

Correlation between Translator's Consciousness and Students' Translation Activity in the Process of Solving Creative Tasks

Кореляція між свідомістю перекладача та перекладацькою активністю студентів у процесі розв'язання ними творчих завдань

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ABSTRACT

The purpose of our research is to show positive correlation between translator's consciousness and students' translation activity in the process of solving creative tasks.

Methods of the research. The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The empirical method was a formative experiment.

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The results of the research. We proved, that meaning and sense could be considered as functional units of the manifestation of translation activity, in contrast to their traditional consideration from the standpoint of the functioning of translation activity. We hold the view that the meaning and sense of the content having been translated are a manifestation of emotional, communicative, cognitive, behavioral, implicit and explicit by nature, which is, so to speak, a kind of linguistic code of the individual in the process of translation activity.

Conclusions. Empirical research showed, that in the process of translation activity it was necessary, first of all, to pay attention to the chain of all cognitive processes of the translator. We think, that the movement of mental activity always generates action, and action actualizes self-consciousness, self-consciousness at the same time contributes to the organization of cognitive activity, which, in turn, generates consciousness. Thus, the personality, in turn, is capable of generating new forms of activity, including translation, which to a large extent allows a person to expand his/her consciousness. Again, in this chain of mental actions we see a number of "transformed forms", which are extremely important for the translator in order to carry out effective translation activity, when the text that is already translated and it is as close as possible to the original.

Key words: translator's consciousness, translator's activity, correlation between translator's consciousness and translation activity, creative tasks, mental actions, transformed forms, cognitive processes.

Introduction

The task of any science is the theoretical and empirical study of the person's consciousness, including translational consciousness, because each form of the consciousness claims to be filled with a specific ontological content and meaning (Arbuthnott, & Frank, 2000). We quite rightly note in this regard that consciousness is not only born in a human being, not only reflects material reality, but also contains this reality in its content, which is reflected in a refracted form, so to speak, also creates translational consciousness in itself. And only after such a transformation or as a result of such system formation, translational consciousness filled with a content, can directly become an object of study in Psychology, and under the conditions of coordination and modeling of the ontology of translational consciousness and the

subject of psychological research (Blagovechtchenski, Gnedykh, Kurmakaeva, Mkrtychian, Kostromina, & Shtyrov, 2019).

For example, in the studies of research (Максименко, Ткач, Литвинчук, & Онуфрієва, 2019), empirical data were found that the biodynamic fabric of the translator's consciousness is not only directly connected with the sensory fabric, but also has its own, special sensitivity to a certain specific situation and an actual or potential movement.

For scientists (Онуфрієва, 2020) individual meanings are nothing more than the content embedded in lexical units, texts and language. Therefore, it can be argued that the meaning embedded in words (texts) contains its own balanced, individually significant meaning in translation activity, and is a subjective imprint of the result of translation activity, which is carried out in oral or written forms (Booth, MacWhinney, & Harasaki, 2000). If we take as a basis that each of the individuals who communicates with other people puts their personally significant meaning into the phrases and text fragments spoken and perceived by them, then we can conclude that the coincidence or divergence of these personally significant meanings embedded in text fragments, expressed or written by the person who is the addressee of the statements, is the basis of communication and for creating an image of the world of a specialist (Aleksandrov, Memetova, & Stankevich, 2020). According to scientists (Cilibrasi, Stojanovik, Riddell, & Saddy, 2019), the meaning of lexical units is not absolutely equal to the thought expressed by this lexical unit. The scientists (Mykhalchuk, & Bihunova, 2019) believe that a thought is like a "cloud" from which speech emerges, it is released with the help of individual drops, which we call scripts (Mykhalchuk, & Onufriieva, 2020). A thought, in turn, is constructed somewhat differently than its "speech frames", and not every thought can be directly expressed in words, because any language can be expressed both with the help of implicit means and as a result of non-speech, non-verbal means of communication (Mykhalchuk, & Ivashkevych Er., 2019).

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Thus, the translation activity of any translation specialist is the center through which the subjective meanings of the surrounding reality, explicated in words, texts, frames, scripts, speeches, are formed, complicated and harmonized (Mykhalchuk, Plakhtii, Panchenko, Ivashkevych Ed., Hupavtseva, & Chebykin, 2023). All these means are generalized and identified by specialists who intensively interact with each other in certain semantic aspects of translation activity. Thus, in translation activity meaning can be represented as a certain object, which is designated by its own name or sign and, thus, is a kind of denotation of translation activity (Ivashkevych Er., 2023). If we consider such a sign (or its external form – word, phrase, frames, scripts or text) from the position of two types of meanings (explicit and implicit), then we will obtain a denotative integral meaning, which, in turn, denotes a given object and a significant meaning (creates the conceptual content of a linguistic sign), which in their totality form the meaning of the statements involved into translation activity (Brédart, 1991).

If we consider a sign (or a word) from the perspective of two dominant semantic functions, then as a result we will obtain the nominative and significant functions of translation activity. The meaning of statements will include the information that is expressed in the speech signs of a name and uniquely characterizes a certain object precisely because of the way in which this name characterizes this object in the real world (Alexandrov, Boricheva, Pulvermüller, & Shtyrov, 2011). Thus, translation activity deals with representations, which, according to scientists, contribute to the creation of an internal image of the object, which arose as a result of the actualization and explication of memories of peculiar complex sensory impressions that a person acquired much earlier (Batel, 2020). If we talk about representations and content in translation activity, scientists come to the conclusion that representations are largely subjective, while meaning is purely objective in itself. Therefore, meaning is a purely psychological concept, therefore, in its structure it is both individual

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and subjective, and meaning, since it is purely logical, is always socially significant, social and therefore objective.

If we turn to the psychological theory of meanings and senses of scientists (Beauvillain, 1994), it becomes clear that the main meaning of this theory is the following: a person is in close, direct interaction with the surrounding reality, that is, he does not simply adapt to the environment, but actively masters it, thereby influencing it. And all this happens thanks to the extraordinary ability of a person to foresee in advance and consciously plan his actions both in relation to himself and in relation to the surrounding reality. Any activity, including translation, is mediated by socially significant and preserved in the collective memory of society auxiliary means (Caramazza, Laudanna, & Romani, 1988). Therefore, in translation activity, signs, in particular signs of language, which are a word, script, frame, text, which, according to scientists (Гончарук, & Онуфрієва, 2018), with their objective, non-psychological, essentially determined meaning, entering the paradigm of the individual's translation activity, receive a different, more or less close to the generally accepted understanding, are such that they gradually develop meaning and contribute to the achievement of meaning (Bates, Maechler, Bolker, & Walker, 2014). This becomes possible precisely because the word has a correlation with the denotation, which is the meaning that replaces the lexical unit in translation activity.

The translator's mastery of meaning, in our opinion, is the most important, one might say the defining way of mediating individual behavior and social experience of a specialist (Chen, 2022). Meanings do not always coincide with denotations, therefore, most likely, there is always a potential possibility of attributing a word to a particular denotation or class of denotations, which is realized through various designations of meanings and senses, which depend primarily on the place of a given denotation in the structure of a lexical unit, phrase or sentence (Ivashkevych Ed., & Koval, 2020).

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Thus, any meaning, including those used in translation activity, is a socially codified form of social experience mastered by each individual who is somehow involved in this activity. This "codification" of translation activity is the feature that constitutes, creates and models; therefore, the codification of the translated text will be manifested in any case in the awareness of the corresponding denotation of the lexical unit, phrase, frame, script and a whole text.

The purpose of our research is to show positive correlation between translator's consciousness and students' translation activity in the process of solving creative tasks.

Methods of the research

The following theoretical methods of the research were used to solve the tasks formulated in the article: a categorical method, structural and functional methods, the methods of the analysis, systematization, modeling and generalization. The empirical method was a formative experiment.

Experimental research training has the aim of the formation of the linguistic personality of a future translator, who took place according to the Methodology of forming the image of the world of future translator developed by us. The control and experimental groups were selected according to the results of the ascertaining section, the students had approximately the same starting level of knowledge, skills and abilities. In Control Group (43 students of the 2nd and the 3^d courses of Rivne State University of the Humanities) (classes were organized according to the current working programs of the academic disciplines "Ukrainian Language (for professional purposes)", "Modern Ukrainian Literary Language", and in the Experimental Group (37 students of the 2nd and the 3^d courses of Rivne State University of the Humanities) classes were provided according to the Methodology developed by us. By using special tasks for translation, it is experimental program with appropriate methodological support.

Teachers, who were working in Experimental Groups, were provided with methodological recommendations, didactic material with the aim of forming the richness, correctness of speech, development of linguistic sense, linguistic creativity of future translators, and worked according to the experimental methodology, which provided for individual and group consultations, the use of modern educational technologies, a system of exercises focused on the formation of the translation competence of the future translator as an indicator of the formation of the linguistic personality. Students of the Experimental and Control Groups were under constant observation, experimental data were analyzed and subjected to statistical processing.

Results and their discussion

As we've already noted, the first purpose was to identify the level of the formation of students' ideas about the linguistic personality of a translator, the requirements for him/her, and developing the translation competence; to form a stable motivation to acquire professionally significant knowledge; to update the knowledge acquired by the first-year students in the process of school education, to obtain basic knowledge by students within the first content module of the academic discipline "Ukrainian Language in Professional Communication". Accordingly, the tasks of this stage were formulated in such a way: to systematize and deepen students' knowledge of communicative qualities of speech, in particular, correctness, richness, logic and expressiveness; the norms of the modern Ukrainian literary language, ethical and communicative norms of Ukrainian speech, and to develop a sense of language of students.

The first condition is the introduction of interdisciplinary integration into the process of language training of future translators. This stage was implemented through the introduction of information; systematic thematic representation of socio-cultural information, focused on the formation of multicultural competence in the process of learning the Ukrainian language;

through the development of a system of exercises and tasks with the aim at developing a sense of language, linguistic creativity of future translators. Among the forms of training, the most productive means of studying during this stage were determined to be lectures, practical classes, individual and group consultations and independent activity. The choice of these forms of training is determined by the purpose and objectives of the experiment, the content of the experimental training program, and the number of hours allocated by the curriculum for mastering the discipline "Ukrainian Language (for the professional orientation)".

During the introductory lecture the functions of the language and speech, communicative qualities of speech, features of communication and communication process were emphasized. During the first lecture students were asked to answer the following questions:

- How do you assess the level of the development of your own speech (on a 10-point scale)?
- How do you assess the speech culture of your classmates (on a 10-point scale)?
- By what criteria do you evaluate your own and other people's speech?
- What shortcomings of your own speech can you name?
- What shortcomings of the speech of others can you name?
- What difficulties do you experience in the process of communication?

The questions were proposed in order to draw students' attention to self-analysis of their own and other people's speech. The level of the formation of their own speech was estimated by the first-year students on average by 7 points, the speech of others by 5.5 points, noting that they often lack the right words at the right moment, in their speech there are many Ukrainian, dialect words, a significant number of students (on average 25% feel fear and anxiety during public speeches). Among the criteria by which students evaluate speech, the following sense was distinguished: compliance with the norms of the literary lan-

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guage, taking into account the rules of speech etiquette, richness of speech, adequate use of non-verbal means of communication. In rare cases, respondents named such qualities as logic, emotionality ones.

During the first stage, such teaching methods as oral presentation of the material, conversation, observation of the language, the exercise methods were used. Oral presentation was used mainly to create motivational readiness of future translators, as a source of information, when commenting on students' answers. Conversation was used when students performed various types of exercises and tasks, analyzed speech patterns, models. Observation was used to illustrate the function of certain language units in the construction of statements. The exercise method was used both during practical classes and in the process of organizing students' independent activity. In addition, during experimental and research training, interactive methods and techniques were used, in particular, pair work, group work, the analysis of specific situations (problematic, usual, atypical), case method and project method.

Since most of the classroom lessons in accordance with the curricula of universities and the work programs of academic disciplines are conducted in the form of practical classes, let us dwell in more detail on the description of their features. In accordance with the experimental methodology, practical classes were conducted according to the plan developed and approved in the work program of the academic discipline, which contained a list of main questions, practical tasks, a list of recommended literature, tasks for independent activity, which provided for the following types of students' educational activities: processing of basic and reference literature, preparation of oral and written reports that require processing of additional literature, writing theses, selecting texts to illustrate language phenomena, designing sample documents that were not processed in the classroom, preparing electronic presentations, compiling multimedia dictionaries.

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During practical classes, the main methods of the activity were determined as the analysis of ready-made texts of various genres and styles, composing and acting out dialogues on professional topics; role-playing games; educational editing, etc. For independent and individual performance, some notes were taken from special sources on the problems of speech culture, stylistics, rhetoric and intercultural communication; preparation of public speeches of various genres on professional topics; peer review of oral responses and speeches, written texts; sentence construction; stylistic experiment; composing texts, preparing and conducting educational discussions on professional topics; educational translation.

During the first stage of experimental training students were offered tasks with the aim at forming a stable motivation to master the academic discipline:

- Describe yourself as a linguistic personality. Is your level of proficiency in the Ukrainian language sufficient to perform professional tasks? What knowledge do you lack, what skills need improvement?

- Explain why the discipline "Ukrainian language for professional purposes" ("Ukrainian language in professional communication") was introduced for mandatory study in universities? Provide your arguments to support your own opinions.

- Read the text. Explain why a tattoo with the image of a parrot became a graphic sign to distinguish translators from other people.

- * How would you graphically depict a translator today?

- * In ancient Carthage, there was a caste of translators whose distinguishing a sign, it was a tattoo depicting a parrot with lowered wings (if the translator translated from only one language) or with spread wings (if the translator translated from several languages).

- Read motivational advice from Harvard students. Make your own motivational advice for students at your university.

1. If you fall asleep now, you will definitely dream your dream. If instead of sleeping you choose to study, you will make your dream come true.

2. When you think it is too late, in fact, it is still early.

3. The pain of learning is temporary. The pain of ignorance is eternal.

4. Learning is not time. Learning is effort.

5. Life is not only learning, but if you cannot get through even this part of it, then what are you capable of at all?

6. Tension and effort can be pleasure.

7. Only the one who does everything earlier, only the one who makes an effort can truly enjoy his/her success.

8. Not everyone is given to prosper in everything. But success comes only with self-improvement and determination.

9. Time flies.

10. Today's saliva will become tomorrow's tears.

11. People who invest in the future are realists.

12. Your salary is directly proportional to your level of education.

13. Today will never happen again.

14. Even now your enemies are eagerly leafing through books.

15. If you don't sweat, you won't earn.

I. Read the statements of famous Ukrainians about the role of language in the formation and self-expression of the personality. Determine the theme and the main idea of each of them. Write out the main information from each text.

1. It is difficult to overestimate the importance of the language in the life of the people and each individual. The entire material and spiritual culture of people is connected with the word. The energy of the spoken word forms a universal environment in which the centripetal forces of communication, the thirst for knowledge, the joy of mutual understanding operates. If for a person language is an opportunity to understand each other, a signal of a deep connection with other people, as well as means of

intellectual and emotional comprehension of the world, then for a historical association of people, for a certain society it is a sign of the presence of the people in the world, it is its calling card. We must learn the law of a personal example of language activity and the golden rule, or the advice of our Ukrainian writer Oleg Chornoguz: "Language is an instrument: the more you play it, the better it sounds".

2. Language elevates a man above the natural world, distinguishes a man as an intellectual phenomenon capable of knowing, mastering and creating the world. Language enables a man to realize himself/herself as a spiritual personality, to identify with his own "Me", with the collective, a society, a nation. It models different human actions. The devaluation of the language devalues its speakers, devalues the nation and its spiritual culture.

II. Draw a conclusion as to whether language knowledge affects a person's professional development.

- Comment on the statement of the mayor of Westmount (Canada). Thinking that you can be a translator just because you know two languages is like thinking that you can play the piano just because you have two hands (Peter Trent). Such tasks contributed to the formation of positive motivation of students to master the Ukrainian language, stimulated them to improve their speech and self-development.

During practical classes during the first stage, teachers paid special attention to the organization of observation of linguistic phenomena, determining their role in texts of different genres and styles, analyzing the features of texts of different styles and genres of speech, highlighting the role of translation and the translator in the life of the Ukrainian society. For example, during the study of the topic "The state-building role of the language. Functions of the language. Styles, types and forms of speech" the following tasks contributed to the formation of students' skills to determine speech styles, to clarify their lexical, phraseological, word-forming, morphological, syntactic means. These tasks are:

• **Task 1.** Read the texts. Determine their stylistic affiliation. Assess the level of speech culture of the authors of the texts. By what criteria will you analyze the speech?

A. Defeat is not only a misfortune. It is also a blessing, goodness. Defeat should stimulate another victory, because this is the logic of the strong attention (and you are a man!). Only the weak attitude gives up in defeat. A person needs education not for the exam and entrance to a technical school, but for himself/herself. You must be an educated person. Education is a type of hygiene. Writing with errors is like unwashed hands or teeth. Because today's man is only educated. Man is a duty, not a title (born – and already a man). Man is created, self-born. Actually, who are you yet? A piece of clay is raw, plastic. Take this piece in both hands and knead it – until something solid, outlined and wrinkled comes out of it. Imagine that the God who creates people is yourself. You are God. So, as God yourself, knead your clay in your hands until you feel the flint under your calluses. This is the best time for you – Create! (Letter from Vasyl Stus to his son).

B. In a broad sense, the term “translation theory” is opposed to the term “translation practice” and encompasses any concepts, provisions and observations relating to translation practice, methods and conditions of its implementation, various factors that have a direct or indirect impact on it. In this sense, “translation theory” coincides with the concept of “translation studies”. In a narrower sense “translation theory” includes only the theoretical part of translation studies and it is opposed to its applied aspects. Translation is a complex multifaceted phenomenon, individual aspects of which can be the subject of researches by various sciences. Within the paradigm of translation studies, psychological, literary, ethnographic and other aspects of translation activity are studied, as well as the history of translation activity in a particular country or countries. Depending on the subject of the research, one can distinguish psychological translation studies (Psychology of translation), literary translation

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studies (theory of artistic or literary translation), ethnographic translation studies, historical translation studies (Theory of Translation).

B. The state ensures the comprehensive development and functioning of the Ukrainian language in all spheres of public life throughout the territory of Ukraine. In Ukraine, the free development, use and protection of Ukraine and other languages of national minorities of Ukraine are guaranteed. The State promotes the study of languages of international communication. The use of languages in Ukraine is guaranteed by the Constitution of Ukraine and it is determined by law ("Constitution of Ukraine").

• Task 2. Fill in the Table "Styles of the Ukrainian literary language." Illustrate it with the examples of texts of different styles (Table 1).

Table 1

Speech styles

Name of Style	Substyles	Genres of implementation	Appointment	Scope of distribution	Qualities	Language means

The following specific techniques were mostly used during *the first stage*: linguistic analysis, grouping of linguistic phenomena, replacing some linguistic phenomena with others, sentence expansion, permutation of linguistic units, sentence construction, determining stress, declension of words, linguistic and stylistic experiment; techniques for forming communicative skills: selecting a title, dividing the text into paragraphs, determining the main idea, drawing up a plan, formatting the text, working on the content, constructing texts of different styles; techniques for problem-based learning: creating situations, analyzing situations, posing a problem, expressing assumptions,

establishing connections, analyzing facts, comparing facts, checking evidence, formulating conclusions. Here are examples of their application:

- Read the words, following the orthoepic norms. Find out from which language they are borrowed.

Director, majoritarian, chemistry, giant, choral, document, corruption, trend, monument, ether, poetess, anthem, taxi, digit, stimulus, cypress, mosaic, ruin, factory, form, physics, myth, idiom, jam, egoist, cottage, cupcake, secret.

Task 2. I. Write down the words, having previously grouped them according to the signs of stress: a) words with a fixed stress; b) words with a double stress; c) words in which the stress distinguishes the meaning.

Poem, chicken, speaker, always, chicken, spring, size, deputy, winter guard, passion, tie, nowhere, agrometer, radiometer, human, chronography, grooved, listopad, portable, anatomist, grapefruit, shin, seasoning, grain, hortytisia, iris, ratay, also, indifferent, derivative, economic, probably, muscular, to disperse, pity, mistake, old age, torus, simple, watchman, loop, contract.

II. Complete the list or create your own orthoepic dictionary, including those words which pronunciation causes you the greatest difficulties. The use of the proposed exercises and tasks convinced us that we cannot be limited to the task of “Emphasize the proposed words” or “Read the words aloud”. Students must be given the opportunity to repeatedly hear and remember the correct pronunciation while listening to audio and video recordings, do contextual presentation of orthoepic units, and they should be encouraged to keep orthoepic dictionaries that can be used as didactic material in the process of mastering the lexical norms of the Ukrainian language, enriching vocabulary and studying the features of word usage.

Therefore, meaning and sense can be considered as functional units of the manifestation of translation activity, in contrast to their traditional consideration from the standpoint of

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the functioning of translation activity. We hold the view that the meaning and sense of the content having been translated are a manifestation of emotional, communicative, cognitive, behavioral, implicit and explicit by nature, which is, so to speak, a kind of linguistic code of the individual in the process of translation activity.

Conclusions

Returning to the characteristics of the dominant, content-forming components of the translator's consciousness, it is necessary, first of all, to pay attention to the chain of all cognitive processes of the translator. We think, that the movement of mental activity always generates action, and action actualizes self-consciousness, self-consciousness at the same time contributes to the organization of cognitive activity, which, in turn, generates consciousness. Thus, the personality, in turn, is capable of generating new forms of activity, including translation, which to a large extent allows a person to expand his/her consciousness. Again, in this chain of mental actions we see a number of "transformed forms", which are extremely important for the translator in order to carry out effective translation activity, when the text that is already translated and it is as close as possible to the original.

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Івашкевич Ернест. Кореляція між свідомістю перекладача та перекладацькою активністю студентів у процесі розв’язання ними творчих завдань.

Мета нашого дослідження полягає в тому, щоб висвітлити позитивну кореляцію між свідомістю перекладача та перекладацькою активністю студентів у процесі розв’язання ними творчих завдань.

Методи дослідження. Для розв’язання поставлених завдань використовувалися такі теоретичні методи дослідження: категоріальний, структурно-функціональний, аналіз, систематизація, моделювання, узагальнення. Емпіричним методом дослідження був формувальний експеримент.

Результати дослідження. Нами доведено, що значення і сенс можуть бути як функціональними одиницями прояву перекладацької діяльності, на відміну їх традиційного розгляду з позицій функціонування перекладацької діяльності. Ми дотримуємося думки, що значення та сенс змісту, який перекладається, є проявом емоційного, комунікативного, пізнавального, поведінкового, імпліцитного та експліцитного характеру, що є так би мовити своєрідним мовним кодом індивіда в процесі перекладацької діяльності.

Висновки. Емпіричні результати показали, що стосовно змістовтворювальних компонентів перекладацької свідомості необхідно передусім звернути увагу на ланцюжок усіх пізнавальних процесів

перекладача. На нашу думку, рух мисленневої діяльності завжди породжує дію, а дія актуалізує самосвідомість, самосвідомість при цьому сприяє організації пізнавальної діяльності, яка, в свою чергу, породжує свідомість. Отже, особистість, у свою чергу, здатна породжувати нові форми діяльності, в тому числі – перекладацької, що великою мірою дозволяє людині розширювати її свідомість (Зінченко, & Моргунов, 1994). Знову ж таки в цьому ланцюгу мисленневих дій ми бачимо низку «перетворених форм», які є надзвичайно важливими для перекладача з метою здійснення ефективної перекладацької діяльності, коли текст, який вже є перекладеним, максимальною мірою наближений до оригіналу.

Ключові слова: *свідомість перекладача, діяльність перекладача, кореляція між свідомістю перекладача та його діяльністю, творчі завдання, розумові дії, трансформовані форми, когнітивні процеси.*

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