremlin denies this.

Russian leader Vladimir Putin often justifies his reasoning with historical arguments, trying to persuade his audience that since 1654, when then Russian Empire signed a "mutual integration" document with Ukraine's leader Bogdan Hmelnytsky, these two nations have been one by its nature and historical calling.

However, Hmelnytsky never signed a "mutual integration" document with Russia and its then czar Aleksey The Most Silent (Romanov). Instead, Ukrainian Cossack leader signed a document with established a formalized framework for mutual security and military efforts.

Vladimir Putin doesn't recognize the 1991 collapse of the Soviet Union, which was created under leadership of Vladimir Lenin, a newspaper columnist turned politician, in December 1922. Putin calls the 1991 event a "biggest tragedy for Russia". But de facto this is his personal tragedy as Putin inherited lots of features of own political style from all of the Soviet leaders, Vladimir Lenin and Joseph Stalin included.

Purpose of the article. One should take a look at medieval history of Eastern Europe to get a proper understanding of the nature of Ukraine–Russian neighborhood.

Here are the key facts: Ukraine was christened in the year of 988 by bishop Myhailo of Bizantium Church who later was elevated to the Metropolitan of Kyiv status. Previously, Ukraine was visited by apostle Andrew in I century AD (Kartashov, 2020).

Presentation of the topic. Apostle Andrew was one of the 12 apostles, according to Bible, who didn't have much text, or any other evidence devoted to him in early Christian writings – whether by Jewish, Egyptian Hellenic or Greek authors – but he was quite a prominent man cooperating with apostle Paul, one of 70 apostles. Early Christian expansion included three major missions: Roman (conducted by apostle Peter), Greek (apostle Paul) and Northern (apostle Andrew). That is the reason why the latter visited what is now Ukraine.

Apostle Andrew, most likely, preached in Greek to the local community of Trypillya culture, served liturgies and provided church sacraments. However, seeing no major political developments in this area he soon left – probably in North-Western direction, which is now territory of Poland and Baltic countries.

That's the Byzantium mission of X century that introduced Kyiv to a full-scale Christian expansionary mission in an eastern rite version.

Russia didn't have any official Christian institutions at that point, though the IX century mission by Bulgarian monks Cyril and Methodius did provide some basic religious literacy to what Russia's central region is now after they visited Kyiv (Kartashov, 2020).

It took a Christian mission from Kyiv in XI century to bring Christianity in its eastern rite version to what is now Russia. It needs to be explained what Eastern Rite Christianity looked like at that historical period. Based on Syrian liturgical tradition, it still shared most of the dogmatic teaching with Western Rite Christianity but had a different set of priorities where personal salvation was superior to the church's social and maybe even political mission.

Going back to Kyiv's mission to then-Russia. The mission was led by Kyiv Pechersk Lavra monks and was happening in north-western region of the contemporary geography of the Russian Federation (Ogienko, 1992, 1993).

However, this very mission wasn't very successful with only a handful of Russians taking Christian religion seriously. At that point, Siberian shamanism and so called "hlystovstvo", a mystical tradition from Central Russia, were key drivers for religious development of that geography (Fedotov, 1996–2000; Florenskiy, 2004–2005). Another important religious development came from a movement called "skopstvo" which stood for spiritual self-punishment and celibacy. During later ages, this helped to bring strong grounds under Russian monastic traditions within the Russian Orthodox Church.

In XIV century, a Christian monk named Sergius started own mission to Russia and founded a Monastery of Holy Trinity in Radonezh (later Zagorsk, now Sergiyev Posad), close to Moscow. Later this monk became known as Sergiy of Radonezh.

It's likely the monk was of Ukrainian descent who received some education in Western Europe and Greece. He had a Latin approach in his theology and knew monastic traditions of Greek monasteries very well, having experienced some influences of St. Gregory Palama, archbishop of Thessaloniki (Kovalev, 2007; Tuptalo, 2005).

Russian official history never recognized these facts properly. For them, it's Russia and Metropolitan of Moscow who were teaching Ukrainians how to develop own Christianity.

But let's dig deeper – all the way to IV century BC. Antique Ukraine then had a prevailing culture called Trypillya. That was a phenomenon of a mix between influences from ancient Greek, Turk, Iranian and Indian sources that ancient Ukrainians accepted in their own special way. For Greece, this was the time of Alexander the Macedonian, Plato and Aristotle, while Trypillya was more

about art (ceramics) than philosophy and outstanding verbal culture (Hvoyka, 1901; Vovk, 1995; Losev, 2000).

Russia at that point was having a Paleolithic Age (Stone Age). The prevailing culture was formed by Mordovian tribes from what is now Mordva Autonomous Republic within the Russian Federation with Saransk as capital city (Gumilyov, 2012; Bahtin, 1973).

Mordovian religion was a cult of dead from a subset of mortal religions born in ancient Egypt which at that time was turning to a pre-Christian monotheism (faith in God Ra). Contemporary Russian Orthodox Church still pays lots of attention to the mortal cult, having an emphasis in its theology on making sacred services in the name of those who died. Besides, this Church also inherited a lot from Siberian shamanism – like sacred substances (water, bread, oil) as a stand-alone spiritual track outside the theology of Eucharist etc (Bulgakov, 1994; Florenskiy, 2004, 2005).

Mordva and Trypillya provided Russia and Ukraine respectively with their cultural DNAs. In the later centuries, Mordva failed to become a prosperous, developed region. Trypillya did become such a region. This area residential center is the town of Ukrayinka to the South of Kyiv that is a place for major business assets (energy, real estate) that have their own investment attractiveness.

While Mordva was a deeply religious culture with all the existing agricultural and construction economy based on the cycle of religious services, Trypillya was much closer to antique religion of Greece. Residents of Trypillya region, close to contemporary Kyiv, had respect for Greek gods and overall believed in a pantheistic version of religion of "mother-nature" (Ogienko, 1992, 1993; Hvoyka, 1901; Vovk, 1995).

Mordovians at that time had their own monotheism built on faith in Baba Yaga, a female devil-type god. However, at a later stage, when Mordovian religion was interacting with Russian medieval Christianity, it was different. Mordovian religion prior to this interaction experienced influence of Iranian Zoroastrianism and had a better understanding of importance of a positive religious narrative. For that purpose, Mordovian cult servicemen came up with the image of Nesmeyana, a positive female god and an antidote to Baba Yaga (Florenskiy, 2004–2050; Gumilyov, 2012; Ogienko, 1992, 1993).

Having two deeply different religious traditions, then-Ukraine and then-Russia were pursuing two totally different paths of development that continued during later ages, including medieval times. While Ukraine was a pro-European culture, Russia was pro-Asian.

Medieval Ukraine became a totally Christian nation that followed all the theological lines of the Christian Church that came from the Roman Empire. Meanwhile, Russian nation for ages was following own paganistic traditions that

was a problem and led to poor development of any educational institutions. Ukraine's earliest higher schools go back to XVI century and Volyn region, while Kyiv Pechersk Lavra had own theological school since XI century but it wasn't a transparent one and didn't accept all who wanted to study philosophy, literature or theology (Krymsky, 2002–2003; Chayka, 1997).

Things began changing in XVII-XVIII centuries. Russian czar Petr I (Romanov) was a big fan of Western European culture which is why his era became a time for creating first Russian higher schools of education. Moreover, He brought catholic-trained archbishop Theophan Prokopovych from Kyiv Mogyla Academy to St. Petersburg to oversee the pro-Western reforms of the Russian Orthodox Church. This academy in Kyiv was founded in 1615 as Kyiv Brotherhood School and later led by Metropolitan Petro Mogyla of Kyiv, a Moldovan priest who became a monk at Kyiv Pechersk Lavra and stated own Ukrainian identity (Nichyk, 1997; Zhukovsky, 1997).

Mogyla was a pro-Catholic bishop who did a major rewriting of the liturgy code for the Ukainian Orthodox Church that was part of the Constantinople Patriarchate at that time. Metropolitan Mogyla seeked an opportunity to gain a cardinal nomination from Vatican, but refused to step back from Orthodox dogmas. However, he served liturgies in Lviv with Antin Selyava, Roman Catholic Eastern Rite bishop of Kyiv who never visited Kyiv but was nominated to this diocese which was a common practice back then and remains this way nowadays for some Vatican-ruled dioceses.

During XIX century most of Ukrainian territory was a part of Russian empire, while its western region was structured as several provinces (Galychyna, Volyn, Bukovyna, Ungvar) within the Austro-Hungarian empire. That's when Russia started claiming that Ukrainians and Russians are the same nation.

Such an idea was based on a XVI century concept of a Moscow as the Third Rome (after Rome and Constantinople) which was formulated by Elder Filofey of Pskov. Then, it had the XIX century religious paradigm that Russia has a better, more pure Christian Orthodoxy than catholic-leaning Ukraine. Moscow Metropolitan Platon (Levshin) put it this way, while talking to Denis Diderot: "Sayeth an insane man in thy heart – nay God". (Anisov, 2009). That meant, all the other Christian faiths outside Russian orthodoxy were closer to heresy and even atheism than to true Christianity.

Great Russian writers of the XIX and early XX centuries didn't write much about Ukraine, but made their own contribution in glorifying so called "Russian world", Russian monarchy and Russian Empire. However, it's Ivan Goncharov that in one of his novels – "Obryv" – wrote extensively on economic problems of then Russia that didn't provide much opportunity for residents of the agriculture regions. Fedor Dostoevskiy, another Russian novelist of that era, was de facto a

dissident within the Russian cultural elite, but had own nationalistic views that were later used for the purposes of developing the "Russian world" concept.

Idea of Russian superiority toward Ukraine re-emerged in XX century with creation of the Soviet Union in 1922. Though Lenin-led Soviet Russia recognized Ukraine's independence in 1921 under the Riga Peace Agreement, Soviet Union decided to occupy Ukraine a year later.

The Holodny Yar oppression in 1920s, Great Golodomor Famine in 1932–1933, post-World War II Famine in 1946–1947, so called "Internationalism Policy" in 1960–1970s all had features of either ethnic genocide or a Ukraine-focused repression that was meant to push Ukrainians to identify themselves either as Russians or as Soviets. Russian identity for Ukrainians was a preferred choice for the Communist Party of the USSR, while Soviet identity, that was an ideological instrument for Baltic and Caucasus socialist republics, was a second choice (Gorlis-Gorsky, 2016; Shapoval, 2021; Hill, 2021).

Interesting things were happening in Kyiv in 1941–1945, during the German invasion of the World War II era. Again, this time took lots of effort to re-think Ukrainian identity by all kinds of actors – Germans, Russians and Ukrainians themselves.

In April 1942 a group of Ukrainian bishops led by archbishop Polikarp (Sikorsky) of Lutsk made a canonical decision to establish the Ukrainian Autocephalous Orthodox Church that was immediately recognized by the Polish Orthodox Church whose autocephaly was, in its turn, recognized by the Constantinople Patriarchate in 1924.

Most of these bishops that created Ukrainian Autocephalous Orthodox Church were consecrated in St. Andrew Cathedral in Kyiv, a XVIII century Christian site built by Italian religious architecture artist Francesco Rastrelli, a heavy reader of Immanuel Kant, philosopher from Germany.

Some consecrations involved participation of archbishop Aleksandr Inozemtsev of Pinsk, Belarus. Seeking a better understanding of Ukrainian identity, Autocephalous Church bishops admitted that Ukrainians and Belarussians have too much in common with some similarities on own ethnic DNA going back to the medieval times and later ages when both, Ukraine and Belarus, were a part of Rzeczpospolita, a major Central European state (Smyrnov, 2009; Stepovyk, 2007).

On May 24, 1942, archbishop Nikanor (Abramovych) served the liturgy in St. Andrew Cathedral with bishop Mstyslav (Skrypnyk) whom he consecrated to the highest church spiritual rank a little bit earlier, on May 12. The liturgy was attended by Erich Koch, Adolf Hitler's Reichskommissar for Ukraine. Both, Hitler and Koch were later condemned for committing war crimes.

During that liturgy, Erich Koch said that he recognizes Ukraine as an independent nation that has a full right for own historical development. Koch was well prepared on nationhood matters as he was a voracious reader of Georg Hegel's philosophy. For this statement to be made, archbishop Nikanor and bishop Mstyslav had to admit own loyalty go to Germany. Later, bishop Mstyslav was arrested by the German administration in Ukraine and received a prison term in the city of Pryluky, close to Chernigiv, Ukraine's Northeast. In Pryluky prison, Mstyslav (Skrypyk) was followed by hieromonk Ivan (Smyrnov, 2009).

The main conclusion of the synod of Ukrainian Autocephalous Church bishops, that was consulted on canonic and theological matters by Kyiv-based Georgian archbishop Antonius Demetrius (Abashydz), was that Ukraine is an independent nation with own, clearly unique identity. However, Russian Orthodox Church didn't properly recognize this. It had its own bishop for Kyiv – metropolitan Nikolay Yarushevich, Lithuania-born Christian activist.

Metropolitan Yarushevich didn't stay in Kyiv during the German invasion, but in 1939–1940 served liturgies with archbishop Polikarp (Sikorskiy) who was later condemned by the Russian Orthodox Church for refusing to pledge loyalty to Moscow. When asked by the Russian patriarch Aleksiy I (Simanskiy) in 1945 to prepare a research note on Ukrainian identity, metropolitan Yarushevich admitted: Ukrainians are a separate nation with a unique culture. This was a very unpopular view within the Russian Orthodox Church.

Conclusion. In early 1990s, when the Soviet Union collapsed, majority of Russians, according to Levada polls in Moscow, still thought Ukrainians, as well as Belarussians, are a part of the Russian nation that committed a "crime" of trying to become an independent state. Russian then President Boris Yeltsin, a politician with pathological dependence on alcohol, didn't share this view, but neither he was vocal on this.

When Vladimir Putin became Russian president in 2000, he started to rule out many of the features of the Yeltsin's pro-Ukrainian stance in Russian foreign policy which included gas subsidies, bond-buying programs and grants for Ukrainian educational institutions as well as academic opportunities for Ukrainian professors and teachers. The latter were especially popular in the Donbas that Putin invaded in 2014, hiring a private military operative Igor Strelkov-Girkin, a suspect in the Hague Court case on downing the MH17 Boeing in the Donbas skies on July 17, 2014.

A basic view of an ordinary Russian in the 2000s was that Ukraine eventually would go back to the Russian political rule, though the path for this remained unclear. After conducting an attempt to establish a sustainable control over Ukraine in 2014–2015, Vladimir Putin made another attempt in 2022, invading Ukraine with Russian troops on February 24.

Putin's thinking and decision-making on Ukraine included his intention to focus on developing some pro-Russian sentiments in the Ukrainian society as well as pro-Soviet nostalgia that may still be found in the country's Eastern and Southern regions. Ukrainian parliament used to host pro-Russian factions and MPs, some of them even had ministerial positions.

It's 2022 now, but Vladimir Putin still can't admit that Ukraine is an independent nation, a sovereign state and a self-reliant economy who shares a lot with the economy of the European Union. He still tries to rewrite the history of previous centuries, especially of the XX century, to make it possible to speculate on matters of the national identity.

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