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SELF-PRACTICES, PSYCHOTHERAPY AND HUMAN BEING IN CONTEXT OF THE INTEGRATIVE APPROACH

The relevance of the study is caused by the need to search for new methodological foundations of the humanities and psychological knowledge, modern psychotherapeutic practices, self-practices in the context of integrative philosophical and anthropological approaches. The article deals with the problem of self-practices designed to satisfy the narcissistic need for self-improvement of a modern person. The place of psychotherapy among self-practices and its special role and purpose in culture in general and for a person in particular is determined. Narcissistic tendencies are discussed as a consequence of consumerism in the context of self-practices and psychotherapy, which, being a response to the narcissistic fixation of culture, serve and drum up these features. The ways out of the situation are offered through the understanding of psychotherapy and a human being in the context of integrative approach.

Keywords

self-practices, consumerism, narcissistic fixation, psychotherapy, integrative approach

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1. Introduction

The relevance of studying the topic we have chosen is dictated by the situation that has formed in the new planetary conditions. These are the conditions of the transition from the so-called "empty world" - the world of unexplored territories and plenty of resources to the "full world" (Daly, Farley, 2003). All the prevailing modern political ideologies, religions, social institutions, mental models and thinking habits have emerged in the "empty world". The crisis experienced by Humankind is not of cyclical, but growing character. This is not only an ecological, but also a social, political, cultural, moral crisis, as well as a crisis of democratic ideologies and financial capitalism (Krymsky, 2006). A certain form of human being - a polyversional posthuman - corresponds to such a world. The multiplicity of versions of such a person is fundamentally unlimited. All this makes

the problem of limits and measures relevant, both in relation to the future of culture and in relation to the future of a human being, and indicates that the existing methods of understanding the global situation are not able to provide a search for a way out of the crisis (Gusachenko, Korobkina, 2020).

The search for new methods and approaches to the problem is becoming urgent, among which the integrative approach takes a leading place in the philosophical and anthropological discourse. In the field of the humanities, this is convincingly demonstrated by one of the most significant researchers of the integral paradigm - Ken Wilber: "As for integral psychology - a particular case of integral research in general - we have a huge variety of theories, research and practices, which are all important trees in the integral forest "(Wilber, 2004).

2. Discussion

Psychotherapy in its various versions and forms has become an integral part of life for the modern person living in western countries. From a purely medical special method of treatment over the past 100 years, it has developed into a special sphere of social relations, cultural meanings and acquires the format of a recommended lifestyle for many (if not for everybody without exception), especially in its subsidiary form (personal growth trainings, self-improvement, etc.). Now, there are a huge number of approaches that have different supposed functional focus and the range of recipients who turn to them for help.

There is no need to pay close attention to the sociocultural basis of this situation. Numerous philosophical and sociological works that analyze the phenomenon of the consumer society, atomization of its members, narcissization as a general intention of consumerism also do not ignore the reasons for the popularity, development and improvement of psychotherapeutic and other practices associated with self-help discourse. Self-practices include various kinds of activities: either sports activities or nutritional regulation, carried out in the intentions of creating a slim figure, prolonging life, acquiring good health, or various techniques and measures that ensure improvement, development and successful functioning.

One of the first significant works in this direction of thought is the book by the French sociologist Gilles Lipovetsky, "The era of emptiness. Essays on contemporary individualism" (Lipovetsky, 2001). In this work, the author focuses on the popularity of self-practices and identifies both its causes and consequences. As it was mentioned earlier, the reasons are the atomization of individuals, the individualization of the lives of modern human beings, their hedonistic orientation and narcissistic fixation. And if passionate attempts to get rid of the gaping narcissistic void abyss lead the individual to various practices of "self-care", then incorrect or all-consuming practicing them, in turn, leads to an aggravation of the narcissistic void, since it is impossible to fill it with ambitious egotistic self-improvement. Lipovetsky's work is very critical, revealing with striking inevitability the morbidity of the current condition of culture and society in the West. This is a presentation, continued by other authors, of scientific views on the reason for the unprecedented revival of the market for self-practices, including psychotherapy.

Self-practices (activities, events, lifestyle ultimately) are determined by the dominant trends of our time - personal efficiency, success. This can manifest itself in any area of one's life - a good figure, proper nutrition, sports achievements, starting a family, paying job, career development and, of course, travelling. The consumer society has raised various methods, techniques, programs and coaching to the rank of expensive goods that must be recommended for use. Self-realization, as a sphere of personal achievements and self-presentation, with an emphasis on the inner experiences of the subject, replaces reality, creating a simulacrum of "true" life. A huge number of psychological or quasi-

spiritual seminars and trainings that bring liberation, success, power, beauty, strength and much more ... 10 billion dollars are circulating in the USA alone in the self-improvement industry according to some estimates ([https://www.newyorker.com/magazine / 2018/01/15 / improving-ourselves-to-death](https://www.newyorker.com/magazine/2018/01/15/improving-ourselves-to-death)15.01.2018). Modern individual is literally seized by the desire to achieve the goal and show his superiority. All this, on the one hand, is used by gurus from various psycho-trainings, on the other hand, it is fueled by them. Self-practices offer at its core the tendencies of personality transformation, the search for the true self, the formation of the so-called "correct" skills and abilities, methods of the personality "exaltation", which, as a result, leads to alienation, encapsulation of the individual within his/her personality in endless attempts to define his/her own identity, to correct, to complete it, in a word - supposedly to improve. The person is constantly under the pressure of certain mandatory prescriptions, which must be followed, and that entails stress and reduction of internal resources for the most part.

You can change your diet in order to get rid of the disease, get a slim figure with the intention of feeling better or be able to perform certain duties. However, in situations where proper diet becomes a self-sufficient form of behavior, allusions arise that refer us to attempts to gain something valuable in itself. Is not this a variation of fanatical adherence to an overvalued idea that humanity has stumbled over more than once? (I and II world wars, totalitarian regimes, the history of the USSR are examples of this).

Neither a good figure, nor successful career development, nor the desire for self-improvement can be goals in and of themselves, these are tools for an active presence in the world. They do not definitely imply success, achievement and advantage, but rather imply acceptance of the course of life and the ability to cope with difficulties. However, even these qualities become goods. Inability to buy them (to introduce them into the system of his/her own personality) defines a person as a loser, unable to withstand the race for achievements. This seems to be paradoxical. However, sports, proper nutrition, healthy lifestyle, personal growth trainings and coaching are neurotic states of modern culture and the person in it.

Narcissism can be called a universal diagnosis at the moment. James Hillman, Jungian analyst and a founder of the school of archetypal psychology, calls narcissism the "craze." In his work "From the mirror to the window. Healing psychoanalysis from narcissism", written by him back in 1986, he notes: "Narcissism has its theorists - Kohut, Kernberg, Lacan. Jungians did not stay away from this hobby. The collective consciousness of psychology makes us collectively unconscious, as Jung once said when he wrote about collective ideas. Existence "with something" also presupposes existence in it". (Hillman, 2004). Thus, Hillman declares narcissism as a disease of analytic psychotherapy itself: "psychoanalysis generates narcissistic subjectivism, which causes iatrogenic disorder in culture - a disease caused by the methods of doctors who are obliged to heal it, that is, culture. I would like to continue the line of reasoning of the culturologists mentioned, using, however, the thought so brilliantly presented by Wolfgang Gigerich in many of his articles. If depth psychology itself suffers from narcissistic malaise, then the first thing we (analysts) should do is to investigate unconscious narcissism in psychoanalysis itself. Our first patient will not be the patient, not ourselves, but a phenomenon called analysis that brought us both to the doctor's office" (Hillman, 2004).

However, psychotherapy (like some other self-practices) cannot be defined indisputably in critical definitions. Outside of the context of self-development and improvement, which have a narcissistic connotation, psychotherapy meets coping requests related to the need for help and support. In addition, it responds, to a certain extent, to spiritual requests in our striving to understand ourselves and our place in the world. In this regard, it is appropriate to study the place and understanding of the purpose of

psychotherapy in the context of integrative approach that considers a human being in the system of his/her relations, meanings, needs and personality as an integral unit.

After psychotherapy had lost an exclusively medical purpose, it acquired the characteristics of a professional field of activity, focused on helping and supporting people in psychologically difficult situations for them by psychological means of influence. That is, in most cases, psychotherapy is a form of interaction between two or more people (if it is family or group therapy, as opposed to individual therapy), one or two of which (if a couple of co-therapists are working) provide psychological help and support to the other participants of interaction. Naturally, the one who is being supported is in a situation of close attention from both the psychotherapist and the client himself in their joint attempts to improve health or other areas of his/her life. Thus, the client's personality is, so to speak, in the "spotlight" and this contributes to a certain extent to strengthening his/her narcissistic position. However, a professional psychotherapist, realizing that in some cases strengthening of the narcissistic position is a necessary part of psychological assistance, then contributes to the client's displacement from this position, while simultaneously supporting the development of other forms of client's self-perception and presentation of himself (the psychotherapist) in the client's external world.

Narcissistic fixation and the rapid development of the market for psychotherapeutic services are also associated with the modern tendency of the individual to live with feelings and sensations. For everyone, the priority is to experience "something", comparing it with the inner experiences, which become actually important and valuable outside reality. Lipovetsky (2001) writes about the hedonistic attitude, while M.L. Crossley goes further. He considers this condition as the influence of the era of Romanticism: "whether an event or behavior can be considered as "good" depends not so much on the goal or its external consequences, but on your internal assessing this event. Thus, the idea of turning to the inner world reaches its climax". (Crossley, 2013)

Unfortunately, we can state the fact that psychotherapy caters to the narcissistic tendencies of the consumer society, providing the product necessary for self-services market. Some areas of psychotherapy, as well as fragments of psychologically oriented knowledge, are firmly in the intentions of consumerism. However, one should not forget that there are areas of psychotherapeutic interaction, having forced external elements of self-practices, nevertheless they are based on values of a different order: empathy, support, acceptance, maturity, spiritual formation, creation of personal meanings, creative approach to a person and his/her life.

Psychotherapy of trauma, traumatic experience associated with shocking events (military actions, torture, natural and man-made disasters, violence) stands apart. Unfortunately, the realities of modern Ukraine are marked by tragic examples of traumatic experience among ATO soldiers and displaced persons, among whom there are a large number of victims, including children.

Traditionalist society offered for survivors of traumatic events places and meanings to integrate experience, which modern person lacks. These were strong family ties, great belonging to society, community. And metanarratives that determined norms of behavior, values and religious attitudes. Under these conditions, the integration of trauma consequences was significantly accelerated. A modern person is actually deprived of external support: the atomization of society (even members of the clan, family), anomie and the dominant of success make it impossible to cope with difficult experiences without taking an advice of a specialist.

Shock trauma leads to the destruction of the boundaries between self and the world. A person loses support and confidence, becomes disoriented in the world and in inner self. Issues of trust, closeness, and distance are becoming problematic. In the absence of proper help, post-traumatic stress syndrome begins to develop, which can end in psychosis

in its extreme manifestations. In cases of psychotherapeutic work with trauma, the psychologist needs all the strength of participation, empathy, determination and confidence in the future. This is how Ursula Wirtz and Jogr Zobeli write about it in their work "The thirst for meaning. A person in extreme situations. The limits of psychotherapy": "Only if we take on the holding function, if we can allow patients to "use" us, to make our own structures of "uniqueness" and "participation" visible. So that they remind patients of their own lost and destroyed structures. Then it is possible to restore the subjectivity of patients" (Wirtz, Zobeli, 2012).

In traumatized people, the connection with being is broken. What once rooted them in being is the holding parenting strategies. Shock trauma requires a repetition of these strategies, it becomes necessary to stay in the holding. In modern culture, replacement mechanisms have been lost. Therefore, this becomes possible only in interaction with another person who is determined enough and rooted in being to carry out this process again for the patient. Thus, psychotherapy appears to be the only opportunity that can keep the trauma survivor from falling "into the dark world of the abyss" of dissociation and return one "to the light of understanding" oneself, the world and the meaning of existence (in other words, to transform the dissociative psyche into an integral unity).

There is one more cut of the necessity of psychological knowledge sphere and psychotherapeutic practice for a modern person. It is associated with the changed forms of spirituality, observed in the last century and a half and proclaimed by the famous slogan of F. Nietzsche: "God is dead!" Hierarchical cultural meanings have lost their relevance, being transformed into fragments of the old metanarratives, which served as guidelines for religious trends in the past centuries and formed spiritual experiences. Modern human is not inclined to channel his/her own spirituality in the context of a particular religion, often rejecting religious discourse altogether. A postmodern mix of religions and spiritual practices is a romantic-narcissistic attempt to transform religiosity in the context of personal norms and rules, based on the priority of sensual and emotional experiences of the inner world. This is a hopeless attempt to build one's own personal religious system. An incredible number of different spiritual and religious practices and gurus who preach them marks our time.

Yet again, the destruction of religious discourse, as the only true one, and its subsequent remythological rehabilitation, led to the fact that a large part of the population in Western countries generally lost their religious faith and trust in church institutions. However, numinous experiences continue to visit our minds. And psychotherapy becomes the last stronghold in which our contemporary can find refuge without the need to be included in a certain religious discourse or create his/her own.

Numinous experiences as powerful in intensity feelings of something beautiful, most important and good, how else can they be defined - the closeness of the sacred - are familiar to many. The Jungian analyst Lionelle Corbett, in his work "The Sacred Cauldron", describes numinous experiences in non-religious people as follows: "The therapeutic response to a spiritual incident also depends on whether a person is able to emotionally contain the experience without fragmentation. If he is capable of this, then only support and understanding is required from the therapist, which will contribute to the normal course of the process. At such times, a person should constantly feel the support of family and friends. You cannot let him lose his footing; art, dancing, writing, etc. can help maintain mental stability ... Experiences can last quite a short time, but they can be truly terrible. In traditional psychiatry, such outbreaks are treated as cases of short-term psychosis and require appropriate drug treatment. However, such authors as Perry believe that the action of drugs inhibits natural processes. Whether we consider such cases to be a spiritual incident, or a mental illness, or both, depends entirely on the optics we use. People may claim that they have never experienced a numinous experience, but they

admit that beautiful nature, works of art, the birth of a child, or any other situation deeply touches them, causing a feeling of peace, tranquility, completeness, joy, love, awe, mystery, vitality, gratitude or understanding that everything is going as it should. These are all typical descriptions of the numinous experience” (Corbett, 2014).

There is an urgent need to contain the numinous experience, to give it a place in the inner world, otherwise it can, like a psychological trauma, lead to a dissociative disorder of the psyche, a psychological crisis, and a psychotic condition. “Whatever the spiritual experience, we evaluate it by its fruit. Psychotherapy is ideal for this, because a deep understanding of human psychology certainly helps to understand the meaning of the experience and its significance ... A properly understood numinous experience can serve as a support, reassurance, indicator or milestone” (Corbett, 2014).

Lack of trust in religious discourse of any interpretation does not negate spiritual values and spiritual search in modern human being. On the one hand, they can be dictated by romantic-narcissistic tendencies of the inner psychic experiences priority, but at the same time, on the other hand, they can be of significant importance for realizing the meaningfulness of life. Spirituality is a natural and necessary sphere of human life. It is impossible to exclude it, and if you try to do this, you can come to the traumatic consequences described earlier. Not all areas of psychotherapy and not all psychotherapists are ready to meet with spirituality, but deep psychotherapy, for example, Jungian analysis, builds its interaction with the patient taking into account this complex and abstruse sphere of human life: “If therapy is carried out with sensitivity to the spiritual, then faith begins to fulfill the function of a container, and this is important if the psychological problem is considered as a call of the Self to increase the level of awareness” (Corbett, 2014). It is important to understand that awareness, understanding of oneself and one’s motives is the central task of analytically oriented therapies, therefore, the introduction of spiritual experiences into the spectrum of psychotherapy competence seems to be mandatory. Moreover, for a person who has no religious experience, who denies such a way of perceiving the world, psychotherapy is the place where he/she can understand, accept and explain spirituality for himself/herself.

3. Conclusion

Culture in general, psychotherapy as a part of culture and a person existing in them are an agent and a fruit for each other, they are subject to the dominant tendencies of narcissistic fixation in our time. At the moment, we can observe the natural development of modern society towards consumerism as well as tendencies for the dominance of success and the priority of the individual’s internal experiences, both suppressing manifestations of hedonism and contributing to it. Being interconnected and influencing each other - society, culture, psychotherapy, as spheres of activity and a human being - are in close circular systemic dependence. It becomes important to understand the integral continuum of cultural phenomena and projection (both in one and the other direction) of mental phenomena. In such a continuum, according to Ken Wilber, circular systemic dependence functions. “It’s an amazing movement from a part to a whole and back again” (Wilber, 2002). “Consciousness is an inalienable feature of Existence ... Systemic consistency and obedience to the law are the evidence of the soul, manifested in the behavior of organic wholes” (Wilber, 2004). Perhaps philosophical discourse, both analytical for the cultural sphere and psychotherapeutic discourse for personal psychic realities, is the force that is able to resist the influx of mass culture, which determines a human being in the intentions of consumerism.

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NEW REALITY 2020: DISTANCE EDUCATION AND FORMATION OF THE ELECTRONIC LEARNING ENVIRONMENT IN THE UNIVERSITY

The aim of this work is to analyze the factors that determine the effectiveness of modern distance learning at the university level, as well as the effectiveness of using electronic learning resources. The authors point to a distinctive feature of the new reality of the spring semester of 2020 - the complete replacement of full-time studies with distance learning. The features of distance learning not previously observed are discussed in the article. It is proposed to take into account a number of factors affecting the quality of education in the new conditions.

Keywords

distance education, electronic educational resources,
electronic learning environment (ELE), online courses, online platform, remote access

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1. Introduction

Russian universities have long experimented with distance learning technologies. Until recently, these experiments were limited to online courses on their own online university platforms (Ivanova and Shemonaev, 2017; Ivanova, 2017; Pinchuk, 2019). The purpose of these experiments was to attract enrollees rather than educate their own students. The distance form of education in itself was too reminiscent of the correspondence “factories of diplomas” that Russia has been struggling with for years. The President of our country spoke about the need to close the “fictitious universities” in February 2020. However, in the context of the coronavirus pandemic, distance learning has become a necessity. It has become a means of protecting students and teachers from the need to travel by public transport and meet in full class. Like all organizations for which this is possible, universities switched to work from home.

2. Methodological Framework

The coronavirus pandemic has left its mark on all social processes, including educational processes. On March 14, an order appeared on the website of the Ministry of Science and Higher Education of the Russian Federation on new rules for organizing educational activities in Russian universities. To prevent the spread of COVID-19, university managers are required to provide individual holidays for students, all interaction between students and teachers in the educational process to organize remotely.

Distance learning in universities because of the coronavirus began on March 16. The educational process had to be built taking into account new realities. Many universities have introduced several-day vacations for students to have time for organizing activities related to remote access.

The transition to remote access was facilitated by allowing free access to online platforms. For example, services such as Coursera, an online platform that helps students study through online courses and watch video lectures by teachers from leading countries of the world, have opened free access. In this case, registration of the university on the portal is required.

Some resources were available before. For example, there were always online courses on “Open Education” in the public domain. Here are collected video lectures and assignments from teachers of leading universities of the country. However, now the service offers students to undergo free certification and get a certificate of courses. Such a document is appreciated during employment and adds points upon further admission to the university, for example, to a magistracy or graduate school.

In general, the leading universities of the country were technically well prepared for the quick translation of teaching online. Potential problems with the transfer to distance learning lie more likely in the pedagogical plane. Questions of the methodological development of classes and program modifications have to be decided individually, depending on the nature of the discipline. If economists, designers, programmers and almost any humanities to transfer to distance learning is simple, then with engineering and science programs it’s more difficult. They need the material and technical base for practice and laboratory work, and not all elements of such programs can become virtual.

This situation has given impetus to the development of new online learning technologies. Some programs have implemented virtual laboratory workshops that are as close as possible to real facilities (Ivanova and Shtanko, 2012; Krechet, Oshurko and Ivanova, 2018; Pinchuk, (1) 2019). However, the development of distance learning technologies before the pandemic involved a virtual transfer of theory rather than practice. Therefore, students of engineering and science programs often could only watch videos on

practical disciplines. As a result, they received only a general idea of the laboratory work planned under the program. You will most likely need to catch up in a real laboratory, since a virtual laboratory cannot completely replace a real one. An analogy with a computer game is appropriate here, in which, having broken something, you can restore everything by starting from the beginning. In addition, the creation of virtual laboratories is a very expensive process.

The problem for those disciplines that can be fully digitized can be the eternal complexity of online education - insufficient motivation of participants. Of course, distance learning in your university, which you must complete in order to complete the semester and not be expelled, carries much more external motivation than a random course on an open platform. However, it is not enough just to invite students to take online courses from home. In the transition to distance learning, the university should have experience in mass online education, including not only technical support, but also high-quality tutorial support for distance learning. Then the distance learning process will be a combination of Skype meetings, webinars and self-study courses on international and national educational online platforms.

Our recent studies show that one of the biggest mistakes in distance learning is attempts to bring it as close as possible to full-time study. A typical example is the verification of lecture notes and practical exercises. Sometimes it comes to the ridiculous. Once we had to observe how students seriously discussed how to make different notes of the lecture, which the whole stream had the same. The professor made a remark: "Many identical letters". It seems to us that in itself, taking notes of lectures that are already in electronic form carries very little meaning. In addition, checking these scanned abstracts takes much more time and effort from the teacher than scrolling through the abstract in a notebook.

Then how to control the work of students in a lecture? Probably, we must come to terms with the fact that there is no way to record exactly what the student was doing now: reading a lecture in electronic form, carefully watching a presentation, or taking a nap. Distance learning in itself is a test for the ability to work independently. At the same time, in the remote format there are effective methods for controlling knowledge that are not available with full-time study. For example, in the electronic learning environment (ELE), of Moscow State Technological University "Stankin" (MSTU "Stankin") there is an element "survey " that allows you to ask a question to the entire lecture stream (about a hundred students), to which all students can answer simultaneously. Participation in such a survey can be considered as an option for recording attendance at lectures.

A very interesting aspect of the distance learning process is the fact that sometimes not only students, but also their relatives living together with students are invisibly present at such classes. The "remote" semester gave parents a unique chance - to see and hear professors, to attend their classes. This imposes additional responsibility on professors, motivates them to improve the quality of the taught material.

A feature of the spring semester 2020 at the MSTU "Stankin" was the inability to combine full-time and distance learning. Previously, the university's electronic learning environment (ELE) was more of an addition to full-time education. From mid-March to June 2020, an almost complete "distance" semester took place. A very large amount of work has been done to prepare the university's electronic learning environment (ELE), fill it with educational materials, and train professors to work in ELE. In addition, some scientific articles became available for students (*Krechet and Ivanova, 2017; Krechet, Oshurko and Ivanova, (1) 2018; Krechet, Oshurko and Ivanova, (2) 2018; Krechet, Oshurko and Ivanova, 2019*). According to the results of surveys conducted by the authors, many students do not note the negative aspects of distance learning. Some students even say that teachers have

become more accessible. Previously, they could be contacted only during classes and consultations, but this semester they answered questions almost around the clock.

This study reveals the undeniable advantages of electronic forms of education compared to traditional ones:

1. Larger possibilities of differentiated learning. The electronic learning environment makes more convenient for instructor the use in teaching the multilevel tests, depending on the students' individual capacities and motivations.

2. Significant assets saving. Obviously, the cost of copying and distributing the electronic learning aids is much lower than that of the common (hard copy) ones.

3. Availability of learning to handicapped persons

4. Time saving when acquiring knowledge. The electronic learning environment is available at any time; this is of importance for the students that cannot attend live studies for any reasons (illness, personal situation, etc.).

5. Possibility to work with a large group of students not limited by the size of a specific lecture hall.

6. Absence of the subjective factor when evaluating the students' knowledge levels by electronic testing in the electronic learning environment.

Assessment of students' knowledge in the electronic educational environment occurs through electronic testing. In the spring semester of 2020, electronic testing has become one of the main methods for monitoring student knowledge. Therefore, numerous studies are conducted on the structure of electronic tests in the educational environment at Moscow State Technological University "Stankin". For example, tests are being developed containing various types of questions on the subject "Physics". These tests most often contain the following types of questions:

1. Multiple choice questions allow you to select one or more correct answers from a given list.

2. A simple form of the question "Multiple Choice", suggesting only two answers: "True" or "False". Select multiple answers from a predefined list. This uses the "All" or "Nothing" rating (100% or 0%).

3. Multiple computed questions are organized in the same way as questions like "Multiple Choice", with the difference that the answers in them are numerical results of formulas. Values in formulas are selected from a predefined set of values randomly when passing the test.

4. Short-answer questions allow the student to enter a numerical answer. Here, great attention should be paid to checking the dimensionality of the result. The student's response is compared with a predefined reference answer.

A statistical analysis of the distribution of student responses in electronic testing showed that questions of the fourth type cause the greatest difficulty. In this regard, tests in which such questions prevailed most accurately reflect the level of students' knowledge. It is advisable that the number of such questions in the test be at least 20 percent. This means that out of every twenty questions, there must be at least four such questions. This study analyzes the test results of eight groups (182 students) in the subject "Physics". A comparison of the results of electronic testing with the results of an earlier oral survey of the same students shows a high degree of correlation.

3. Results

This study summarizes the very interesting and valuable experience of distance learning at universities in the context of the coronavirus pandemic. In these conditions, the features of distance learning that were not observed earlier, when distance learning was combined with full-time classes, are manifested. These are the features of monitoring the

effectiveness of students in distance learning, especially in lectures; significant differences between distance learning of students in the humanities and natural sciences; the need to create virtual laboratories for students of engineering specialties. Experience shows the ineffectiveness of trying to approximate the methods used in the distance process, as close as possible to the methods characteristic of full-time study. The article contains recommendations for controlling students' knowledge using electronic testing.

This experience is also valuable because much of it is very likely to be useful in the future. Specialists, including representatives of the medical community, do not rule out a new wave of coronavirus in the fall. According to their forecasts, it is highly likely that the fall semester 2020 will also be distance.

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INTERGENERATIONAL TRANSMISSIONS IN THE CONTEXT OF AN INTEGRAL APPROACH TO UNDERSTANDING HUMAN BEINGS

The relevance of the problem under study is due to the current condition of humanitarian knowledge both in general and in the field of philosophical anthropology, integral philosophy and psychology, an attempt to rethink the classical foundations of knowledge about a human being. The article is aimed at finding new ways and methods of studying human nature. The leading approach to the study of this problem is the integral approach, including one of the most popular today in the field of the holistic paradigm, the integral

approach of Ken Wilber. The object of this article is the phenomenon of intergenerational transmission. This concept as the transmission of information about the life of ancestors and its influence on the fate of descendants was formulated in the second half of the twentieth century in the framework of the psychological research of Ivan Boszormenyi-Nagy and developed by Ann Anselin Schutzenberger. In modern natural science, experiments have been carried out, during which the definition and understanding of the mechanisms that affect the occurrence of this phenomenon have been outlined. The definition of transmissions between generations and the introduction of this concept into the conceptual environment of the modern humanities expands and deepens our understanding of our own nature, substantiating and developing the integral approach as a theoretical basis for further study of this issue.

Keywords

integral approach, intergenerational transmissions, psycho-genealogy, family system, family loyalty

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1. Introduction

Intergenerational transmissions in the modern humanities are defined as the transmission of information about the life of ancestors and its impact on the fate of descendants. Conceptually, they have been present as objects of attention in Western culture for a long time. The biblical thing comes to mind: “the fathers ate sour grapes, and the children had soreness of the mouth”. Intergenerational transmissions are found in superstitious beliefs at the level of everyday life (for example, the so-called generic curses, "punishment of children for the sins of parents" or the need of expiation for the latter, or the idea that "children are a mirror of parents" or "like father like son"). The opinions that the present life, peculiarities of fate, human health are connected with the history of the family are not new, but the scientific study of these laws began only in the second half of the twentieth century.

At the level of scientific thinking, the idea of intergenerational transmissions stems from the theories of the individual unconscious (and, as we know, its great conceptualizer is Z. Freud), the collective unconscious (C.-G. Jung), and the family or group (J. Moreno). The essence of the intergenerational transmissions idea is that certain events, experiences, especially "not lived" (excluded from the field of consciousness) emotions of representatives of previous generations (parents, grandparents and further into history) or the presence of secrets in the family can influence the subject in the perspective of the specific features formation in him/her that determine behavior, decision-making,

characterological peculiarities and, as a consequence, the general outline of fate. One of the first scholars who spoke about this was a French psychoanalyst, a student of Jacques Lacan - Françoise Dolto, who devoted herself to working with children and families. This idea received its own understanding as a concept in the theory of Ann Anselin Schutzenberger in the process of forming the main provisions of psycho-genealogy (Schutzenberger A.A., 2010). The very term "psycho-genealogy" and the essence of this direction of psychological thought were also formulated by A. A. Schutzenberger. Later, the theory was used by Bert Hellinger and his students to create one of the most popular and at the same time controversially evaluated methods of modern psychotherapy - family systemic, organizational and structural constellations.

2. Methodological Framework

The relevance of our research is also associated with a radical transformation of scientific knowledge paradigm, which is due to the tendency to study the subject of research from the position of an interdisciplinary approach in the era of "third rationalism" (M.S. Rozov), integral paradigm (K. Wilber) and others. In addition, it is the inclusion of modern directions of systemic analysis in the spectrum of methodological foundations of philosophy, the expansion of ideas about the subject of philosophical anthropology and the removal of interdisciplinary differences with other sciences, including the humanities. The article pays the attention to the emergence of "universal" approaches these days, which, in turn, are part of postnonclassics (and have many characteristics in common with a holistic worldview), which include the integral approach of Ken Wilber considered in our work. This approach is one of the most profound in the mainstream of the emerging integral paradigm. The emergence of the integral worldview became possible thanks to the works of E. Cassirer, F. Nietzsche, H. Ortega and Gasset, V. James, M. Buber, J. Baudrillard, M. Mamardashvili, V. Welsh, P. Sloterdijk, B. Latour, K Meillassoux; in the field of sociology - the works of M. Weber, P. Sorokin, T. Luckmann, P. Berger, A. Toffler. In the field of psychological knowledge, these are the works of representatives of psychoanalytic and humanistic directions, gestalt-psychology and psychotherapy, existential psychology and psychotherapy (Z. Freud, C.-G. Jung, E. Fromm, V. Frankl, E. Erickson, K. Rogers, A. Maslow, M. Wertheimer, W. Köhler, K. Koffka, F. Perls, L. Perls, P. Goodman, I. From, E. Shapiro, R. Kitzler, P. Weiss, L. Binswanger, A. Langle, D. Bugental, I. Yalom, R. May), the works of D. Fowler, J. Gebser, R. Assagioli, S. Grof, S. Vygotsky, A. Asmolov, in the field of sociology - the works of M. Weber, P. Sorokin, T. Luckmann, P. Berger, A. Toffler.

The situation in psychology is brilliantly illustrated by A. Maslow's arguments in favor of the integral approach, which allowed the humanistic direction to show up as such: "I have already written about the delusion that many scientists cling to, believing that three psychologies that exist today are mutually exclusive. I repeat that humanistic psychology does not so much exclude Freudianism and positivism as it embraces them, it is the epifreudian and epipositivist science. The other two psychologies are not so much erroneous or imprecise as they are limited and particular. Their main ideas fit perfectly into the larger and more welcoming structure of humanistic psychology. Undoubtedly, the integration of their views into a single structure will certainly transform them in some way, clarify and correct in some ways, nevertheless, it will preserve their significant, albeit partial, achievements. Humanistic psychology is a special case of welcoming association, hierarchical integration, and holism. Its approach could be useful not only for psychologists, but also for philosophers, for all scientists and for intellectual life as such. Now it has become customary to talk about the so-called "scientific schools". Moreover,

the example of humanistic psychology offers scientists the choice of either dichotomy and fight of "scientific schools", or integration and collaboration" (Maslow A., 1999).

Intergenerational transmissions have earned our attention for their resonating consonance with the integral approach that is firmly established in science now: its enrichment, confirmation and expansion when compared. The modern contradictory situation of ongoing / accomplished globalization inevitably raises the question of the integral understanding of a human being in the context of the most complex interweaving of his/her relations in the family, society and culture. The need to understand a person from different positions with the involvement of explanatory and descriptive discourses (remembering Wilhelm Dilthey) is becoming more and more obvious. Psycho-genealogy with intergenerational transmissions, the systemic approach to understanding the family and family loyalty perfectly illustrate the integrality of human nature, adding a bit of social and family perspective to the integral approach. For all the value of human life and dignity within the framework of psycho-genealogy, an individual subject cannot be considered beyond the cultural, historical, social and family interrelationships. In addition, philosophical anthropology in its understanding of a human being and the humanities undeservedly bypasses the above-named psychological approaches to understanding a human being. Thus, the study of intergenerational transmissions in the context of the integral approach to understanding a human being is rather relevant, interesting and promising.

3. Discussion

The first acquaintance with the manifestations of intergenerational transmissions is more like fantastic stories with elements of mysticism, magic and clairvoyance. This is how A.A. Schutzenberger describes them (A.A. Schutzenberger, 2001). The father leaves the boy when he turns six. The family history tells that his paternal grandfather was also left by his father and also at the age of six (A.A. Schutzenberger, 2001). A woman suffering from a genetically transmitted heart disease (her grandmother and great-grandmother suffered from this disease) decides not to give birth to her child, so as not to pass down the disease, but to adopt an orphan. She and her husband take a child from another part of the world, from India, into the family, in order to exclude any repetitions, but the child has the same disease as hers. "By chance, the child is operated on by the same surgeon, in the same hospital, on the same date as the woman herself was operated a few years earlier (the date of the operation is prescribed by the hospital administration)" (A. Schutzenberger, 2001). A woman with her four-year-old daughter has an accident at the same time of the year, on the same road where she with her parents had had a car accident at the age of four (A.A. Schutzenberger, 2001). As the author herself writes in comments to similar stories: "The unconscious has a good memory and, as it seems to us, it loves family ties and marks important events in the life cycle by repeating the date or age: this is the "anniversary syndrome" (A.A. Schutzenberger, 2001). Once, a representative of an old French family, de Mortelac, told Schutzenberger that one of the young children in the family inevitably died during the entire known period of this family's history, which dates back more than a thousand years. Moreover, the most frequent cause of death is drowning. Their surname translated from French is "death in the lake" (A. Schutzenberger, 2001).

During the execution in 1314, the Grand Master of the Knights Templar, Jacques de Molay, cursed those responsible for the destruction of the order and the execution of the Templars. All of them perished within a year: Pope Clement, Chevalier Guillaume and King Philip the Fair. The Capetian dynasty was rapidly dying out, just like their side branch, the Valois dynasty, and then their cousins the Bourbons. Almost all of them died a violent death. The last king of France, Louis XVI, went to his own execution to a guillotine from

the same prison and from the same door as Jacques de Molay four hundred and sixty-seven years ago. This was the thirteenth generation of kings after his execution (Schutzenberger A.A., 2001).

Schutzenberger has done a great job of analyzing the various fates and critical events in families. The provisions of her theory are very impressive and, at first glance, they are hardly believable, however, in her more than 70 years of psychological practice (she lived 99 years, died in 2018), she managed to collect extensive material, analyze and statistically process it, confirming the provisions of her theory.

There are many more examples from the works of A.A. Schutzenberger, or we can remember what we heard from others or read in literature and knew from world history. All of them shake to the core with their tragedy and inevitability. At the same time, they are an evidence of every person's connectedness with others, both within the family and nation, world, with events and experiences that do not concern us directly but obviously affect our fate and well-being. In a sense, intergenerational transmissions refer to Jung's idea of synchronicity. "Synchronicity indicates the parallelism of time and meaning (...) The only noticeable and provable connection between them (events) is the common sense or equivalence" (C.G. Jung, 1997). Jung reminds us of Leibniz's idea of pre-established harmony and reveals the essence of synchronicity in acausal connections through conformity, mutual understanding and harmony. It is safe to say that the "randomness" of Jung's synchronicity found its by no means "random" justification in the concept of intergenerational transmissions.

The involvement of the individual in the context of relationships, the definition of the family as a self-renewing system, where the elements and relations between them are equally important, when it is understood as a single whole with its internal dynamics and circular causality - all this constitutes the idea of a systemic approach to understanding the family (O. A. Dobrodnyak, 2008). The American psychotherapist Virginia Satir is considered to be a pioneer of the systemic approach. She formulated the main provisions of this approach, which are relevant at the present stage of systemic family psychotherapy development - the existence of family rules, family myths, communication models both inside and outside the family, and most importantly, this is the idea that the system is always larger, than just the sum of the parts. An individual takes a subordinate position in relation to the system, which is always primary in relation to him/her (V. Satir, 1992).

The ideas of the systemic approach were developed by Ivan Boszormenyi-Nagy, who formulated another important concept for understanding the specifics of intergenerational transmissions. Family loyalty "presupposes social unity, which depends on the loyalty of the group, the loyalty of its members and on the thoughts, motivation of each member of the group as an individual" (A. Schutzenberger, 2001). We are talking here about the attachment of family members to each other, about the fact that everyone tries to be included, and actually has a secondary function relative to the system, along with other elements ensures its viability, often at the cost of their physical or mental health, and sometimes at the cost of their own lives. A related concept is family justice, which determines the events of life and the mental condition of the family system members, restoring the rights of one or another member or taking care of the safety of the system as a whole (A.A. Schutzenberger, 2001).

Intergenerational transmissions are a natural consequence of the systemic-integral approach to understanding a family and a person's place in it. Schutzenberger identifies two variants of intergenerational transmissions - intergenerational and transgenerational. The first variant is associated with direct communication of the previous and next generations. This is a natural and logical participation of parents in the lives of their children - direct transmission of family history, habits, rules, norms and preferences. What we call "to imbibe with mother's milk". Transgenerational transmissions are much more

difficult to evaluate and understand, since the influence is exerted beyond any participation of the older generation in the life of the younger one, moreover, this influence is often associated with stories that root back to distant times. Only meticulous work on the study of sociogenograms (V. de Golzhak, 2003), analysis of archival documents, psychological work to identify certain features of behavior, attitudes towards life and other people, unexplained coincidences or cases that determine fate, can help to realize those hypothetical past events that affect the present.

Some examples cited here from Schutzenberger's works illustrate sufficiently the appropriateness and importance of understanding the fact how much an individual is inscribed in the history of his family, implementing in reality the integral approach to understanding a human being. A family as a whole is always larger and more significant than a separate element, which in fact is a hostage of the family fate. However, we cannot assume that the whole is just the sum of the elements, since important aspects in the life of the clan are the relationships and events that happened among the representatives of this family. A family, a clan is always more than the sum of its parts, and each of the elements carries with it echoes of what happened many years ago. A human being is as a kind of fractal, which is fractally inscribed in the history of the world and the Universe, since the life of a particular family always takes place in the space of events of world significance (wars, migration of ethnic groups, genocide, catastrophes, and much more). We are only parts of a whole, which is always greater than the sum of its parts, and, accordingly, it determines the fate of the part.

At one of the seminars on psycho-genealogy, the authors met a Jewish woman who suffered from sterility. During the seminar, the analysis of her sociogenogram led to the conclusion that infertility was a defensive reaction that allowed her not to face the death of her children (since she would not give birth to them), - not to face the event that too often occurred in the history of her nation, the history of her extended family. Because they did not have strength to accept this pain in her family any more. It hurts too much, it is too hard, too scary to face it again. Better not to have it at all.

However, for scientific discourse, the natural question arises about the mechanisms by which transgenerational transmissions occur. Everything is more or less clear with intergenerational ones - direct communication, and accordingly, direct influence explains the transmission mechanism. However, how does it happen in cases when a child does not know his parents or when the fate of an ancestor who lived several generations before is influencing him/her?

The study carried out by scientists Brian Diaz and Kerry Ressler from the Emory University Medical Center in Atlanta is very interesting and suggestive (https://www.bbc.com/russian/science/2013/12/131201_genetic_intergenerational_memory?SThisFB&fbclid=IwAR2hFGg9C5iDpM43AhpmJIB1JQIPot4MDZOc6sOLqpvMg2ZaQ2UEzUTAk 2.12.2013). By making mice fear a certain odor, the scientists noted corresponding changes in the DNA structure in the areas responsible for their sensitivity to odors. Moreover, the offspring of "frightened" mice never directly faced the threat associated with smells and did not communicate with older generations who experienced the real fear; however, they showed persistent avoidance of the corresponding odors. Other American scientists from Rockefeller University of New York, Jacek Debiec and Regina Marie Salivan, conducted a research, in the course of which it was found that in the absence of a direct influence of the stress factor on the laboratory rats, but in the presence of it in their mothers, the cubs developed a negative stimulus response (J. Debiec and R.M. Sullivan, 2014).

Here is what A.A. Schutzenberger wrote about similar manifestations in humans, which were described as "cannonball syndrome": "During the terrible retreat from Russia (1812), the surgeons of the Emperor Napoleon noted a traumatic shock in soldiers who, barely missing death, felt the whiff of a cannonball that killed or maimed a friend or a

fellow-in-arms nearby (...) they were scared and cold to the core. It turned out that the shock wave that had touched them was also transmitted to some of their descendants - sometimes at certain periods of their life they become cold to the core or feel ailments, anxiety, throat cramps, nightmares ... "(Schutzenberger A.A., 2001).

4. Conclusions

All of the above reasoning makes us understand that each of us, being a part of the whole, taking our own natural place and creating a unique picture of this world in all its diversity, forms not only ourselves, our destiny, but also certainly affects those who are near and who follow us. The world is much more complicated than it seems to us at a certain moment of our studying it, from a certain angle of view. (Korobkina, T.V. 2016).

In conclusion, we would like to quote the words of Ken Wilber, which invariably touch the heart and direct our thought to the perspective of integral understanding of consciousness, personality, family, society and the world as a whole: "To understand the whole, you need to understand the parts. To understand the parts, you need to understand the whole. This is the circle of understanding. We move from a part to the whole and back again, and in this dance of comprehension, in this amazing circle of understanding, we awake to meaning, value and vision: the very circle of understanding guides our path, tying together the pieces, tightening the gaps, mending the broken and distorted fragments, and illuminating the further path - it is an amazing movement from the part to the whole and back, in which each step is marked with the seal of healing and blessing of a reward "(Wilber K., 2002).

Intergenerational transmissions are a phenomenon that inevitably determines the connectedness, integrality, fractality of the world order and the human being in it. Being a part of integrality, and being subordinate to it and determined by it, nevertheless, a person influences it as strongly as it influences him/her. Connectedness and indissolubility, interconditionality are the foundation of life.

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ONLINE TECHNOLOGIES AS A BASIS OF DIGITALIZATION OF POLY CULTURAL FOREIGN LANGUAGES TEACHING

The relevance of the problem under study is due to the modern requirements of educational practice for the use of Internet resources and online technologies, which are the basis for the implementation of the digitalization process of teaching foreign languages. The purpose of the article is to examine the linguodidactic potential of online technologies in the process of digitalization of multicultural teaching of foreign languages. The leading approach to the study of this problem is multicultural. The article deals with main problems of modern theory and methodology of using online technologies in the process of digitalization of foreign language teaching. The authors make a special scientific perspective on the positioning of the multicultural basis of modern teaching of foreign languages. Much attention is paid to considering the linguodidactic potential of some online technologies as a basis for teaching foreign languages in the context of digitalization, in particular: case technology, e-mail projects and Skype technology. The materials of the article can be useful in designing the educational process for teaching foreign languages using digital educational resources and online technologies.

Keywords

Digitalization, polycultural foreign languages teaching, online technologies, case technology, e-mail projects, Skype technology

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1. Introduction

1.1. Urgency of the problem

The main challenges of our time in relation to the education system are the requirements for its innovative scientific and educational potential, the importance of

education for the progressive development of the country and its high positions at the international level. Modern processes of globalization, taking place in all spheres of public life, actualize its aspects related to the expansion and strengthening of international interaction of various countries, people and, undoubtedly, their cultures, provided that a foreign language culture is taken into account in terms of the totality of manifestations of human activity, relating to all areas of life. In this regard, the resolution of the problems of intercultural communication is impossible without the context of interaction and the influence of cultures.

1.2. *Explore Importance of the Problem*

The development trends of modern society testify to the constantly expanding international cooperation in various fields. The educational paradigm takes into account these trends and gradually changes the requirements for the education system, including foreign language teaching.

The priority goal of polycultural languages teaching at the present stage focuses on its intercultural aspect, teaching not only language, but also culture. The concept of intercultural communication is considered today from the standpoint of the linguistic and cultural methods of teaching languages.

2. Materials and Methods

2.1. In recent years, the tendency towards the transition from the communicative approach to its variety - the interactive approach (research by N.V. Bagramova, B.D. Parygin, R.P. Milrud, etc.) has been increasing in the methodology of polycultural teaching of foreign languages. Some methodologists put the interactive approach on a par with the communicative one, believing that “the interactive model of language acquisition presupposes that learning takes place directly in the process of participation in language acts “speech events”. Therefore, the question of using Internet resources in the structure of the modern educational process becomes more acute. It is impossible to do without such well-established components as a textbook, blackboard, notebook, etc. Internet resources make it possible to transform these components, supplement them, and extrapolate their capabilities to the learning process.

Methodological Framework.

Optimization of polycultural foreign languages teaching is considered in modern scientific research (*Bulankina, 2008; Khalyapina, 2006*) as a natural, logical stage in the development of methodological science, involving the search for an integral system of measures to create optimal conditions for training, education, development of students in the process of learning a foreign language.

Optimization in a generalized interpretation means choosing the best, most favorable option from a variety of possible conditions, means, actions, etc. Extrapolation of this concept into the field of education leads to its understanding as a procedure for choosing such a methodology that would guarantee the achievement of the best results with minimal resource consumption on the part of the teacher. In this case, it is important that the optimization of learning is achieved not through the implementation of the most effective or innovative method, but through the scientifically grounded choice of one of the possible teaching methods by the teacher (*Shlyapnikova, 2011*).

2.2. *Theoretical and empirical methods.*

While modeling the digitalization process of polycultural foreign languages teaching in its main aspects we used such **methods**:

Theoretical methods: a) analysis of normative documents on education was used to justify the urgency of the problem and determine the legal possibilities for its solution; b) the theoretical and methodological analysis allowed to formulate the key initial positions

of the research; c) system analysis was the basis for a holistic review of the problem.

Empirical methods: a) generalization and analysis of effective international experience and practice of domestic and foreign higher schools in the modeling strategies of digitalization; b) the focus group method was used to elucidate students' attitudes towards the formation of polycultural competences on condition of modeling digitalization.

3. Results

3.1. Use of Internet resources

One of the most promising options for optimizing the process of polycultural foreign languages teaching is, in the opinion of many researchers, the use of Internet resources, which are quite harmoniously "woven" into the methodological concept of the lesson and allow the teacher to carry out both educational and monitoring activities. At present, the sites contain quite detailed developments of fragments of foreign language lessons using the Internet. The methodological value of Internet resources in teaching a foreign language lies, first of all, in the creation of conditions (informational and technical) for communication with a partner located remotely. Modern means of communication provide really wide opportunities for communication at an intercultural level.

The terminological apparatus of the methodology of polycultural foreign languages teaching associated with the sphere of introduction of modern Internet technologies is being replenished and improved rather quickly, which explains the fact that in modern scientific research, authors use different terms to denote the same concepts and phenomena. The most common term in scientific literature is the term information and communication technologies (ICT), which is interpreted as a complex of forms, methods, techniques and methods of teaching foreign languages, which are implemented on the basis of using the Internet. The didactic component of this concept means the Internet and includes two main components: forms of telecommunications and information resources (Internet resources).

The most common forms of telecommunications include e-mail, chat, forum, video, web conferencing, etc., which are becoming the subject of numerous studies (*Strokan, 2017; Sysoev, 2009*), devoted to the use of various forms of telecommunications in polycultural teaching a foreign language. Internet resources are a complex of integrated hardware and software, as well as information content, which is intended for placement or publication on the Internet and may contain information in text, graphic and multimedia form.

Internet resources as a teaching tool, used for didactic purposes, imply the development of appropriate educational and methodological support in the form of a set of tasks, exercises, quizzes, tasks, etc. The use of Internet resources in the educational process contributes to the development of the cognitive activity of students and the achievement of the main goals of teaching the subject.

Internet resources that are supposed to be used in polycultural foreign languages teaching contain text, audio and visual material on various topics in different languages. In order to assist students in orientation in the search and productive use of information to meet educational and professional interests and needs, special educational Internet materials are being developed, the main functional purpose of which is didactic support of students' work with Internet resources.

It should be noted that the educational potential of Internet resources in teaching foreign languages lies in the emergence of an additional opportunity to create an information learning environment, which contributes to the formation of basic competences in the field of foreign language proficiency, including the socio-cultural

competence of schoolchildren. The use of Internet resources in the educational process creates unique conditions for acquaintance with a different linguistic culture and its main components, which is not always guaranteed by textbook materials. At the same time, a foreign language acts as the main means of education and self-education.

Internet resources are the basis for creating an information-subject environment, education and self-education of schoolchildren, to meet their personal interests and needs. At the present stage of polycultural foreign languages teaching, which is implemented using a wide range of Internet technologies, the need associated with the design and development of new educational Internet materials is actualized (*Makarova, 2013*). They can be considered as an analogue of traditional printed textbooks, provided that the main criteria for assessing their quality and taking into account the level of schoolchildren's education are observed. Therefore, at the present stage, it is more reasonable to position the use of Internet resources in integration with traditional printed educational publications without building a hierarchical relationship between them.

3.2. *Online technologies*

Modern online technologies make it possible to effectively supplement the process of polycultural foreign languages teaching at all levels. These technologies open up great opportunities for information retrieval, project development, and intercultural communication.

Online learning is a way to organize the process of self-study of educational materials using an educational environment based on Internet technologies, learning using the Internet and multimedia. Online learning includes not only taking courses on special platforms, but also any perception and use of online information. This is the most widespread form of distance learning at the present stage of development. Any training, including online training, is implemented using appropriate methods and technologies [4]. In distance learning, various types of specialized educational technologies are used: cases (analysis and solution of practical situations), Internet technologies, telecommunication technologies, etc. Let us briefly consider each type of online technologies.

Case technology is a distance learning technology based on providing students with information educational resources in the form of specialized sets of educational and methodological complexes designed for independent study using various types of information carriers.

Internet technology (network technology) is a distance educational technology based on the use of global and local computer networks to provide students with access to information educational resources and to form a set of methodological, organizational, technical and software tools for the implementation and management of the educational process, regardless of the location of its subjects

Telecommunication (information and satellite) technology is a distance educational technology based on the use of primarily space satellite data transmission and television broadcasting, as well as global and local networks to provide students with access to information educational resources presented in the form of digital libraries, video lectures and other means learning.

In the process of teaching foreign languages, online technologies are implemented using the following means and forms: synchronous (Skype, video technology, voice chat, videoconference, on-line testing, etc.); asynchronous (forum, email, personal web page, web quest, blog, etc.).

The methodological value of these online technologies in teaching foreign languages lies in the following characteristics: 1) interactivity, which means the ability to compose dialogical speech and self-assessment; 2) independence, assuming the same opportunities during training; 3) authenticity implies that online technologies provide an opportunity

for various types of activities: the perception of speech and culture; 4) adaptation, which means adaptation to the level of development of each student.

E-mail projects

The essence of e-mail projects is the exchange of information on specific topics of projects with native speakers from around the world; conducting a dialogue with a representative of a foreign language culture; using the possibility of fulfilling project assignments of a communicative orientation by means of e-mail (*E-mail project, 2020*).

As a rule, e-mail projects are carried out with the participation of a group of students from different countries, for whom the applied language is foreign or native. The benefit of such a project lies in the fact that students use their language knowledge, engage in dialogue with actual language partners, provide their classmates with the necessary information and discuss topical issues of our time and receive an assessment for this. It follows from this that students are more responsible in writing texts. Due to this, they increase their motivation to further learn the language and expand their vocabulary. The main means of organizing project work within the framework of an e-mail project is e-mail, which is aimed at the development of written speech, and from this position the ability to "negotiate", namely, "the formation of a culture of communication" can present a certain difficulty.

The tasks of e-mail projects include: striving for self-education, as well as the development of cognitive interests among students; developing students' skills for independent research of the necessary information, its processing and rational use; creating an authentic language environment based on intensive communication with native speakers and setting the task of forming the need for learning a foreign language; increasing the level of knowledge of students on the subject.

The basis of the e-mail project is the focus on the formation of such skills and abilities as: the use of ICT and the Internet for correspondence with foreign citizens; work with a dictionary and various reference books; search, selection, analysis and processing of information; observance of the rules for writing letters: greetings, appeal, questions of interest and wishes; obligatory feedback to the questions received from the correspondent; design of the final results of the project using various multimedia tools; public presentation of the results of project work.

Pen partners can be found by means of:

1. application with a corresponding request to the EPALS Global Community (www.epals.com), offering the establishment of correspondence for various purposes: to carry out joint projects, discuss pressing problems, conduct discussions between entire classes;

2. going to the Intercultural E-Mail Classroom Connections - <http://www.friends-partners.org>);

3. visiting the E-mail for ESL / LINC Students home page. It offers help and instructions on using e-mail, free access to e-mail, helps to find penpals, offers participation in pair and group projects, and, in addition, offers links to all kinds of useful resources.

Skype technology

A lesson with the use of Skype technologies acts as a form of organizing the process of learning a foreign language, which allows you to master a foreign language under the guidance of a qualified teacher. This technology of learning foreign languages has a number of advantages: the versatility of the training schedule; no compulsory attendance of an educational institution; saving money; interactivity of training, namely the ability to communicate via the Internet with a real teacher and students; the possibility of training for children with disabilities.

The use of Skype technology expands the possibilities of modern education and makes it more effective and interesting. Including Skype in the process of a lesson with a

native speaker, you can solve the following problems (*Teaching English, 2020*):

- 1) improve students' pronunciation and listening skills;
- 2) develop the intercultural competence of students;
- 3) create real situations of communication with representatives of foreign-speaking countries;
- 4) set up a lively contact through a dialogue with a representative of another nation, and therefore a different mentality;
- 5) overcome the language barrier;
- 6) get acquainted with new traditions, customs and customs.

Conducting a lesson using Skype technology requires careful preparation by the teacher, students and native speaker. During this lesson, students gain networking skills through face-to-face communication. The use of such programs and information and communication technologies in the educational process allows you to diversify the lesson, increase the motivation of students to learn the language and show students the practical significance of the subject "Foreign language" (*Ermolova, 2011*).

The main communication capabilities of Skype technology are: video calls to users of the Skype network; text chat; the ability to create voice and text conferences; formation of interest groups. In the educational process, the use of Skype technology is possible for carrying out: individual and group lessons; consultations; elective courses in a foreign language; webinars; audio / video conferences and teleconferences.

Despite the obvious advantages, communication via Skype is associated with a number of difficulties: possible technical problems (distortion of the quality of image and sound transmission, feedback with interference, etc.); background noise; fluent speech of the interlocutor; strong accent; the presence of unfamiliar words and complex grammatical structures; lack of experience in communicating with native speakers (*Goroshko, 2010*). Skype conferences with students (teachers) from other countries, held in a foreign language, create authentic conditions for communication, as well as help to remove the language barrier and encourage the use of the language, which undoubtedly contributes to the formation of intercultural competence of students.

In the process of communicating via Skype, students from different countries who study the same foreign language communicate with each other on a specific topic. Teachers, who act as organizers of the Skype conference, agree in advance about the upcoming conversation, namely about the time, conditions, topics of the conference. For example, the international community of teachers - "HLWSkypers", who use Skype technologies in the classroom and in extracurricular activities, helps to find Skype partners, take part in Skype conferences with students and teachers from other countries (USA, Austria, Germany, Australia, etc.).), discuss the details of projects and possible difficulties that arise when organizing work.

When introducing Skype technology in a foreign language lesson in the form of a Skype conference, it is necessary to: make a test call, determine the noise level and the specifics of organizing the conference; check the image quality. If the communication level allows, then output the image and sound, or only sound if the quality of the connection is poor.

The placement of students during the conference should be organized so that it is convenient to present the prepared project and it is easy to change places for the speakers, and the audience can hear and see both sides perfectly. In order to avoid subjective problems, especially with novice students (who have never participated in Internet conferences with foreign peers), it is advisable to start a Skype conference with careful preparation. The organization of work with newcomers is as follows: a well-developed topic; prepared educational stories for performance, removal

of emotional stress, excitement. If these conditions are met, the organizational process and the implementation of Skype conferences will bring a charge of positive emotions and high efficiency.

4. Conclusion

Modern online technologies represent an effective basis for the implementation of the main strategies for the digitalization of language education. The process of digitalization of teaching foreign languages based on a polycultural approach is implemented taking into account the specifics of new online technologies. The most promising of them are case technology, e-mail projects and Skype technology.

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**APPLICATION OF ADVERTISING TACTICS THROUGH A HIERARCHY
OF NEEDS IN THE ENGLISH LANGUAGE
(ON THE EXAMPLE OF ENGLISH INSTAGRAM POSTS)**

The relevance of the research is explained by the need for the constructive application of advertising tactics to ensure the effectiveness of Instagram advertising. The purpose of the article is to consider English advertising Insta-posts through a hierarchy of needs. The leading approaches to the study of this topic are structural-semantic and functional-communicative. The authors give the typology of the most popular Insta-topics relying on the number of publications with the relevant hashtags on the basis of the hierarchy of people's needs. A correlation between Insta-topics and the hierarchy of basic needs by Maslow is drawn in the paper. There are distinguished a number of key functions of advertising posts, discussed advertising formats. The authors reveal how advertising employs a hierarchy of people's needs to become more efficient and close to the target customers. In conclusion tactics used in advertising posts of the social network Instagram depending on the hierarchy are presented and the explanation of the tactics used is drawn. The article may be useful for philologists, linguists, marketers and advertisers.

Keywords

English advertising posts, Instagram topics, communication, hashtags,
hierarchy of people's needs

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1. Introduction

Advertising helps to inform customers about the brands available in the market and the variety of products useful to them and it can even create a demand for a required product group (*Sachin, 2019*). As Dr. R. Kannan and Dr. Sarika Tyagi stated in their article: "Advertising is for everybody including kids, young and old", it is done using various media types, with different techniques and methods most suited (*Kannan; Tyagi, 2013*). That's why the study of methods and techniques of advertising has attracted linguists, philologists and marketers for many decades. G. Cook in his work "The discourse of advertising" paid attention to the fact that "in contemporary society, advertising is everywhere. We cannot walk down the street, shop, watch television, go through our mail, log on to the Internet, read a newspaper or take a train without encountering it" (*Cook, 1992*). Thus, being a part

of our everyday life it employs more and more sophisticated strategies and tactics to get people's attention and to attract the target audience. To pay attention to the basic people's needs is one of the tactics that advertising uses on the social network Instagram appearing in the posts dealing with the topics that are urgent and basic for people.

1.1. Importance of the Problem

The problem stated in the article is what tactics Instagram advertising posts based on the hierarchy of people's needs have. Being one of the tactics of the influence, drawing attention to the needs of people is characterized by its own linguistic features that play a crucial role in the advertising campaign on the network.

1.2. Status of the Problem

Studying these features helps to systematize the posts presented on the network from one more aspect and thus, to make a language picture of the social network Instagram described in more detail.

2. Materials and Methods

2.1. Tasks of the study

The purpose of our paper is to study the Instagram advertising posts, their systematization from the point of view of the hierarchy of the people's needs dealt in them. For this purpose, the following tasks were set: to make up a topology of the Instagram topics on hierarchy of people's needs, in accordance with the topics to consider how advertising employs these tactics to become more effective and attractive for the users through certain linguistic means used in the frames of the tactics; to define the key functions of Instagram-advertising and advertising formats.

2.2. Methodology

Theoretical and methodological basis of this work relies on the works of G. Cook, K. Emma McDonald, M. Byron Sharp, Clark Jon, R. Kannan, S. Tyagi, M.F. Masgutova, M.N. Tlyaumbetova, M.V. Zagidullina and others which are dedicated to the study of the advertising discourse and its peculiarities from the point of structural-semantic and functional-communicative approaches. The study is based on the principles of the semantic structure analysis with the elements of the pragma-linguistic analysis. There are also used other methods such as descriptive (material compilation, its processing, interpretation and generalization), contextual analysis and semantic analysis.

3. Results

Instagram is a quick-to-share platform. You may not have a writing talent but just take nice pictures and share them with your followers adding some hashtags for better searchability. So a lot of sellers take advantage of that to market their business. Social media marketing (SMM) is becoming very popular today. It is a form of marketing that uses social networks as marketing tools. Depending on the type of the end-buyer companies/sellers have to take into consideration what marketing strategy to choose while creating the advertisement, so that the latter had the required effect on the target market. The aim of advertising is to encourage consumers to buy or use whatever the company is offering them.

There were developed several models that are widely used in advertising, such as AIDA, Rogers, Dagmar and Lavidge Steinet. They describe the steps or stages that occur from the time when a consumer first becomes aware of a product or brand to when the

consumer tries a product or makes a purchase decision. If we compare these models, they all have three things in common: Knowledge or Thinking, Emotions or Feelings, Behavior or Acting. So good advertising and marketing should always take into account these three aspects in the human behavior. It is proved by Emma K. McDonald, Byron M. Sharp (2000) in their study state “Brand Awareness Effects on Consumer Decision Making for a Common, Repeat Purchase Product: A Replication” that consumers try to minimize the effort and time they are spending when making a decision, and use the knowledge of brands as a heuristic rule. Brand awareness affects the choice of the buyers, they think that “I’ll choose the brand I know”, “I’ve heard of the brand, so it must be good” (McDonald; Sharp, 2000).

Communicative exchange is a necessary condition of a human sociability (Zagidullina, 2017). So Instagram fulfills different functions:

- providing information about different events, shows, services and products;
- news-making;
- communication-stimulating;
- showing-off;
- educating;
- promoting;
- advertising.

Instagram users want to read the most exciting and interesting posts for them. Having analyzed the data, we found out that the most popular topics in the English Instagram are *fashion, beauty blogging, family, healthy lifestyle or sport, travelling, food blogging and advertising*. It is interesting to note that these topics reflect some basic needs of all people, corresponding with the hierarchy of needs offered by Maslow (table 1). He said that human needs are arranged in a hierarchy. “It is quite true that man lives by bread alone – when there is no bread. But what happens to man’s desires when there is plenty of bread and when his belly is chronically filled? At once other (and “higher”) needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still “higher”) needs emerge and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative prepotency” (Maslow, 1943).

TABLE 1. - Hierarchy of needs vs Instagram topics

Hierarchy of needs	Most popular Instagram topics
Physiological needs - these are biological requirements for human survival, e.g. air, food, drink, shelter, clothing, warmth, sex, sleep.	food blogging,
Safety needs - protection from elements, security, order, law, stability, freedom from fear.	job, work, employment,
Love and belongingness needs - after physiological and safety needs have been fulfilled, the third level of human needs is social and involves feelings of belongingness. The need for interpersonal relationships motivates behavior	family, family relations, children, love
Esteem needs - which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige).	beauty and fashion, healthy life style and sport, advertising,
Self-actualization needs - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. A desire “to become everything one is capable of becoming” (Maslow, 1943:6).	traveling/ discovery art,

We have made a typology of Instagram posts and identified the most popular Insta-topics, depending on the number of publications. A hashtag will be a quantitative indicator of the popularity of Insta-posts. A hashtag is a key word or a figurative, aphoristic phrase

that brings together messages, devoted to the same topic. Hashtags act as hyperlinks clicking on which the user finds similar publications on the topics that are interesting for him: #adventure #pressday #bodywear #teamwork #lingerie #streetstyle #howtostyle #fitness #yummi #howwasyourday. It is a kind of a non-moderated invitation to the discussion and therefore the same hashtag can be used for different purposes implied by the users.

Depending on the target market all the variety of Insta-posts can be grouped into the following topics:

food (#food - 395 mln, #foodporn - 232 mln, #foodie - 156 mln, #foodphotography - 59 mln, #foodlover - 43,3 mln, #foodblogger - 44,5mln);

family, family relations, children, love (the number of publications in the English Instagram with the hashtags #love - 1,8 bln, #family - 362 mln, #familytime - 52,7 mln, #wedding - 182 mln, #weddingdress - 35,6 mln, #weddinginspiration - 20,4 mln, #husband - 12,4mln, #wife - 10,5 mln, #mylove - 66, 4 mln, #myloveaffairwithdiamonds - 18,6 mln, #relationshipgoals - 16,3 mln, #child - 30,9 mln, #children - 30,9 mln, #kids, #kidsparty, #kidsmodel is 113 mln);

job, work, employment (#job -22,6 mln, #work - 162 mln, #workworkwork - 3,8 mln, #workinprogress - 16,9 mln, #lovemyjob - 24,6 mln);

travelling / discovery (#adventure - 103,3 mln, #adventuretime - 13,4 mln, #nature - 538 mln, #naturephotography - 116 mln, #travelgram - 126 mln, #travel, #travelling, #travelholic, #travelblog, #travellife - 413 mln); art (#art - 660 mln, #artist - 192 mln, #artlovers - 10,3 mln, #story - 11,1 mln);

beauty and fashion, healthy life style and sport, advertising (#beauty 387 mln, #beautiful - 666 mln, #fitness - 399 mln; #sport, #sports, #sporty, #sportcars, #sportscar, #sportlife, #sportswear, #sportsman, #sportster, #sportday - 94, 9 mln, #ad, #adver, #advertising 27,3 mln) (*Instagram, 2020*).

Judging by the number of hashtags the most popular topic is the topic of love. Love is associated with happiness, beauty and positive emotions by many people. Love is a versatile notion. It can be love to children, to friends, to parents, to husband or wife, to motherland, to job, to nature, to sport etc. The number of publications here is more than 1 billion.

All the mentioned Insta-topics can be encountered in different types of the advertising posts. So, the next question that we have to answer is what types of advertising formats are used in Instagram. J.Clark describes four main types encountered in Instagram:

1) Photo Adverts: Photo adverts allow you to tell your story in a clean and creative canvas, where photos can be in landscape or portrait format. These are also the easiest posts to get up and running, given it's a single image.

2) Carousel Adverts: These enable to create ads with two or more scrollable images or videos by creating different cards.

3) Video Adverts: These allow advertising with the use of videos or gifs. User engagement with videos are fast outpacing that of static images, so if branding or engagements are a key KPI, a video may be worth testing.

4) Stories Adverts: These are the newest form of advertising, giving businesses a platform to connect with over 250 million people using photo or video. It is, however, important to note that Instagram stories disappear from your feed and profile in 24 hours (*Clark, 2018*).

Some advertisers rely on stories advert and on a daily basis issue several stories a day, others prefer photo adverts. According to our observation most bloggers (opinion leaders: micro-influencers and macro-influencers) prefer stories adverts, large companies usually post either video adverts or photo adverts, but still there should be a balanced

combination of different advertising formats. The difference between business accounts and personal accounts lies in the intensity (number) of publication of this or that type of an advert. To make the advertising more audience oriented the advertisers define their audience and add certain parameters to the setting of their adverts, e.g. location, age, people who match (interests, behaviors etc.), placements etc.

The advertising styles on Instagram are also different. There are no limitations to the style used. It depends mainly on the target audience of the product or service and the advert can be presented in the form of narration, monologue or dialogue, (self) description, original style (jokes, language play, anecdotes etc.) The style works best in combination with the appropriate tactic. So let's consider main advertising tactics the marketers and sellers rely on in Instagram advertising. What is the difference between terms "strategy" and "tactics"? We use the definition of these notions given by Stan Mack (Mack, 2019). The terms strategy and tactics might seem interchangeable, but they refer to distinct elements of an advertising campaign. A strategy is a campaign's overarching plan, and the tactics are the specific means advertisers employ to meet the campaign's goal. To accomplish a strategic objective efficiently, advertisers must use a set of tactics suited to the task. In Instagram advertising we encounter such tactics (in terms of Masgutova, Tlyaumbetova) as tactics of argumentation, the tactics of obtruding one's opinion and the tactics of unification (Masgutova; Tlyaumbetova, 2018).

4. Discussions

The tactics of argumentation relies on explanations, definitions, appeals to the reader's opinion, call-to-action verbs etc.: *Events, fashion weeks, press days. You need to carry your phone all the time. What fits more to stylish outfits than these amazing phone cases and bags from our client @miamin_milano. Swing it! We are excited about the newest @commafashion collection pieces. To be active and flexible is more important than the perfect shape @fitx* (Esteem needs posts). *Lobster tail, filet mignon and shrimp skewers, fries, grilled zucchini and an extra 1/2 lobster tail because why not?* (Physiological needs). This tactics aims at persuading the potential customers to make an action or buy the product advertised.

The tactics of obtruding one's opinion is characterized by adjective word-combinations and words-intensifiers: *It's actually real and you'll be able to get your hands on one very soon #Edchup; Thanks @hvisk for the cutest white bag! Check out our latest collection called Journey. Chic, edgy and cool - the lights of EGLO can change the entire atmosphere. I wish you a beautiful weekend! Ugly is pretty again! The new KOBE and FLO sneakers @melvinhamilton are the perfect pieces for our street styles with @emvoyoe and its.alix. Bright, cool and fresh! The newest items @wetnwildbeauty are perfect for an outstanding make-up from Monday to Sunday. We welcome the awesome beauty brand in our agency* (Esteem needs posts). This tactics aims at attracting the attention of the customers to the products advertised by highlighting the competitive advantages of them.

The tactics of unification is realized by means of the pronouns we, our, nouns and verbs with positive connotation: *After a relaxing day there is nothing like the new refreshing zingy special edition ginger to refresh my skin #MakeYourSkinSmile; Gorgeous. Fresh. Ladylike. We absolutely love the new summer pieces; We had a fantastic time with these stunning ladies during our London visit with Olivia Burton (Self-actualization needs); Ride as much or as little, as long or as short as you feel. But ride with Kamal Pandey Kartikeya Raina (Self-actualization needs). Easy, innovative and stylish we love the new designs @mepaldeutschland for your kitchen or any outdoor*

activities (Esteem needs post). This tactic aims at creating a positive image of the products advertised.

In most cases all these tactics are used simultaneously to make an advert brighter, more outstanding and interesting for the potential clients.

5. Conclusion

Instagram advertising will continue developing. Surely, traditional marketing will still be used. To have a competitive advantage the companies should be on the same wavelength with their end-buyers and target audience, employing the idea of people's needs is very helpful in this. Though the world is constantly changing the hierarchy of human needs remains pretty the same which helps to influence people more successfully. To create a successful Instagram post the marketers should take into consideration what effect it will produce on the potential clients, what emotions and images it will arise and rely on a balanced combination of the advertising tactics. The advertising formats and styles used on Instagram are varied. There can be encountered stimulating advertising (to increase the number of sales), thematic advertising (added value to the product, long-term effect), direct, corporate (it's when not the product is promoted but the company), cooperative (when there are advertised several brands or products together), comparative and non-commercial advertising. Instagram adverts are all rich in various linguistic phenomena that are interesting for the research from both theoretical and practical points of view.

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