

*In the process of experiences, the individual begins to think about how to behave in a team, which leads to the formation of his own self-esteem. It has been proven that self-esteem can change depending on external and internal circumstances, which leads to the transformation of the life priorities of the future teacher in general.*

**Key words:** *self-esteem, self-management, communication, experiences, activity.*

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## **FORMATION OF CRITICAL THINKING IN PRIMARY SCHOOL IN THE CONTEXT OF THE EUROPEAN DIMENSION OF EDUCATION**

*The paper deals with the forming of critical thinking education and upbringing in a modern school as a continuous psychological and pedagogical process, aimed at forming students with appropriate knowledge, culture and consciousness. In terms of reforming secondary education, the transition from a knowledgeable to a competent paradigm, considerable attention in these processes is given to primary school. Critical thinking is now one of the fashion trends in education. The fact that its development is one of the cross-cutting tasks of the educational process is also stated in the Concept of the New Ukrainian School.*

*But where to start? How to teach children to distinguish between fact and subjective vision, not to be manipulated? Our answer is to use methods of developing critical thinking during lessons. Critical thinking is a complex and multilevel phenomenon. To think critically means to freely use high-level mental strategies and operations to formulate sound conclusions and assessments, to make decisions.*

*From the pedagogical point of view, critical thinking is a set of mental operations characterized by human ability: analyze, compare, synthesize, evaluate information from any source; see problems, ask questions; make hypotheses and evaluate alternatives; make conscious choices, make decisions and justify them.*

**Key words:** *education, competencies, primary school, critical thinking, values, European dimension of education.*

*(статтю подано мовою оригіналу)*

### **I. Introduction**

*Actuality of theme.* Each individual's understanding of the laws of world development and the peculiarities of scientific and technological progress are determined and depend on the understanding of civilization in general and the socio-economic condition of modern countries. As a result, the knowledge, skills and abilities acquired by a person in the process of learning are constantly subjected to new tests, they should be constantly increased, improved and adjusted to the demands of practice. Accordingly, the process of thinking and practical actions of each person should be constantly improved and adapted to social change and new information [12, p. 12].

*Formulation of the problem.* Professional education in such conditions

becomes especially important, its main task is to form a young person who has the appropriate general and professional competencies, understands the laws of the modern world, is able to think critically and act consciously. The concept of “New Ukrainian School”, in accordance with the recommendations of educational institutions of the European Union (EU), the main role in these issues is given to the construction of specialized education, the introduction of a competency paradigm in the educational process. At the same time, considerable attention is paid to scientific and methodological principles of forming the foundations of critical thinking in primary school students, which was the first in the general secondary education system of Ukraine to reform and introduce new standards and elements of pre-professional education [14].

*Research analysis.* Ideas for the development of critical thinking originated in the works of famous American psychologists of the twentieth century. W. James and J. Dewey. The founder of the Institute of Critical Thinking M. Lipman started the practice of teaching critical thinking, and explained the importance of this process by the continuous development of society, which needs not only rational but also critical thinking citizens. J. Dewey argued that the most important goal of modern education is not simply the transfer of information from teacher to student, but the development of creative personality and its critical thinking in the learning process. O. Pometun, S. Terno, O. Tyaglo and many other scientists study the development of critical thinking of teachers and students in Ukraine [10, 11].

*The purpose of this work:* to reveal the scientific and methodological features of the formation of creative talents and foundations of critical thinking in primary school students in the context of the Concept of NUS and the European dimension in education (EHE).

## **II. The essence and genesis of the European dimension in education**

The idea of the European dimension in education (EDE), its mission, purpose, goals and content were formed in the leading documents of educational institutions of the EU, during several decades of the late XX – early XXI century [7]. Since the early 90's of the twentieth century. The EVO's development documents emphasize that educational goals include democracy, social justice, human rights and strengthening a sense of European identity as part of the EU's development. The recommendations of the EU educational structures set four goals for the EVO: instilling in young people a sense of European identity and the values of European civilization; preparing young people for participation in the economic and social life of the Commonwealth; young people's awareness of the EU's strengths and challenges; improving the knowledge of young people about the Commonwealth and EU member states, their history, culture and economy, which will help to understand the importance of cooperation between the EU and the world [6, p. 186].

Further activities of the Commonwealth's educational institutions are aimed at developing EVO ideas through teaching and dissemination of languages in EU member states, modernization of educational content, introduction of the basics of distance education, interstate exchange of students and teachers (Leonardo, Socrates, etc.). The Maastricht Treaty (1992) and the Lisbon Convention (1999),

adopted new European programs of educational cooperation, identified three areas of study [9]:

- learning about Europe (gaining basic knowledge about Europe with a global and local perspective);
- study in Europe (formation of basic skills needed by young Europeans);
- training for Europe (preparing young people for life in the EU, for constant contacts and cooperation with other Europeans).

At the Davos Forum (2016), the formation of critical thinking is considered one of the most important and necessary skills of teachers, students and pupils and is interpreted as the basis for building the future of EU countries [7].

Modern European education, on the one hand, is designed to form the value bases and criteria of the life process, moral values and self-esteem, and on the other – to promote social homogeneity and justice and promote democratic culture in society on the continent. To achieve this goal in primary school, it is necessary to instill in students the ability to understand and be able to critically comprehend reality and look to the future with optimism. To do this, a modern school needs a properly trained teacher.

### **III. Creativity and the essence of critical thinking**

The main focus of the school, which worked within the knowledge paradigm, focused on knowledge itself and its scope, and what they are needed for, how to use them for the benefit of society, often went unnoticed. The traditional system of education focused the main efforts on the acquired knowledge, skills and abilities, which absolute knowledge and formed a knowledge approach to the learning process.

In the personal dimension, creative activity requires the formation of a certain level of mental abilities of students, the ability to think and act purposefully, anticipate and make decisions, the ability to adequately respond to societal challenges and personal qualities and motives to create a new product [1, p. 126]. A school that is reforming and introducing a competency paradigm in the NUS context requires mastering the skills of a creative approach to learning, the ability to meaningfully adopt social experience, learn the required program knowledge, apply it in practice, needs a new teacher who constantly focuses students' search and creating something new, something that was not in their personal experience. Accordingly, the emphasis in learning shifts from the process of accumulation of normatively defined knowledge, skills and abilities to the plane of formation and development of students' ability to think critically and creatively apply the acquired knowledge in practice. In such a conceptual model, teachers, as a rule, use personality-oriented teaching methods and technologies, and it is learning that begins to form in the student a high readiness for successful activities in the future. The teacher in the new educational paradigm moves from the information to the organizational and managerial plane. This scheme makes extremely effective use of the interactive exchange of information between teacher and student, which is very important for primary school. This approach changes the nature of learning – from passive assimilation of a large amount of normative material to active, independent,

research and self-educational activities of the student. The learning process is filled with developmental and creative functions that become integrated characteristics of learning. To effectively organize such a complex psychological and pedagogical process, the teacher must first have the scientific and methodological foundations of critical thinking and be able to use them in school practice [12, p. 140-142].

In the most general case, critical thinking is the ability to think logically, discuss analytically and express one's opinion correctly and respond adequately to everything that happens around us. Critical thinking is a complex process that begins with reading information and ends with making a decision and consists of several successive stages: perception of information from different sources; analysis of the received information and different points of view; choosing one's own point of view; comparison with other points of view; selection of arguments in support of the chosen position; evidence-based decision making.

In the pedagogical literature, critical thinking is seen as a conscious control over the course of intellectual activity, in the process of which is the evaluation of work, opinions, hypotheses, ways to prove them and so on. In this interpretation, critical thinking is higher thinking, which is based on information, conscious perception of one's own intellectual activity and the activities of others, which promotes the development of such personality traits as creativity, and forms creative thinking and, consequently, creative personality. primary school students will allow them in the future to make the best decisions in any professional field, will help to openly accept new ideas and knowledge that are needed when solving problems, drawing conclusions, evaluating and making innovative decisions [2; 5, p. 12].

#### **IV. Formation of critical thinking in primary school students.**

Ukraine has committed itself to implementing educational reforms in the spirit of the European dimension in education, thus declaring its desire to integrate into Europe. In this regard, reforms in the national education system are aimed at creating joint strategies with the EU for education, aimed at ensuring access to and equality of education, improving the quality of education and its effectiveness, mobility of educators, language and technical competences of students. Changes in school education should be considered in conjunction with preschool, extracurricular, vocational, higher and postgraduate education. Only proper quality in all subsystems of the educational level and innovative and humanistic direction of the educational process can ensure a high level of national education and create conditions for Ukraine's European integration [9, 13].

In Ukrainian education, reforms have begun since primary school, and therefore it has a special role in these processes. This is primarily due to the fact that the primary school age is a special, sensitive period for mental development. Its peculiarity is that for the child in its development is important not only the amount of knowledge acquired, but also the formed cognitive interest, developed desire and ability to reason, analyze, explain, summarize, systematize, prove and more. It is the cognitive interest and these skills that become the driving force for discovering something new, studying the world around us, which in turn improves the mental actions of primary school students [8, p. 142]. In this case, the student from the

object of pedagogical influence becomes the subject of communication. The learning process is organized as a collaboration between teacher and student, interested in each other and in the work they do. The task of the teacher is to create conditions under which the desire of students for the new, non-standard, the desire to solve problems independently grow in the process of educational work. The main task of the school is to motivate the participants of the educational process to creative work, to form in students the desire and ability to work creatively, to strive to solve complex problem situations, to be able to find patterns and draw conclusions.

To stimulate the creative activity of students, primary school teachers should use different types of creative and developmental technologies, among which are: problem-based learning; educational research; design technology; interactive learning; game learning technology. The technology of problem-based learning is to create problem situations and to organize problem-based dialogue between participants in the learning process. One of the most important conditions for the development of critical thinking of primary school students is the teacher's ability to create problematic situations in the classroom, while learning new material. To stimulate the thinking process, it is appropriate to offer students practical exercises, experimental tasks, the main purpose of which is the development of creative imagination, imagination, concentration, originality of thinking [11, p. 42].

The technology of educational research, used through the use of heuristic methods, is effective in studying the previously unknown. Cognitive and creative methods are often used successfully in primary school lessons. Among the cognitive methods are the following: method of use, method of figurative vision, method of symbolic vision (draw a symbol of childhood, goodness, etc.), method of semantic vision (why water flows in the river?), Method of forecasting (what will be the weather tomorrow? Explain why).

For primary school students, the following are considered to be effective among creative methods when creating their own educational products: the method of hypotheses (if people cut down the whole forest, then...); method of figurative painting (creation of own fairy tales, stories); method of hyperbolization of qualities (what will happen if you do not make spaces between the written words); method of imagination (what a cat dreams of, name the desire of the wind).

Creating conditions and application of project technology of creative self-development and self-realization of students, forms all necessary life competencies. Independent acquisition of knowledge, their systematization, the ability to navigate in the information space, see the problem and make decisions is through the project method. The teacher can organize research, information, creative, game and practical projects.

Interactive pedagogical technology has a number of specific features and is implemented through the use of: early preparation of teachers for the lesson; non-traditional approach to learning; indirect teacher guidance of students' actions; constant communication and exchange of views between students. It is interactive methods that make it possible to create a learning environment in which theory and practice are learned simultaneously. The educational process is organized in such a

way that students look for a connection between new and already acquired knowledge; make alternative decisions, have the opportunity to make “discoveries”, form their own ideas and opinions through various means; learn to cooperate. With the help of interactive teaching methods and technologies, the worldview expands, logical and critical thinking of the student is effectively formed [11, p. 22-24].

Game learning technologies are often used to form students’ creative competencies. Children of primary school age learn to play in the game, building the learning process through the game. During the game the student becomes a member of the team, begins to evaluate the actions and deeds of others, he has a responsibility for their own actions [12, p. 133-135].

The considered methods and technologies of heuristic learning, as well as all other developmental methods, will have a positive effect only when the teacher prepares the child for creative activity and self-development by creating friendly circumstances in the classroom, tolerant mood, mutual respect and trust. Creating an atmosphere of trust between teacher and student, positive attitude, openness, support and optimism that infects others, the presence of an example of creative behavior, sufficient freedom of thought of students – these are the conditions that shape the creative personality in general and creative abilities in particular. Thus, the creation of a situation of success in the cognitive activity of students and a sense of correctness of the task is achieved by the presence of appropriate motivation, a certain level of emotional arousal. The teacher should build each lesson so that students have a constant interest in the subject and the process of cognition, learning activity, the desire to create and learn.

The teacher must be prepared and be able to present the content of new material (within the development of critical thinking) in the form of problem tasks, first of all clearly articulate the goal that can be achieved by analyzing and transforming the conditions. It is important that the classes are interactive and involve active dialogue in the process of solving problems, as well as take place exclusively in a way that is interesting to the student. The mental process activates the problem prepared in advance by the teacher, which presupposes the existence of contradictions, and its solution requires new, in addition to the already acquired knowledge. In this process, the student must think, look for logical connections and evidence for their judgments. The teacher should organize the lesson so that students analyze what they read, see, hear, so that they reflect on the evidence and the author’s views on the problem. One of the most important features of critical thinking is that it contributes to the analysis and construction of reasoning, the acquisition of new knowledge and the ability to draw conclusions in the context of research.

Primary school teachers need to keep in mind that the formation of critical thinking is not related to simple memorization or intuitive thinking, it is best developed in the lessons of skills development. The teacher should pay special attention to the analysis of different types of errors in students’ reasoning, appropriate to reveal their role in the process of cognition of phenomena, develop students’ interest in interrogative forms of analysis, use conclusions in decision

making, conflict resolution, cognitive organization.

The development of critical thinking begins with curiosity, which is inherent in almost all children and which, unfortunately, passes with age. From birth, children are always eager to learn about the world, their attention is drawn to all the surrounding objects and natural phenomena. This means that children always strive to be researchers and gain new knowledge. At the same time, it is difficult for them to correctly explain what they have seen and learned, and even more so to use the new knowledge gained. Important in this context are the teacher's ability to encourage students to learn about the world around them, to set up and explain experiments correctly, and to teach the child to ask questions boldly and seek answers. The teacher's answers to students' questions about incomprehensible things should include: support of interest, details, a hint on how to come to an explanation on their own, and most importantly, there is a scientific logic. If the child thinks logically, but gave the wrong answer, you should not rush to correct and suggest the correct answer. It is better to suggest thinking again: "Maybe there is another answer? Think."

Pedagogical experience shows that the formation of the foundations of critical thinking in primary school students should be based on the following principles: making and refuting assumptions; checking the actual accuracy and logical sequence; context consideration; study of alternatives; ability to draw conclusions. In particular, D. Shakirova [14], choosing techniques and intellectual techniques for the development of critical thinking, proposes to use the following techniques: study the basics of formal logic, the concepts of "critical mind", "self-criticism", experience in their application in life; training in special techniques of critical analysis: difficult to divide into parts, to distinguish logical components of the general, etc.; educational critical analysis and assessment of situations; discussing mistakes in solving problems and problems through discussions, disputes, etc.

Developing cognitive interest, and through it the basics of critical thinking in primary school students, means making the teacher want students to learn more (stimulus), as well as helping them learn about everything around them (reaction) and encourage them to understand what they saw. or made (conclusion). The basics of this process can be presented as follows.

*Stimulus.* The teacher supports and stimulates the student in his quest to learn about the world around him, helps him to ask questions, encourages him to express his own thoughts and find ways to test his ideas.

*Reaction.* The teacher teaches students to observe, ask questions, analyze what they see, come up with something new, seek confirmation, check, and talk about what they have learned.

*Conclusions.* The student proves his ideas, explaining the seen confidence that he is able to learn more.

It is appropriate for the teacher to remember that the student can be taught the rules, but he must learn to draw his own conclusions from what he has learned, seen or done. Therefore, each walk should be turned into a planned scientific study of the world. Before the walk, they find out together what they will observe, what to

collect, what and how to draw and describe. Scientific methods are used: observation, collection of information, and its analysis. When a teacher and children observe or gather information about subjects, they should use scientific terms and teach them to children. How is it called? Can this be described or explained? For example: "What kind of animal is this? What kind does it belong to? What is this material? How can it be described?" If children do not answer, the question should be translated into the plane of reflection: "How and where to find out. Where to look for information? Who can I ask?". You should not immediately suggest a solution, you should always bring the child to think, stimulate this process.

Such approaches of the teacher to the organization of the educational process aimed at the formation of critical thinking in students, require the implementation of a new type of organization of primary school activities. First of all, modern approaches require the creation of an innovative environment in the educational institution, organizational and financial and economic conditions for continuous improvement of teachers' professional skills, the introduction of partnerships between participants in the pedagogical process. The main criterion for evaluating the work of an educational institution, in terms of forming the foundations of critical thinking, should be the results of the formation of a mature and well-prepared personality, adapted to independent living and conscious activity in modern society [13].

## V. Conclusion

The modern teacher is able to teach elementary school students to solve extraordinary, creative, complex problems, think independently and seek compromises, hear the opinions of others and be heard, that is, to develop higher thinking, which is called critical thinking. The principles of critical thinking formed in primary school form in students the ability to resolve contradictions, the desire to find non-standard ways to solve them, the ability to analyze through reflection the results of their own mental activity and its consequences, help them be open to new ideas, respect their opponents. tolerant attitude towards other people.

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**ОСТРОВСЬКА М. Формування критичного мислення в початковій школі в контексті європейського виміру освіти.**

У статті йдеться про формування критичного мислення навчання та виховання в сучасній школі як безперервного психолого-педагогічного процесу, спрямованого на формування в учнів відповідних знань, культури та свідомості. В умовах реформування середньої освіти, переходу від знаючої до компетентної парадигми значна увага в цих процесах приділяється початковій школі. Критичне мислення зараз є однією з модних тенденцій в освіті. Про те, що її розвиток є одним із наскрізних завдань навчально-виховного процесу, говориться й у Концепції

Нової української школи.

Але з чого почати? Як навчити дітей розрізняти факти та суб'єктивні бачення, щоб не маніпулювати? Наша відповідь – використовувати на уроках методи розвитку критичного мислення. Критичне мислення є складним і багаторівневим явищем. Мислити критично означає вільно використовувати розумові стратегії та операції високого рівня для формулювання обґрунтованих висновків та оцінок, для прийняття рішень.

З педагогічної точки зору критичне мислення – це сукупність розумових операцій, що характеризуються здібностями людини: аналізувати, порівнювати, синтезувати, оцінювати інформацію з будь-якого джерела; бачити проблеми, задавати питання; висувати гіпотези та оцінювати альтернативи; робити свідомий вибір, приймати рішення та обґрунтовувати їх.

**Ключові слова:** освіта, компетентності, початкова школа, критичне мислення, цінності, європейський вимір освіти.

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### ДИДАКТИЧНИЙ ПОТЕНЦІАЛ КОРПУСУ ТЕКСТІВ ЗА ТЕМАТИКОЮ ПАНДЕМІЇ КОРОНАВІРУСУ У ФОРМУВАННІ ІНШОМОВНОЇ КОМПЕТЕНТНОСТІ

Стаття присвячена дослідженню особливостей формування іншомовної компетентності фахівців природничих спеціальностей на основі функціонування сучасних німецькомовних приказок у текстах корона-корпусу – корпусу текстів за тематикою пандемії – коронавірусу. Зважаючи на те, що у сучасному мовознавстві існує проблема диференціації термінопозначень «прислів'я» та «приказка», у цьому дослідженні релевантними критеріями для визначення приказки є її образність та алегоричність і синтаксична структура. У статті представлений аналіз 73 найбільш популярних сучасних німецькомовних приказок у корона-корпусі. Визначається частотність використання приказок у корона-корпусі та особливості їх функціонування у текстах за тематикою «пандемія коронавірусу». Виявлено, що більша частина досліджуваних приказок (76%) представлена у корона-корпусі. Розкид частотності уживань представлених у корона-корпусі приказок виявився істотним – від 1 до 185.

Приказки можуть функціонувати у контексті як у незмінному усталеному вигляді, так і з незначними структурними змінами, які не змінюють значення паремії, але в деяких випадках надають приказці іншої семантики. Зазвичай змінюється дієслівний елемент приказки, приказки, які не мають дієслівного компоненту рідше зазнають змін. Без змін також залишаються приказки, які мають характер прецедентного тексту. Найвищу частотність у корона-корпусі мають приказки із семантикою образу відображення інформації, опису ситуації, боротьби або труднощів, нагляду, контролю, володіння, пошуку.

**Ключові слова:** пареміологія, паремія, прислів'я, приказка, корпус, корона-корпус.

Мова миттєво реагує на зміни у суспільстві та світі. Пандемія SARS-19, яка почалася в Китаї 2020 року змінила навколишній світ і ці зміни знайшли своє відображення у мові, що, в свою чергу, не могло не привернути увагу мовознавців. До спроб осмислити явище всесвітньої пандемії належить