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UDC 811.111

DOI <https://doi.org/10.32782/tps2663-4880/2022.26.2.21>

ACTUALIZATION OF THE CONCEPTS OF FREEDOM AMONG STUDENTS

АКТУАЛІЗАЦІЯ КОНЦЕПТУ СВОБОДА У СТУДЕНТІВ

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In connection with the terrible Russian aggression against peaceful Ukraine and the Russian-Ukrainian war (2022–2023), the Ukrainian scientific community faced the problem of a comprehensive study of the concept of freedom. There is a considerable number of philosophical works devoted to this issue, but there are almost no philological studies of this phenomenon. The Russian-Ukrainian war really became an “apocalypse” for the peaceful Ukrainian people, who courageously defend the independence and subjectivity of the Ukrainian state. The Russian military aggression of the Russian terrorist country is a war between the forces of evil (Russian occupiers) and the forces of good (valiant warriors of light – Armed Forces of Ukraine) for the freedom to remain in independent Ukraine.

The problem of freedom is especially acute for student youth. Because students are the future of Ukraine. It depends on them, as future specialists, whether Ukraine will be a free and European state. Therefore, we consider the study of the actualization of the concept of freedom among students to be extremely relevant and something that has not yet been investigated in modern philology.

The aim of the article is to research the actualization of the concept of freedom based on the material of a survey of students of Nizhyn Mykola Gogol State University in 2019 and modeling the cognitive structure of this concept.

The object of the research is the concept of freedom as cognitive structure and universals of human thought.

Subject of research are lexical units that represent concept of freedom on the material of answers of students of Nizhyn Mykola Gogol State University.

This paper reports the results of a brief questionnaire “what is freedom?” in groups of 82 students of Nizhyn Mykola Gogol State University. The aim of this research is to study how to implement the concept of freedom on the material of answers of Gogol University's students and modeling cognitive structure of the analyzed concept of freedom.

This study shows that the students of Nizhyn Mykola Gogol State University are very free-spirited people, for whom freedom is primarily independence and freethinking, as well as the opportunity to do what the soul desires.

Key words: freedom, concept, students, independence, psychological problem.

У зв'язку з жадливою російською агресією проти мирної України та російсько-українською війною (2022–2023 рр.), перед українською науковою спільнотою постала проблема комплексного дослідження концепту свободи. Існує немала кількість філософських праць, присвячених даній проблематиці, але майже відсутні філологічні дослідження даного феномену. Російсько-українська війна стала дійсно «апокаліпсисом» для мирного українського народу, який мужньо захищає незалежність та суб'єктність Української держави. Російська військова агресія країни-терориста рф – це війна сил зла (російські окупанти) проти сил добра (мужні воїни світла – ЗСУ) за свободу жити в незалежній Україні та залишатися українцями.

Особливо гостро проблема свободи стосується студентської молоді. Бо студенти – це майбутнє України. Саме від них, як майбутніх фахівців залежить чи буде Україна вільною та європейською державою. Тому ми вважаємо дослідження актуалізації концепту свободи у студентів надзвичайно актуальним та таким, що ще не досліджено у сучасній філології.

Метою статті є дослідження актуалізації концепту свободи на матеріалі опитування студентів Ніжинського державного університету імені Миколи Гоголя у 2019 році та моделювання когнітивної структури цього концепту.

Об'єктом дослідження є концепт свободи як когнітивна структура та універсалії людського мислення.

Предметом дослідження є лексичні одиниці, що репрезентують концепт свободи на матеріалі відповідей студентів Ніжинського державного університету імені Миколи Гоголя.

У цій статті наводяться результати короткого опитування «Що таке свобода?» у групах 82 студентів Ніжинського державного університету імені Миколи Гоголя. Завданням даного дослідження є вивчення способів реалізації концепту свободи на матеріалі відповідей студентів Гоголівського університету та моделювання когнітивної структури аналізованого концепту свободи.

Це дослідження показує, що студенти Ніжинського державного університету імені Миколи Гоголя є дуже вільними людьми, для яких свобода – це перш за все незалежність і вільнодумство, а також можливість робити те, що душа бажає.

Ключові слова: свобода, концепція, студентство, незалежність, психологічна проблема.

Formulation of the problem. In connection with the terrible Russian aggression against peaceful Ukraine and the Russian-Ukrainian war (2022–2023), the Ukrainian scientific community faced the problem of a comprehensive study of the concept of freedom. There is a considerable number of philosophical works devoted to this issue, but there are almost no philological studies of this phenomenon. The Russian-Ukrainian war really became an “apocalypse” for the peaceful Ukrainian people, who courageously defend the independence and subjectivity of the Ukrainian state. The Russian military aggression of the Russian terrorist country is a war between the forces of evil (Russian occupiers) and the forces of good (valiant warriors of light – Armed Forces of Ukraine) for the freedom to remain in independent Ukraine.

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Analysis of recent research and publications.

According to S. Boym, “The word “freedom” is so overly used – and frequently abused – that it is always in danger of becoming nothing but a cliché” [4].

Freedom was studied by E. Fromm in his fundamental work “Escape from Freedom”. According to E. Fromm, “modern European and American history is centered around the effort to gain freedom from the political, economic, and spiritual shackles that have bound men. The battles for freedom were fought by the oppressed, those who wanted new liberties, against those who had privileges to defend. While a class was fighting for its own liberation from domination, it believed itself to be fighting for human freedom as such as thus was able to appeal to an ideal,

to the longing for freedom rooted in all who are oppressed. In the long and virtually continuous battle for freedom, however, classes that were fighting against oppression” [6, c. 17]. Time passes, but still most people choose to escape from freedom [6].

The problem of freedom is raised by the modern Ukrainian researcher N. Khamitov in his work “Philosophical Anthropology: Current Problems. From theoretical to practical turn”. According to N. Khamitov, “the understanding of the deep connection between freedom and transcendence is very typical for the entire philosophy of existentialism – both in its religious and atheistic traditions. Freedom for existentialists is a reality that connects man with transcendence. However, it connects human existence with transcendence only when it goes beyond impersonal everydayness (das Man) and is filled with personal meaning” [3, c. 137–138].

P. Nesterenko considers the problem of freedom as a valuable aspect of the problem of death and immortality of the individual [2]. According to P. Nesterenko, “freedom as a valuable aspect of the phenomena of death and immortality of personality has almost never been the object of philosophical and anthropological research in Ukraine, which makes the study of this issue extremely important. Thus, the above-mentioned events taking place in Ukraine and the world in recent years clearly demonstrate that the issue of freedom is extremely urgent and requires the close attention of research scientists both in the field of psychological knowledge and philosophical anthropology” [2, c. 40]. What are these events that make it relevant to study the phenomenon of freedom that the author talks about? This is Russian military aggression against peaceful Ukraine and the coronavirus epidemic.

Ukrainian researcher O. Hrom examines the term “concept” and considers both the definition of the concept and outlines the signs of the concept. In her article

“Semantic features of the concept “Mental Activity” in English”, O. Hrom comes to the conclusion that “scientists have ambiguously investigated concepts and semantic relations in the vocabulary, therefore the perspective of further research is the analysis of semantic features of concepts, namely concepts mental activity” [1, c. 63].

So, we can conclude that philological studies of the concept of freedom are almost absent in modern Ukrainian philology.

The aim of the article is to research the actualization of the concept of freedom based on the material of a survey of students of Nizhyn Mykola Gogol State University in 2019 and modeling the cognitive structure of this concept.

The object of the research is the concept of freedom as cognitive structure and universals of human thought.

Subject of research are lexical units that represent concept of freedom on the material of answers of students of Nizhyn Mykola Gogol State University.

Results and discussions. Let's begin our study by defining the concept of freedom. According to Cambridge Dictionary, freedom is “the condition or right of being able or allowed to do, say, think, etc. whatever you want to, without being controlled” [5].

According to Wikipedia, freedom is “understood as either having the ability to act or change without

constraint or to possess the power and resources to fulfill one's purposes unhindered. Freedom is often associated with liberty and autonomy in the sense of “giving oneself their own laws”, and with having rights and the civil liberties with which to exercise them without undue interference by the state. Frequently discussed kinds of political freedom include freedom of assembly, freedom of association, freedom of choice, and freedom of speech” [8].

To study the concept of freedom we used the method of conceptual analysis, which involves the reconstruction of concepts of freedom in texts of students of Nizhyn Mykola Gogol State University (2019) based on their verbal representations.

In our research, we use the methodological approach of researcher V. Maslova, who proposes to highlight the core and peripheral zones in the researched concept [7].

Our participants were 82 students of Nizhyn Mykola Gogol State University They study full-time and at the extra-mural departments. Their age was from 17 years and older. We gave them a questionnaire with one question, “What is freedom?” Our participants answered this question in writing.

The structure of the lexical-semantic fields, which are constituents of lexical units in our research corresponding the concept of freedom included 22 lexical units.

**The Concept of Freedom
(Quantitative analysis of the core, near-periphery and distant periphery of the concept of freedom as a psychological problem)**

	Names	Number	%
Core	Independence	28	19,86%
	Freethinking	19	13,47%
	The right to do what you want	17	12,06%
	Free actions	13	9,22%
	Free choice	12	8,5%
	Free man	10	7,08%
Near- periphery	To live without fears	7	4,95%
	Self-determination	5	3,55%
	Human Rights	4	2,84%
	Free Love	4	2,84%
	Own belief	4	2,84%
	The absence of prohibitions	3	2,13%
	Free to go wherever you want	3	2,13%
Distant periphery	Lack of control	2	1,42%
	Self-expression	2	1,42%
	Lightness	2	1,42%
	Free Life	1	0,71%
	The ability to choose a religion	1	0,71%
	Strength	1	0,71%
	The most important thing	1	0,71%
	Hedonism	1	0,71%
	Free country	1	0,71%

Next, we performed a cognitive analysis of language units, explicating the concept of freedom in answers of students, including in the lexical-semantic fields, resulting in marked cognitive symptoms that identified the concept of freedom as a psychological and linguistic problem. Cognitive symptoms are combined in the cognitive symptoms, wherein the three zones of the periphery (V. Maslova). Cognitive trait attribution to a particular zone periphery occurred on the basis of the frequency of its explication of the analyzed answers of students.

Therefore, independence is the core of the concept of freedom among the studied students, which gives us the opportunity to hypothetically assume that independence is the core of the concept of freedom of Ukrainians as a whole. And that is why Ukrainians fight so bravely for their freedom and independence from the Russian invaders.

Next in the core of the concept of freedom are “freethinking,” “the right to do what you want,” “free actions,” “free choice,” “free man”, which may indicate the psychological characteristics of Ukrainian student youth. Our students mostly have an inclination towards free thinking and free actions.

Unfortunately, “human rights” and “free love”, as well as “to live without fears” and “hedonism” as the

enjoyment of life, are in the students' concept of freedom on the periphery. Which may indicate that our students are quite poorly acquainted with the concept of human rights.

Conclusions. This study shows that the students of Nizhyn Mykola Gogol State University are very free-spirited people, for whom freedom is primarily independence and freethinking, as well as the opportunity to do what the soul desires.

In our view, the psychological problem of the concept of freedom is that students do not realize that freedom is a responsibility, law-abiding, and that freedom has its limits and ends where the freedom of another person begins.

Our study leads us to two hypotheses that should be tested empirically in our subsequent studies or those of other scholars. So, we assume that:

1. There is a correlation between the level of intellectual and creative development of the students and their ideas about freedom: the higher the level of intelligence and creativity, the more freedom-loving and tolerant the individual is to free-thinking.

2. The image of freedom is determined by the functioning of the complex functional unity of the value-semantic, emotional and behavioral components of the personality of students.

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