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# PSYCHOLOGICAL PRINCIPLES OF MODELLING OF EGALITARIAN AND EDUCATIONAL TECHNIQUES IN THE HIGHER SCHOOL OF UKRAINE

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## Annotation

An article is dedicated to the problem of modelling of the egalitarian-educational techniques in the higher school of Ukraine. The author's model is based on the leading ideas of humanistic psychology and pedagogy, the gender "matrix" of the national pedagogical heritage, student-centre approach, the integration of competent, person-oriented and gender-based approaches. Gender-educational technologies as an innovative system model of psychological and pedagogical support of professional formation of the future educator on the principles of gender equality (activity of gender-educational centre, schools of gender equality, interactive methods of social-psychological education, introduction of educational programmes, gender courses and modules in psychological disciplines).

**Key words:** egalitarian and educational techniques, gender discourse, egalitarian-educational environment, gender competences, higher school.

## Introduction

European integration as a new social reality requires a rethinking of the gender phenomenon in the systematic genesis of the educational and professional preparation, and forming a civic position of young generation. An important part of a modern teacher's professional training is to ensure that he or she is able to express him- or herself as a socially mature person, capable of performing his/her functional duties and reflecting on the controversial social processes occurring in Ukraine and in the world. It causes creating egalitarian and educational environment (non-discriminatory, health preservation, creatively and developing) on the principles of equity and parity of sexes, the personal and egalitarian approach in the context of the Concept of the New Ukrainian School, the Strategy "Education: Gender Dimension – 2030", etc. Therefore, finding the principal effective ways for creating a gender-equitable environment for children and youth is a challenge of the time to ensure a national mechanism of achieving gender equality as an indispensable condition for the observance of fundamental human rights and freedoms, building a society of parity democracy as a new paradigm of "a united community of equal rights people".

A gender misbalance, vertical-horizontal stratification is typical for Ukraine. The division of social life into "male" and "female" as the old paradigm of "male domination – female subordination" goes back in time, because of its inefficiency in its various life spheres, starting from the micro-level of the family and ending with the macro level of the occupations' division, leadership position, the ideology of the state.

The aim of national education is the priority of personal orientation in education, the development of the child as the subject of his own life, on a creative and self-sufficient personality, which corresponds to the formation of a creative, developing and non-discriminatory environment, in order to harmonize the personal, professional and civic growth of youth and building an open democratic society in Ukraine.

## 1. The analysis of recent research and publications

**1.1. Gender discourse.** Gender discourse is a new area of educational technology in schools and universities, which stimulates mental space to look for a cultural development in all participants of pedagogical interaction “parent – child – teacher”. It builds gender partnerships in humanization of social relations.

Gender asymmetry is observed in the “masculinization” and “feminization” of students’ society, which can be explained by the one-sided gender socialization of children and youth, a psychological pressure expressed by society, that imposes sexual stereotypes, the activation of anti-gender movements, the false spread of information online, at schools, in the streets about the gender equality. It proves the necessity to improve national gender policy and develop informational and educational spheres.

The main mission of a teacher is developing the ideology of equal rights and opportunities of all children regardless of their sex. The president of the National Academy of Pedagogical Sciences of Ukraine V. H. Kremen’ clarifies the concept “Child is in the centre” which means respect of the child’s personality, his/her individuality, creating the necessary conditions for formation and development of a child. This slogan should identify the activities of modern teachers in school and beyond” [5, p. 412-413].

It is known that the functioning of a gender constructs should be analyzed on egalitarian (partner) or dominant (traditional) sex-role models. An egalitarian (from the French “egalite” – equality) model of a gender is behaviour is popular in societies where equality of sexes, interchange ability, gender sensitivity and tolerance are promoted at all levels of socialization – from family education to the state ideology. The humanistic and existential paradigm in the analysis of gender development of person, describes the hierarchy of values and the orientation of his/her self-actualization as a representative of determined sex in various spheres of human existence (K. Woityla, A. Maslow, C. Rogers, V. Frankl).

Gender culture as the system of forms and methods of the organization of the educational process promotes the becoming of the personality of a woman and a man as even and equal in human rights creatures. Gender pedagogics in the context of the humanistic approach is a complex of knowledge and methodological approaches, directed at the acquaintance with basics of principles of the gender education which has to grade the influence of patriarchal stereotypes in favour of the individual way of the development of a personality [1; 2; 3].

The egalitarian socialization is congruent with personal-centred (non-violent) approach in education, as the most progressive and productive community of equal individuals of different sexes. In this sense the initial assumptions of personal egalitarian approach as a basic strategy of socialization and education cover the implementation of the idea of equality of sexes and their interchange ability; in determination of biological belonging of gender roles; approval of egalitarian ideology: gender competence as awareness of sex-role norms of conduct, gender sensitivity as means of creation conditions for the general development of the representatives of different sexes despite of gender stereotypes and prejudices, the ability to solve educational problems from the point of egalitarian gender ideology and gender tolerance as respect of fundamental rights and freedoms [8; 10].

**1.2. Methodology.** The ideological and theoretical basis of analysis of the question of the problem were the conceptual approaches of genetic, age and pedagogical psychology concerning the patterns of the personality development, his/her sphere of motivations and needs, systematic approach in the investigation of the subject of activity, which are discussed in the works of H. Ball, I. Bekh, V. Vasiutynskyi, T. Hovorun, M. Kimmel, S. Maksymenko, V. Tatenko, T. Tytarenko and other scientists. The identification such as emotional, cognitive and behavioral process of identification of oneself with meaningful others updates the mechanisms of mental reality of identity development on the level of individual and social consciousness which has both onto and sociogenetic roots.

The “gender matrix” of Ukrainian pedagogics is a basis for the recent standards of equality of both sexes; the formation of an egalitarian outlook of parents and teachers; the creation of a positive model of education of girls and boys. The famous Ukrainian teacher Vasyl Sukhomlynskyi said: “The education of true men and true women begins with the formation of their civil personality qualities” [9, p. 245]. These words is a guide to gender education of children and youth.

The conception of the investigation is based on the understanding of gender identity as the most important personal formation, the activity of the subject in mastering the cultural signs of the gender (the knowledge and beliefs) and the process of gender formation on an individual level (as the realization of something acquired) which manifests itself in different interactions, social representations effects and self representations (actions, sayings, evaluations, behaviour models etc.) [7].

As prof. M. Savchyn stated, “The task of the professional training of a teacher task of professional training of the teacher should be the systematization of knowledge, the extension of the professional information field, the development of the research orientation of the teacher’s personality, practically oriented nature of his/her activity” [6, p. 11]. These characteristics of the formation of professional consciousness will contribute to the fulfilment of its basic functions as: guaranteeing internal consistency; identifying the nature of the individual interpretation of the experience; set of expectations.

The aim the article is psychological principles of modelling of the egalitarian-educational techniques in the higher school; conduct a gender audit at the university; find out innovative methods of interactive learning and perspectives of gender trainings of gender competencies’ formation, egalitarian awareness and gender culture of students.

Psychological model demonstrates such principles of gender identity construction: interconnection and interrelation of social and psychological processes of sex-role self-identification on social and individual levels; behaviour differentiation based on individual’s sex; asymmetry; polarization-opposition; hierarchy; andro-feminocentrism or egalitarianism, sexism as a biased and stereotyped attitude; evident and “hidden” discrimination, gender stereotypes, etc.

Practical application of the model provides a possibility to assume that: the phenomenon “gender identification” is a universal mechanism of integration and differentiation of various identifications in the individual’s development ontogeny. This mechanism functions as an individual’s values and sense self-identification with representatives of the same sex, with the behaviour and performance of social and family roles typical of this group of people; sex-role identification is an index of personal maturity, a result of universalization and individualization of human values, equality, democracy, and humanism.

## 2. Basic material presentation

**2.1 Gender competence.** The professional formation of the future teacher, which occurs in the process of learning psychological disciplines, involves: 1) mastering professional competencies by students, which are based on psychological knowledge and psychological skills; 2) the development of their appropriate personal abilities; 3) the efficiency and effectiveness of teaching psychological disciplines is determined by the professional position of the teacher, the educational position of the student and the type of their interaction.

Higher pedagogical education requires the active interaction of the teacher and the student at the highest levels- personal-subjective and subject-subjective. A teacher deliberately actualizes the psychological and socio-psychological mechanisms of identification, imitation, self-regulation, empathy, personal decentralization, evaluation and self-evaluation, which mediate educational processes and sub processes.

Gender in the home pedagogical inheritance is the determination of equal participation of the sexes in the educational process, in the preparation for the realization social roles in the family and in the society, opportunities of achieving successes in any spheres of social vital functions. Gender culture as the system of forms and methods of the organization of the educational process promotes the becoming of the personality of a woman and a man as even and equal in human rights creatures.

Gender pedagogics in the context of the humanistic approach is a complex of knowledge and methodological approaches, directed at the acquaintance with basics of principles of the gender education which has to grade the influence of patriarchal stereotypes in favour of the individual way of the development of a personality. The essence of the gender competency orients a teacher at conducting of educational informational and practical work, directed at the theoretical and applied solution of the current problems of gender character. Pedagogical direction of the gender development means the promotion of the conscious self-determination of young people in the building of the parity intersexual relations on the basis of individual makings, interests and inclinations.

Gender teacher's knowledge includes the following ideas: bipolar construct of gender (polarization of masculinity-femininity as a rigorous definition of sexual roles in the patriarchal culture); androcentrism as a tradition of subordination of the female and domination of the male; egalitarian (partner) gender construct; sexism as a biased and stereotyped attitude; "open" discrimination as a practice of different educational programs for boys and girls; "hidden" discrimination as a model of the formation of gender stereotypes in the content of educational materials; stereotypical opinions about gender among teachers.

Gender competence ensures the success in both spheres - autonomous activity (give a sense of inner harmony), and the ability to build harmonious relationships with others, using gender technology for orientation in modern life. In turn, self-orientation of boys and girls is determined by gender issues: how to choose the right basis for the family relationships, which opportunities and limits has the traditional and egalitarian gender roles, the gender inequality may cause the refusal from the beloved profession, it may also cause the absence of the representatives from the demographic groups in leadership positions in the legislature, in politics etc. Gender competence may be named as "key competence", because it develops the ability of self-realization and self-improvement, the ability to build partnerships, to be competitive in the market, to maintain the democratic principles in the private and social life.

**2.2 Gender audit.** The system of high education is an important agent of gender socialization of young people, which can be built on the principles of gender parity, or, vice versa, contains some forms of gender inequality. Therefore, the project "Gender mainstreaming in higher educational establishments of Ukraine" and its implementation were positively perceived by the administration of the university, because gender audit allows to explore the compliance of the principles of gender equality in the university and determine the ways of implementation of gender-sensitive technologies in the practice of high school in order to create egalitarian personality of future teachers and gender culture of students.

The goal of gender audits (G. A.) is analysis of the universities in gender discourse of public policy. The survey includes: 130 teachers (64 women and 66 men) and 298 students (180 female students and 118 male students).

In the research we were interested in the dynamics between professional and private spheres for young men and women in the image of future. It was discovered that young men are oriented on building their career in identification of the future I to a greater degree, while young women show greater dependence on the domestic sphere. Both in the I-present and in the I-future the dominant tendency is professional activity for young men and domestic activity for young women.

Gender social modelling has been revealed in stereotyping of thinking and conscience of sex and age samples concerning different spheres of activity and choices of occupations, building up a career and its connection with family roles, prestige and social status etc., which is a confirmation of existing phenomena of "glass ceiling", "dual employment", and inferiority position of female faculty. The gender imbalance is manifested in "masculinization" and "feminization" of students body (the significant predominance of female students (28,6%:15,5%). The subsequent career according to students' sample is directly divided into traditionally "female" and "male" that do not promote the development of the subjectivity of a person, his/her creativity and competitiveness, successful self-realization.

In particular, more skeptical attitude of male faculty to equality of sexes has been noted; validation of a problem of inequality by biological, innate peculiarities of sexes; predominance of androcentrism in communication that leads to gender insensitive attitude in subject-subject interaction on all levels of higher educational institution, inadequate analysis by the youth and staff of the educational institution of gender discrimination practices (nearly half of the male respondents pointed out indulgent and patronizing attitude of faculty to female students, less exacting and more friendly attitude to them. Almost equal number of male and female respondents has pointed out more benevolent attitude to male students at university. That is, in their opinion, connected with feminization of academic groups and special attitude to considerably smaller number of boys [10].

**2.3 Educational program “Gender culture of youth”.** Considerable experience of studying gender problems and familiarization with the best educational practices of foreign countries have given the opportunity to form our own vision as to further institutionalization of gender and educational mechanisms in the national school. In the process of the activity of the Scientific Research Centre of the Problems of Gender Education and Upbringing Pupils and Students of NAPS of Ukraine – TNPU by Volodymyr Hnatiuk gender ideology of educational practice as a strategic direction of the state policy of egalitarianism are developed and experimentally substantiated; gender education standards are implemented; methodological principles of person egalitarian approach as a leading mechanism of gender self-determination is formulated; the ways of implementation of gender approach in the socio-humanitarian space “educational institution – family – community” are revealed; gender-sensitive programs of social partnership is implemented; gender and educational technics as an innovative system of psychological and pedagogical support of sexual sociality of children and youth are developed and tested; the social-pedagogical mechanisms of preparation of youth training for the creation of an egalitarian family and responsible parenting is deepened; student’s research works are presented at the Ukrainian competition on the topic “Gender Studies” [2; 4].

The activities of the School of Gender Equality (SGE), established at the Centre for Gender Studies TNPU, named after Volodymyr Hnatiuk, became the basis for development of comprehensive educational program for youth “Gender culture of youth”, namely:

- to develop fundamental and applied gender studies;
- to apply gender and education-oriented technologies based on the concordance of the principles of progressive ethno-cultural traditions of the person-centred and egalitarian approaches;
- to develop and improve gender standards in education;
- to study the methodological bases of youth gender competencies formation as a peculiar system of gender knowledge and practices adequate to sex parity principles in the context of modern European integration processes;
- to expand the network of gender-oriented educational establishments and public organizations on the regional, national and international scales;
- a systematic module of gender enlightening of teaching staff, different forms of developing and correctional work with students, parents, teachers have been developed and implemented in educational establishments of different levels.
- to promote the activities of legislative and executive authorities in the state gender policy;
- to prepare young Ukrainians for family life and responsible parenthood.

**2.4. Gender training.** The content, methods and techniques of developing subject-oriented gender and educational technologies contribute to the formation of egalitarian views on the relationship of sexes, the advocacy of civil rights through gaining gender knowledge, including them in the analysis of common search of arguments, personal judgements in favour of egalitarian orientations. Based on the extensive experience of organizing educational work at the School of Gender Equality, we focus on the content of individual training units:

1) *"I am a young man, I am a girl, I am a person"* for expanding the sphere of self-awareness through actualization of self-observation, self-knowledge, self-examination and self-understanding, development of self-regulation skills, self-control for acquiring an adequate gender identity. The exercises of this unit ('Self-Declaration', 'My Strengths', 'Meetings of Sub-personalities', 'Fight with Dragon', 'My Coat of Arms') help to realize own personal self-worth regardless of gender, as well as awareness of the possibilities and abilities that together compose one unique personality.

These exercises teach the art of self-observation on various hypostases of my Inner I: on body senses, emotions, feelings, desires and thoughts. Exercise 'Self-identification', 'Peeling the onion', 'Know Your Self' create conditions for deep penetration into one's Self, encourage meaningful self-development as a way of harmonizing the external and internal Self, finding the meaning of own life, realizing personal freedom, defining oneself as a self-value in the world.

2) *"Fundamentals of gender culture"*. The purpose of the unit is to get acquainted with the definitions 'sex' and 'gender', social and psychological mechanisms of formation of the personality of women and men as different biologically, but equal in social terms of individuals. The exercises of this unit ('The suitcase with the qualities of the woman and the man', 'It's Good to be a woman / man', 'Me and my gender roles: yesterday, today, tomorrow', 'Take a position: sex or gender', 'Iknih – Iktivloch', 'Studio of design', 'From the world of women / men to the world of androgynes') develop the skills of isolation and analysis of positive qualities that are necessary for a self-sufficient person, regardless of their sex; promote awareness of their own gender position in professional and personal development; create conditions for a critical analysis of manhood / femininity standards.

3) *"Gender stereotypes: from realizing to overcoming"*. The purpose of the unit is to understand the nature of gender stereotypes, the isolation of their types and understanding how deep they have penetrated into various spheres of human activity. The interactive activities are dedicated to the analysis of gender stereotypes and ways to mitigate / overcome them are devoted to the 'Twins', 'Truth and myths in the evaluation of men and women', 'Is this child a boy or a girl?', 'A Price of a stereotype', 'Struggle against Stereotypes', 'Loan from a woman / man', 'AttachviD and AtypolX', 'Projective technique The Planet', 'Two worlds in one', 'Gender expertise in action'.

4) *"No – the manifestations of individual, social or institutional sexism!"* The unit is aimed at the recognition of sexual prejudices as the preconditions for sex discrimination, recognition of manifestations of sexism at different levels: individual, social (ot the school level, university, work, mass media), institutional (on the level of society) and three varieties: hostile, ambivalent, patronizing. Interactive activities 'Associations', 'Sexism is a child of stereotype and father of discrimination', 'Be alert: SEXISM!!!', 'The Face of Sexism', 'Sexism in Action', 'Sexual Guides in Jokes', 'Advertising and Sexism', 'Overcome language sexism', 'Find and recognize'.

5) *"Gender and professional career"*. The purpose of the unit is to form ideas about the gender-specific characteristics of professional and career development of the individual, the link between female and male roles and the labour market, the promotion of an unbiased attitude to the development of women's professional careers and understanding of the unproductive principle of sex segregation of jobs. To help to solve these issues we have developed interactive activities 'The Tale about the Boy Mykolka', 'The world of professions: a look through gender glasses', 'Gender and labour market', 'Why are the male/female wages different for one job?', 'Just a mom', 'Woman engineer: for or against', 'Woman in military form – is it a rule or exclusion?', 'Gender asymmetry in the names of professions', 'Causes-consequences-solutions'.

6) *"Assertiveness as the optimal strategy of gender behavior"* to develop skills of being a confident and independent personality, making a conscious choice, defending one's rights without violating the rights of others. Assertiveness as internal self-confidence, a special strategy of acceptable behaviour within the framework of interpersonal communication is formed during the interactive activities 'Me and the others', 'A Journey through Passivity-Assertiveness-Aggressiveness Stations', 'Behaviour Strategies in Conflict Interaction', 'Say No', 'I develop Self-assertiveness (based on Rosenzweig's drawing test)'.

7) “*Gender parity is to be!*” is developed to search for internal and external resources aimed at establishing gender equality, updating one's own life experience, developing a large-scale approach to solving the problem of gender equality in society. Interactive activities ‘Rainbow of gender equality’, ‘Assistants and barriers to gender equality’, ‘Gender glasses’, ‘Becoming a gender expert’, ‘Tree of Gender equality’, ‘Gender parity is to be: development of a large-scale social project with the following units ‘Gender and Power’, ‘Gender and Legislation’, ‘Gender and Economy’, ‘Gender and Media’, ‘Gender and Civic Organizations’, ‘Gender and Religion’, ‘Gender and Family’.

In the course of gender trainings, which are conceptually, logically, thematically and structurally related classes, participants have the opportunity to acquire new knowledge, to evaluate their attitudes, ideas and behaviour critically in order to correct and update them, modify or enhance the scale of assessments and values, show their abilities, demonstrate strengths of the personality, receive recognition and support from other participants and the coach.

## Conclusions

Call of time requires the modernization of high education, the social-pedagogical mechanisms of preparation of youth training, development and implementation of gender-education technologies as psychological and pedagogical support of gender socialization of youth, aimed at personal development and gender equality.

The gender competence of a psychologist and a teacher is a kind of professional knowledge that determines their position in theoretical, methodological and practical professional activities. Gender competence ensures the success in both spheres – autonomous activity and the ability to build harmonious relationships with others, using gender technology for orientation in modern life.

Gender audit allows to explore the compliance of the principles of gender equality in the university and determine the ways of implementation of gender-sensitive technologies in the practice of high school in order to create egalitarian personality of future teachers and gender culture of students.

The development and implementation of innovative egalitarian and educational techniques to educational institutions, the activities of the School of Gender Equality for prognostics of the equating of self-realization opportunities of youth as a strategic direction of their egalitarian socialization and providing of the national mechanism of the state gender policy.

*The future directions* of the problem on the way of strengthening of the egalitarian ideology of public policy, which requires the promotion of equality of opportunities and rights articles for their realization, involving all participants of socio-cultural interaction “parent-child-teacher-community” for a dialogue, find the ways of anti-discrimination practices and systemic counter of various forms of violence against minors.

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