

INTERACTION OF CULTURAL AND LINGUISTIC ASPECTS OF UKRAINIAN PHILOLOGY: MODERN VECTORS OF SCIENTIFIC DISCOURSE

INTERACÇÃO DOS ASPECTOS CULTURAIS E LINGUÍSTICOS DA FILOLOGIA UCRANIANA: VETORES MODERNOS DO DISCURSO CIENTÍFICO

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Abstract: In recent years, Ukrainian philology has undergone significant transformations under the influence of globalisation, new technologies and migration processes, especially in the context of a full-scale war. These transformations have had a significant impact on cultural and linguistic interactions, which have become central topics of scholarly discussion. The purpose of this study is to analyze the interaction of cultural and linguistic aspects of Ukrainian philology within the framework of intercultural communication. The philological model, which recognizes literature as a key element in access to culture and human knowledge, is currently experiencing a crisis. Literature, which used to raise questions about humanity and its condition, now seems to be giving way to images and science. This crisis has also affected Ukrainian philology, where the literary text is often seen as a functional tool. However, the activity-based learning perspective is once again drawing attention to the literary text due to its specific features, which may signal a possible return to the philological model. The method of literature analysis allowed us to systematise and classify the material, demonstrating that the Ukrainian language, like other languages, is a carrier of national heritage and worldview. Therefore, its study is impossible without taking into account the cultural context. The study, based on an interdisciplinary approach, focuses on the importance of socio-cultural aspects in language practice, its transformation and development. Modern trends in Ukrainian philology focus on intercultural contacts and their impact on national identity, as well as on the analysis of cultural differences and the interaction of the Ukrainian language with other language environments. This emphasizes the importance of research in the context of global processes and their impact on the linguistic picture of the world. The study indicates that the Ukrainian language, as a carrier of national heritage and worldview, should be studied in a cultural context. An interdisciplinary approach to the analysis of the literature allows for a deeper understanding of the influence of

socio-cultural contexts on language practice and its development. The conclusions of the study confirm the relevance of studying intercultural contacts and their impact on national identity, as well as the need to integrate cultural aspects into linguistic discourse, which emphasizes the importance of research that takes into account global processes and their impact on the linguistic picture of the world.

Keywords: Cultural identity. Language policy. Intercultural communication. Scientific discourse.

Resumo: Nos últimos anos, a filologia ucraniana passou por transformações significativas sob a influência da globalização, das novas tecnologias e dos processos de migração, especialmente no contexto de uma guerra em grande escala. Essas transformações tiveram um impacto significativo nas interações culturais e linguísticas, que se tornaram tópicos centrais da discussão acadêmica. O objetivo deste estudo é analisar a interação dos aspectos culturais e linguísticos da filologia ucraniana dentro da estrutura da comunicação intercultural. O modelo filológico, que reconhece a literatura como um elemento-chave no acesso à cultura e ao conhecimento humano, está atualmente passando por uma crise. A literatura, que costumava levantar questões sobre a humanidade e sua condição, agora parece estar cedendo lugar às imagens e à ciência. Essa crise também afetou a filologia ucraniana, onde o texto literário é frequentemente visto como uma ferramenta funcional. No entanto, a perspectiva da aprendizagem baseada em atividades está novamente chamando a atenção para o texto literário devido às suas características específicas, o que pode sinalizar um possível retorno ao modelo filológico. O método de análise da literatura nos permitiu sistematizar e classificar o material, demonstrando que o idioma ucraniano, assim como outros idiomas, é um portador do patrimônio nacional e da visão de mundo. Portanto, seu estudo é impossível sem levar em conta o contexto cultural. O estudo, baseado em uma abordagem interdisciplinar, enfoca a importância dos aspectos socioculturais na prática do idioma, sua transformação e desenvolvimento. As tendências modernas da filologia ucraniana concentram-se nos contatos interculturais e seu impacto na identidade nacional, bem como na análise das diferenças culturais e na interação da língua ucraniana com outros ambientes linguísticos. Isso enfatiza a importância da pesquisa no contexto dos processos globais e seu impacto na imagem linguística do mundo. O estudo indica que a língua ucraniana, como portadora do patrimônio nacional e da visão de mundo, deve ser estudada em um contexto cultural. Uma abordagem interdisciplinar para a análise da literatura permite uma compreensão mais profunda da influência dos contextos socioculturais na prática do idioma e em seu desenvolvimento. As conclusões do estudo confirmam a relevância de estudar os contatos interculturais e seu impacto na identidade nacional, bem como a necessidade de integrar aspectos culturais ao discurso linguístico, o que enfatiza a importância da pesquisa que leva em conta os processos globais e seu impacto na imagem linguística do mundo.

Palavras-chave: Identidade cultural. Política de idiomas. Comunicação intercultural. Discurso científico.

1. Introduction

Recent years have witnessed significant changes in cultural and linguistic interactions in the world, and these processes are directly related to Ukrainian philology. The interaction of cultural and linguistic aspects is a key element of scientific discourse in Ukrainian philology, which is actively developing under the influence of globalisation, new technologies and migration processes related to the war in Ukraine (PYLYPIV, OLIINYK, KUSHNAROV, SEMYKRAS, KUZMENKO & PYLYPIV, 2024). As with other languages, Ukrainian cannot be taught or studied outside the context of culture, as language is not only a means of communication but also a carrier of national values, traditions and worldview.

Scientific approaches to Ukrainian philology today focus on the study of the language in its interaction with other languages and cultures, which reflects the multicultural and intercultural aspects of modern society (POCHTOVYUK, 2023). This is in line with the pan-European approach to language learning, which focuses not only on linguistic features but also on cultural aspects of communication (LYCHUK, PRYSIAZHNIUK & PRYSIAZHNIUK, 2022). In particular, the relationship between language, literature and culture in Ukrainian philology is

manifested in the study of how socio-cultural contexts influence language use, change and development.

Modern vectors of scientific discourse in Ukrainian philology include the study of language practices enriched by intercultural contacts and the research on how global integration processes change national identity (DMYTRENKO, KHAIRULINA, BROVKO, KRYZHANOVSKA & PEREPADIA, 2024). Analysing cultural differences, interacting with other linguistic environments, and studying the influence of social and cultural contexts on the linguistic picture of the world are important components of modern research in the field of Ukrainian philology.

Cultural identity, language policy, and intercultural communication are important aspects of contemporary scholarly discourse concerning Ukrainian philology (ZAGORODNOVA, PANOVA, CHEREZOVA, GLAZKOVA, & NISCHEA, 2019). In particular, the philological model (BUDANOV, BUDANOV, PIVEN, POCHAPSKA, YAKUSHKO, ZABLOTSKA, & YAKUSHKO, 2023), in which literature plays a central role in accessing the culture and knowledge of mankind, is currently experiencing a significant crisis. This is due to the competition between literature, images, and science, which is leading to the loss of literature's desire to ask questions about human nature and its condition.

In the context of contemporary language policy and intercultural communication, literature often loses its original significance as a source of cultural identities and knowledge as it competes with other forms of media and information technology. This trend is particularly noticeable in the teaching of Ukrainian and foreign languages, where literary texts are often assigned only a functional role rather than a deep cultural context.

Changes in approaches to foreign language teaching, such as the activity-based approach (HOLUBNYCHA & ZELENSKA, 2022), are drawing attention to new ways of integrating literary texts into the learning process. This approach allows us to consider a literary text not only as a tool for learning a language, but also as an important element that reflects cultural specificity and helps to restore the connection between language and culture.

In the context of the current crisis of literature in Ukrainian philology, a renewed interest in literary texts through an activity-based approach may contribute to a return to the philological model. This model assumes that literature not only reflects but also actively shapes cultural identity, which is important for understanding linguistic and cultural aspects in intercultural communication.

Thus, effective intercultural communication and the preservation of cultural identity can be achieved through a deeper understanding and application of literature as an important element

of cultural discourse. Contemporary philology must find a balance between traditional literary approaches and new teaching methods that take into account cultural and linguistic aspects in the context of globalisation and modern information trends.

Theoretical Framework

As intercultural interaction between different cultures takes place in Ukrainian philology, in particular in the context of language teaching, the issues of “culture” and “interculturality” become extremely important (BAKHOV, TEREBUGSHKO, OSAULCHYK, RYHINA & VEDENIEIEV, 2024). In the modern scientific discourse of Ukrainian philology, these aspects play a central role, as language does not exist outside of culture, it reflects national values, worldview and traditions. Teachers, scholars, and cultural studies experts have repeatedly drawn attention to the importance of integrating cultural aspects, namely literature, into the language learning process, which is of significant practical, pedagogical, and aesthetic importance (KOZAK & MALYK, 2022; MA'RUF, ANGGERIA, SIREGAR, SINAGA, AMINAH, RAHMI, KABAN, 2024).

Contemporary Ukrainian philology is increasingly turning to intercultural communication, especially in the context of globalisation and social transformations (REVA & DEMCHENKO, 2024). Such approaches allow for a more effective integration of different cultural elements into the learning process and contribute to a deeper understanding of oneself and others (OSTROVSKA, OSTROVSKI & MARGITICH, 2022). Intercultural communication helps to strengthen national identity, develop empathy and tolerance for other cultures.

According to the Common European Framework of Reference for Languages, interculturalism is a key competence that should be developed in language learning (CANDELIER, DARYAI-HANSEN & SCHRÖDER-SURA, 2012). In Ukrainian philology, this approach contributes to the development of language policy that enhances cultural integration, intercultural dialogue and global interaction.

Intercultural communication, as a cultural phenomenon, develops along with human civilisation and is the basis of the modern way of life. According to cultural anthropologists, cultural similarities between nations often arise through communication or borrowing of cultural elements that have occurred in a historical context (NANDA & WARMS, 2019). JACKSON (2019) argues that intercultural communication is possible even when there is a great distance between cultures due to an invisible “cultural wave” that unites different cultural zones.

From the point of view of cultural anthropologists NANDA & WARMS (2019), problems in communication between cultures often arise from different cultural habits and social norms that can cause distrust or even hostility. These cultural differences can be overcome by observing, understanding and adapting to the new cultural environment. It is important to note that social categories such as gender, race, nationality and socioeconomic status form the basis of a cultural group and determine how intercultural interaction takes place.

WILKINSON (2020) continues to explore the concept of the 'foreigner', emphasising the importance of communication between people of different cultures. The author believes that society is shaped by communication, which stabilises over time and determines the cultural and social structure. A foreigner, as part of this structure, brings a new perspective that allows us to evaluate and understand the cultural norms of the group from a different perspective. This observation can be either positive or negative, depending on how openly the culture accepts the outsider.

In real life, people often encounter cultural differences that can be both positive and negative. Intercultural communication becomes important because of cultural differences and the need for cultural awareness (SARWARI, ADNAN, RAHAMAD & ABDUL WAHAB, 2024). Interacting with people from other cultures can be both exciting and conflicting, depending on how well people adapt to new cultural settings.

Modern challenges to intercultural communication include issues such as national centralism, stereotypes, prejudice and discrimination. National centralism, as a form of cultural extremism, often leads to the possibility of cultural domination and conflict. Stereotypes and prejudices form a simplistic view of other cultures, which can lead to discrimination and unfair treatment of people from other cultures (NOVIYANTI, 2024).

The interaction of cultural and linguistic aspects of Ukrainian philology is a complex and multifaceted process that requires a deep study of cultural differences and commonalities. Understanding intercultural barriers, such as stereotypes and discrimination, is important to overcome these obstacles and promote constructive and effective communication between cultures.

Materials and Methods

Study Design, Setting, and Sample

This study is based on a qualitative, interdisciplinary design that combines linguistic and cultural analysis to examine the evolution of Ukrainian philology under the influence of

globalisation and technological progress and to emphasise the role of the philological model as a modern vector of Ukrainian philological science. The study was conducted in the context of contemporary Ukrainian society and included a purposive sample of literary texts, scientific articles, and cultural studies published in 2019-2024. These sources highlighted linguistic adaptation and cultural changes in Ukrainian philology. Historical and political documents related to the evolution of the Ukrainian language were also included for comparative analysis.

Data Collection

Data was collected through a literature review, focusing on primary and secondary sources documenting linguistic and cultural transformations in Ukraine. This included peer-reviewed academic journals, books, reports, and articles that examine the impact of global and socio-political changes on language and cultural identity. Particular attention is paid to sources related to contemporary Ukrainian philology, which seeks to integrate different cultural and linguistic vectors by drawing on the classical philological model to provide a more comprehensive and in-depth understanding of literary texts.

Study Instrument

The main research tool used was content analysis, which involved a systematic study of selected texts to identify patterns and themes related to the cultural and linguistic evolution of Ukrainian philology. Particular emphasis is placed on the interaction between language, literature and cultural context, focusing on how literature and the changing methodological paradigm in philology alter these relationships.

Statistical Management

The present study is qualitative, therefore, there is no quantitative data (e.g., the frequency of use of certain linguistic features or terms). This can be considered a limitation of the study.

Ethical Considerations

The study was based solely on open materials and secondary sources, which means that there were no direct participants. Accordingly, no personal data was collected. This ensured compliance with ethical standards of confidentiality and informed consent. In addition, the study meets all academic standards for proper citation and acknowledgement of sources used in the analysis.

Results

The study of ancient texts is traditionally associated with a narrow understanding of philology, which focuses on the analysis of literary works and their linguistic characteristics. However, modern philology is expanding its horizons and involves a deeper study of literary texts not only as autonomous objects, but as key elements for understanding culture and human nature.

In this context, the term “philology” acquires a broader meaning that goes beyond the set of literary disciplines (REVA & DEMCHENKO, 2024). Today, philology encompasses not only linguistic and literary analysis, but also the special place that a literary text occupies in a cultural context. This understanding emphasises the importance of texts as sources of cultural knowledge and tools for understanding human nature.

In this sense, the philological model of interaction between the reader, the researcher and the literary text is of particular importance. The literary text is seen not just as an object for analysis, but as an important element through which access to cultural and human knowledge is gained (OSMACHKO, 2020). This model focuses on the specific relationship between the text and its perceivers, considering the text as a platform for dialogue between cultural and linguistic aspects that influence its interpretation.

Thus, contemporary Ukrainian philology seeks to integrate different cultural and linguistic vectors to provide a more comprehensive and in-depth understanding of literary texts (BONDAR, BACHYNSKA, NOVALSKA, KASIAN, KUCHNAROV & PYLYPIV, 2020). It studies not only linguistic structures and literary forms, but also the cultural contexts in which these texts exist and function.

In all areas of cultural transmission, such as the media, school and even the university, the philological model is in crisis today. This phenomenon is especially true for the philological sciences (JALILBAYLI, 2022). The crisis of the philological model seems to apply in particular to the hybrid disciplines that are on the border of the literary world, between the literary tradition, applied linguistics and cultural anthropology.

Contemporary methodological approaches in philology, such as the actional perspective, often put the social practice of language at the forefront, which may seem to reinforce the functionalism of language learning (TRÜPER, 2020). This leads to the question of whether Ukrainian philology is moving away from the philological model in favour of exclusively functional approaches.

Nevertheless, even in the context of the actional perspective, literature remains an important element of teaching philological subjects (KARDIANSYAH & SALAM, 2021). A study of new Ukrainian language textbooks based on this perspective shows a renewed interest in literature (FIM'YAR, KUSHNIR & VITRUKH, 2019). This suggests that despite the rise of functional approaches, the philological model has not disappeared and continues to play an important role in language learning.

The current discourse in Ukrainian philology thus integrates cultural and linguistic aspects, trying to maintain a balance between functional language use and literary research (RODINOVA, PYLYPCHUK, DOMASHENKO, HAVRYLYUK & ANDROSOVYCH, 2024). This integration allows for a deeper knowledge of linguistic and cultural features, contributing to a comprehensive understanding of both language and its cultural context. To do this, after we define the philological model (Fig. 1):

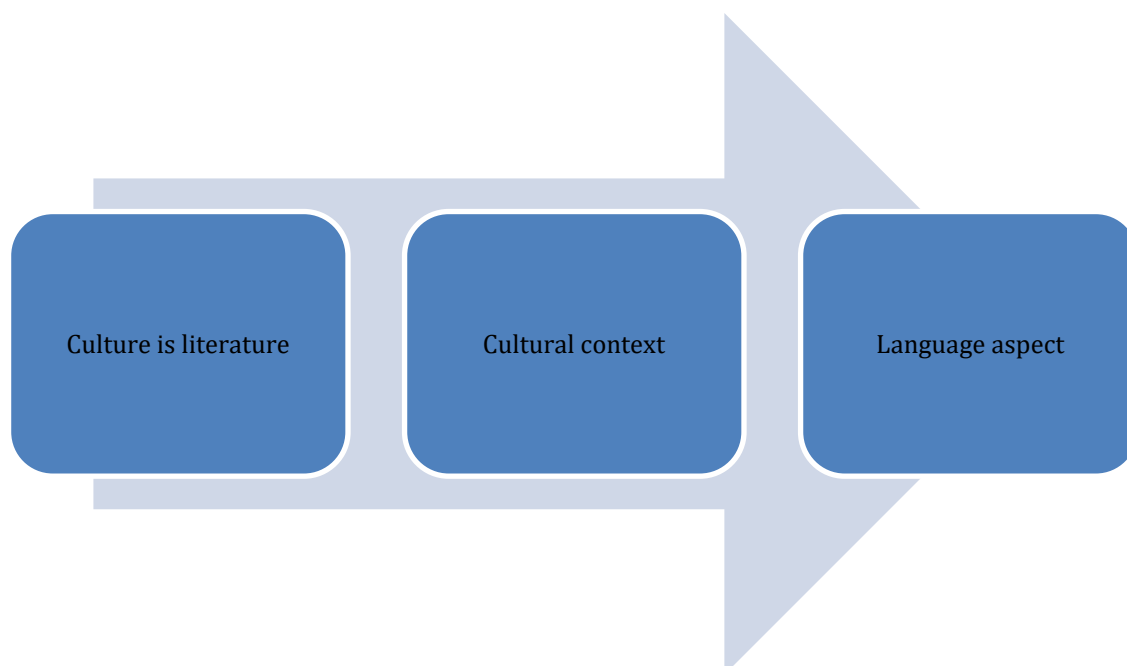


Figure 1 - A philological model of Ukrainian philology in terms of cultural and linguistic aspects

Source: Authors' own research

The philological model in Ukrainian philology is seen as the integration of linguistic and cultural aspects in the process of studying literature and language (LEBED, SKRYPNYK, YAKOVENKO & KOHUTIUK, 2022). It reflects a special approach to a literary text that is not limited to its lexical and grammatical analysis, but also takes into account the cultural context and social practices.

The philological model emphasises the importance of cultural context for understanding literary works. Literature is seen as a product and reflection of the cultural, historical and social conditions in which it was created. This allows researchers and readers to better understand the nuances of a text and its meaning in a particular intercultural tradition.

The linguistic aspect of the philological model focuses on the detailed analysis of linguistic structures, stylistic features and genre conventions (DEVTEROV, TOKAR, SILVESTROVA, LOZO & POPERECHNA, 2024). This includes the study of syntax, vocabulary, semantics and pragmatics, which helps to reveal not only the formal characteristics of the text, but also its functional purpose in communication.

The philological model allows for a multifaceted analysis of literary works where linguistic and cultural contexts interact. This means that in order to fully understand a text, it is necessary to take into account not only its linguistic features, but also cultural realities that may affect its perception and interpretation.

The actional perspective in philology, which focuses on the social use of language, is also important for understanding literary text (HOUSE & KÁDÁR, 2024). It helps researchers to understand how language functions in different social contexts and how this will affect the creation and reception of literature.

The philological model in Ukrainian philology today actively integrates new methodological approaches that take into account both cultural and linguistic aspects. This contributes to a deeper understanding of literary texts and their place in the cultural context. The development of this model allows for a more comprehensive approach to the study of the Ukrainian language and literature, taking into account both traditional philological practices and modern trends in the study of social and cultural aspects.

Thus, the philological model in Ukrainian philology, within the framework of cultural and linguistic aspects, continues to evolve, seeking to ensure a balance between traditional and modern approaches to the study of literature and language, but faces certain challenges (Table 1):

Table 1. Challenges of the philological model of Ukrainian philology

Changing methodological approaches	Functionalism and the actional perspective - Contemporary methodological approaches such as functionalism and the actional perspective attempt to go beyond traditional literary analysis by focusing on the social use of language. This can increase the separation from the classical philological model, which focuses on detailed textual and linguistic analysis. The interdisciplinary approach - integration with other disciplines such as cultural studies, sociology, and anthropology - while enriching philological analysis, also poses challenges to maintaining a clear philological paradigm and methodology.
Contemporary cultural and social contexts	Globalisation and linguistic contacts with other cultures lead to the influence of new language forms and practices, which can change traditional philological approaches and require new methods of analysis. Linguistic and cultural diversity - learning a language in a multicultural and multilingual environment makes it difficult to integrate traditional philological models that may not take into account all cultural nuances and linguistic variations.
Technological innovations	Digitalisation - technological innovations and the development of digital tools are changing the way textual information is collected and analysed. This creates new opportunities for philological research, but also challenges for integrating traditional methods with new technological tools. Big data analysis - the application of big data analysis methods may require a revision of traditional philological approaches and adaptation to new forms of textual analysis.
Educational challenges	Changes in educational standards: Changes in educational standards and curricula may affect the emphasis of philological education, in particular the balance between theoretical knowledge and practical skills. This may require adapting the philological model to the new learning environment. Labour market needs: Changes in labour market requirements may affect the emphasis in philology education, for example, the need for knowledge of the latest technologies or intercultural communication skills.

Criticism and debate	Philosophical and critical debates: Critical theoretical approaches, such as postcolonialism or poststructuralism, may question the foundations of the philological model and require a revision of its basic principles. Ethical issues: The study and interpretation of texts can be fraught with ethical issues, such as cultural appropriation or bias in textual analysis, which requires a sensitive approach and adaptation of methodological frameworks.
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Source: Authors' own research.

The theoretical field of Ukrainian philology has been enriched by works that call for a renewed approach to the perception of literature (YUHAN, OSIPCHUK, SIROSHTAN, PRYKHODKO & MYTIAY, 2024). These recent studies, starting with the analysis of the evolution of the role of literature within different methodological directions, offer new orientations that allow us to move from considering a literary text as a simple tool of linguistic or cultural exploitation to a more comprehensive approach.

According to the new approaches, literature is seen as a new trend that has emerged from tradition, as an important experience of the other, which contributes to the development of “empathy with the other”. This emotional and personal experience of a literary text gives it a unique meaning that cannot be found in other texts. Thus, literature develops not only knowledge and skills, but also what the authors call “knowledge of life”.

In this context, some Ukrainian philologists call for the personal development of intellectual, emotional and ethical potentials of a person within a community, considering literature as a “life science” that contributes to a better understanding of the societies in which the learner seeks to integrate (YAKUSHKO, HAIDAI, HARIUNOVA, PRYSHCHEPA & MARIIEV, 2022). Thus, they propose to go beyond the traditional anthropological function of literature, which is limited to an external view of the text, and move to a more personal and emotional approach.

Thus, contemporary research in Ukrainian philology is focused on updating approaches to literature in the classroom, focusing on both the text, which is perceived as something more than just a resource for anthropological or linguistic analysis, and the student through the development of reader sensitivity and reading pleasure. This leads to a return to the philological model, where a literary text is considered for its literary specifics.

We can also talk about a return to literature as an educational tool that is more focused on the transformation of the individual than on the transmission of moral or exemplary values. The use of literary texts for functional purposes, however, remains relevant, because the actional perspective, as the main methodological direction in Ukrainian philology, continues to put the literary text at the service of the student, who is redefined as a reader and social actor.

Discussion

Before proposing two approaches to literature within the framework of the actional perspective, a similar study (KUSHNIR, ZOZULIA, HRYTSENKO, UVAROVA & KOSENKO, 2021) returns to the evolution of the relationship between literature and tasks performed in Ukrainian language classes for modern students with a clip-type mindset. The authors rely on the hypothesis that the purposes attributed to literature determine the tasks, i.e. what the student has to do in the classroom. For example, the traditional method aimed to give students the opportunity to read great works of literature: the language course had exclusively literary texts as the main material to be analysed. For the active method, the aim was to enable the student to keep in touch with the language through explanations of the text, which simultaneously works with language and culture.

According to the hereditary view of culture, a literary text, in particular a novel, is preferred because narrative is considered to be more capable of transmitting culture (CHO & EGAN, 2023). With the communicative methodology approach, the explanation of the text was replaced by a simulation that aimed to recreate communication situations close to the natural environment in order to prepare the student for real communication with speakers of other cultures.

For the proponents of the activist perspective, the goal of philological education is to prepare students for social activities by recreating situations of social interaction in the classroom through project-based pedagogy (DAHAMI, 2024). According to SHAROVA, ZOTOVA, KOPEITSEVA & ZEMLIANSKA (2020), the actional perspective focuses on the social practices of literature, such as writing or theatre. JOHANSSON, GRØNVAD & PEDERSEN (2020) propose two complementary ways of developing the social practices of literature. The first, the “weak variant” – “weak” does not have a pejorative meaning here, as this adjective denotes a slight change from the classical context of the language classroom - remains largely focused on the classroom. This approach deals with an activity that is exclusively classroom-centred and is both the medium for students to create stories and the audience for which those stories are intended.

Thus, the interaction of cultural and linguistic aspects in contemporary Ukrainian philology is manifested through the development of new approaches to literature that not only take into account linguistic and intercultural specifics, but also promote the integration of social practices into the learning process.

The second approach to literature, which can be described as the “strong option”, is “social action through texts” and is focused on intercultural communication outside the classroom. It is described by DOBROVOL'SKIJ & PIIRAINEN (2021). Within this approach, students were offered editorial or journalistic tasks, real or simulated. This approach allows students not only to develop as readers or authors (through writing) of literary texts in Ukrainian, but also to become “agents in the social field of literature”, which is related to cultural identity.

In a related project proposed by LOMAS (2023), the task was to put together a portfolio to give a personalised novel to a friend or girlfriend. The portfolio had to contain useful information about the recipient and the hero or heroine of the novel, as well as the chosen storyline and scenario. Five supporting documents, including three excerpts from the novels, were provided for the preparation of the folder. It was the goals of the assignment that motivated the student to immerse himself in the texts. Such a project, even as a simple simulation, takes the practice of literary text beyond the classroom, because the task is for students to complete a socially significant task: to provide someone with a personalised novel, which is an increasingly popular commercial service.

This approach to literature in Ukrainian philology would be very appropriate, as it reflects the current academic discourse that emphasises the interaction of cultural identity, language policy and intercultural communication in the learning process. It is closely related to the actional perspective promoted by the Common European Framework of Reference for Languages, which aims to prepare students for activities in a multilingual and multicultural society (BONDAREVA, 2022). In this context, special attention is paid to mediation activities, which in the literature correspond to activities such as summarising, reporting or translating.

The work of KASHUBA, KRAVCHUK, TURCHYN & HNATYUK (2020), for example, shows that the activist perspective restores the importance of the literary text in Ukrainian philology by reclaiming a philological model that considers the literary text for its specific characteristics rather than as a mere document of society or a linguistic resource (VINTONIV & TIUTIUMA, 2022). However, at the same time, this approach remains within the functional approach, as it focuses on the practical use of a literary text to meet the needs of an actional perspective - that is, the use of literature to support a multilingual and multicultural society. Taking

into account the combination of practical needs and a deep philological education of the student, the modern approach to literature in Ukrainian philology looks extremely eclectic, reflecting the diversity of modern scientific vectors.

Conclusion

Current trends in the interaction of cultural and linguistic aspects of Ukrainian philology appear to focus more on literature, introducing a variety of pedagogical approaches to the literary text. In this context, the activist perspective gives the student a special role as a mediator of the literary text. Nowadays, students do not just passively perceive the text, comparing it with their own knowledge, but actively interact with it, comparing it with social realities and transmitting it to others. This requires the student to be deeply immersed in the text, which contributes to the formation of personal literary experience and the development of intercultural communication. Thus, we can speak of a modern philological model that emphasises the importance of cultural identity, language policy and intercultural communication.

However, there are certain limitations to this updated philological model. First, it concerns the role of a literary text in the context of other materials. A synthetic approach to literature is often proposed, where the text is only part of a larger set of materials, such as journalistic excerpts, audiovisual elements, or iconographic documents. As a result, the work with the literary text can be limited and superficial compared to the traditional approach that focuses solely on the text. Secondly, integrating a literary text into project-based learning requires the student to do mostly documentary work. This, along with copying and pasting problems, can reduce the effort to deeply understand the text, which is an important aspect of language policy and intercultural communication in the learning process.

Recommendations

Prospects for future research in the field of interaction between cultural and linguistic aspects of Ukrainian philology, in particular in the context of modern vectors of scientific discourse, may cover several key areas. Further research could focus on the development of new methods and strategies for integrating intercultural communication into the Ukrainian philology classroom. This would include studying how literary texts can serve as tools for improving intercultural understanding and language skills, as well as identifying effective approaches to introducing intercultural elements into the curriculum.

A study of how language policy affects the formation of cultural identity in Ukraine and abroad seems promising. This could include an analysis of the impact of state language policy on the teaching of Ukrainian language, literature and cultural heritage, as well as on the perception and preservation of cultural identity in the context of globalisation.

It is important to explore how contemporary philological models respond to new challenges such as digitalisation, globalisation and changes in language practice. This may involve examining the impact of new technologies on literary education and how traditional philological approaches can be adapted to contemporary conditions.

Analysing how literary texts can be used to address social issues and support social change. This includes the study of how literature can reflect and influence social realities, political and cultural processes in Ukraine and beyond.

Further study of interdisciplinary approaches that combine literary studies with other sciences, such as sociology, psychology, cultural studies and history. This will allow for a more comprehensive understanding of the interaction of cultural and linguistic aspects in philological research.

Evaluating the effectiveness of new pedagogical strategies in teaching Ukrainian language and literature. This may include research on the impact of active and communicative methods on the development of students' language skills, cultural awareness and critical thinking.

These areas open up prospects for the further development of scientific discourse in Ukrainian philology and contribute to a deeper understanding of the interaction of cultural and linguistic aspects in the modern educational process.

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