

Oleg Maltsev

*Ph.D (multiple), Academician of Ukrainian Academy of Sciences
Founder and Director of Memory Scientific Research Institute by G.Popov
ORCID 0000-0002-8589-6541*

KEY SKILL OF AN ERA: HISTORIAN AND PSYCHOLOGICAL ANALYSIS

Мальцев О.В.

*канд.псих.наук, канд.филос.наук, академік Української Академії Наук
засновник та керівник науково-дослідного Інституту Пам'яті ім.Г.С.Попова*

КЛЮЧОВИЙ НАВИК ЕПОХИ: ІСТОРИКО-ПСИХОЛОГІЧНИЙ АНАЛІЗ

Abstract. In the following, the article basing on the results of generalizing the fundamental criteria for determining the epoch, presents the author's concept of the key skill of the epoch. According to the author, the key parameter of formation of a wide range of human skills and its functionality is formed in interaction with the world is the environment. Special attention is paid to the parameter of the key requirement of the environment as well as considering the formation of human skills and their interaction with the world.

The purpose of the article is to conceptualize the problem of the key skill of the era, in categorical demarcation with other criteria for defining the era and basic concepts of the approach to activity in considering the essence of man and his interaction with the world. The proposed article is based on a motor approach, particularly the research-oriented phenomenology of memory, its social significance determining the epochs. Moreover, as a result of the comparative analysis of the formation of society key requirements of different historical periods, the classification of key skills of the era is proposed: from the primitive system to the 21 century.

Анотація. В статті, за результатами узагальнення фундаментальних критеріїв визначення епохи, представлено авторську концепцію ключового навичку епохи. На думку автора ключовим параметром формування широкого кола вмінь людини та її функціоналу у взаємодії зі світом виступає середовище. Особливу увагу звернено до параметру ключової вимоги середовища у розгляді формування вмінь людини та її взаємодії зі світом. Метою статті є концептуалізація проблеми ключового навичку епохи, у категоріальній демаркації з іншими критеріями визначення епохи та основними концептами діяльнісного підходу у розгляді сутності людини та її взаємодії зі світом.

Запропонована стаття базується на діяльнісному підході, зокрема орієнтованого на дослідження феноменології пам'яті, її соціального значення, здатного визначати епохи. Також як результат порівняльного аналізу ключових вимог становлення суспільства різних історичних періодів запропонована класифікація ключових навичок епох від первісного ладу до 21 століття.

Keywords: *key skills, skills of epoch, ability, capabilities of person, future of society.*

Ключові слова: *ключові навички, навички епохи, вміння, здібності людини, майбутнє суспільства.*

Statement of a problem in a general view and its connection with significant scientific or practical tasks.

Relevance of the key skill research is defined by necessity of philosophy of the future formation within temporary dynamics unity, i.e. past and modern. This subject is being kept updated by loss of reference points of the modern person living in fragmented world, that is defined as informational, post-modern, post-human, new-technocratic and some other. In the modern world the various definitions of "essential" determine specifics of global pieces of social time - an era. For this reason there is an urgent need of identification of essential criterion in definition of modern and future eras, on the basis of the historian as well as psychological analysis of cultures and philosophies of the past. The problem of "phase" transition, defining basic change of the structure of the social world on cancellations from crisis transition, updates a subject.

Practical solution of such epistemological problems in favor of the person and human-orientated

society provides relevance of the modern human potential and personal activity research, meanwhile focusing on the phenomenon known as "skill of an era" (term has been introduced by the academician G.S. Popov and is actively investigated by the author of this article), or by definition of professor M.A.Lepsky of "meta-skill" of the modern world, as meta-skills are required, for instance, in media [1, p. 17]. The relevance of the studied problem is explained by a possibility of specification of a numerous number of categories of philosophy of history, social philosophy, history of psychology and psychology of culture, in particular, concerning a problem of social time.

The article purpose is to conceptualize "Key skill of an era" within the other criteria of era definition category demarcations as well as within the main concepts of activity approach according to the essence of human and his interaction with the outer world.

The analysis of the last researches and publications in which the problem resolution has been initiated.

The most significant works directed by a problem of skills through a prism of learning and education were implemented at 1920-1930 by behaviorists D.B. Watson [2], E. Thorndike [3] who gave rise to the emergence of new forms of an organism behavior as the "an incentive – reaction relations; later this approach was developed by B. Skinner. In a Gestalt the problem of skills was connected with the K. Koffka's concept of learning [4], the skills were considered in the context of learning of the student as stimulations of complete structures changes and, first of all, motivation. J. Piaget researched automatisms and managed to determine the cognitive development age-based stages, starting with sensory and pre-operational stages (preschool age), through the stage of concrete operations (younger school age), coming up to a stage of formally logical operations (transitional age) and so forth [5]. The value of skills in the concept of motive acts and the structure of movements was empirically proved by N. Berenstein [6]. In the Soviet psychology the skills and value of orientation reflex in orientation-cognitive skilled activity were by P.Y. Galperin [7], A.B.Zaporozhets [8], etc.

Problems of skills of human activity were comprehensively investigated in paradigms of activity approach of S.L. Rubenstein [9] as well as A. N.Leontiev [10], later on - by A.V.Brushlinsky [11]. They provided the basis for a social and philosophical research of skills as foundations of human activity, towards its rational goal-setting character.

In contemporary literature the separate genre of council books for business and trainers focusing attention on skills has already emerged. It is relevant to define that the leading methodology of our research consists in accounting of basic provisions of activity approach and their implementation within conceptual researches of memory, its culturally generative conditionality and social value. Such approach is seen to the author as most of all correct for the historian - psychological analysis to an "era" phenomenon. This approach was for the first time developed by the academician G.S. Popov, whose works for a long time were classified as "Confidentially" or "Special importance" documents. Today Popov's scientific inheritance as well as his studies are being kept and pursued in our Memory Research institute.

The Methodology of Research.

Methodological issues and approaches of a research of philosophy of history features as sociocultural behavior and activity development, defining an era, require the search of a concept dialectically combining behavior and activity, irrational and rational on the basis of development of humanity axiology, anthropological bases of the person in overcoming multidisciplinary and philosophical borders of understanding of the movement of social substance, of the era substance.

Therefore our scientific work is based on motor approach, the framework of which, as well as its applied value was identified by M.A. Berenstein, S.L. Rubenstein, A.N. Leontiev, A.V. Brushlinsky, and, first of all, G.S. Popov.

According to the academician G.S. Popov, irrespective of desires or beliefs of the certain person, there is always a key requirement of the environment to him, and therefore ability to work with his own memory at the scheduled time, to seize necessary skill - that is one of the main and prevailing problems of any era for the representative of any social class, the inhabitant and the citizen of any state.

Practical orientation of philosophizing is connected with the questions of societies' organization, their activity, goal-setting, thus providing the goal achievements of society and its main institute - the state. In our opinion, such organizing force uniting the knowledge and abilities in activity is skills. Following basic provisions of the theory of G.S. Popov, we consider it necessary to raise a question about justification a concept "key skill of an era" and possibilities of extrapolation of its contents on a wide range of concepts of the general psychology and history of psychology. The author's position in this aspect consists in establishment of certain "knot", "crossing" of the collection of activity as unities:

- *the past (memory)* - that is reflected in manifestations, phenomena;
- *the present* - that is possible to investigate empirically;
- *the future* - goal-setting on the basis of theoretical knowledge and answers to perspective tasks of society.

The majority of knowledge and discoveries of the present belong to empirical approach. This approach is used in case from a complex practical viewpoint nothing is known about the phenomenon, however, there is some representation about its consequences (manifestations). Generalizing practical data, their functionality, renewal of a complete system is obviously possible. Special attention through empirical approach was paid in the 19th century, during blossoming of experimental psychology and empirical methods of a research. The outstanding psychiatrist and the physiologist V.M. Bekhterev, in particular, said that "...about hypnosis in practice it is known more, than in the theory". It is possible to illustrate with such example the attempts to pass from practical data into theoretical generalizations that take place in the present, in a rupture of the theory and practice, without their dialectic unities.

The variety of the Memory issues research requires the statements of a methodological existential problem of unity of life and death, the past, present and future. In our scientific investigation we shall stop on a perspective key skill of an era. The Lieutenant general, the academician Grigory (Semionovich) Popov paid close attention to this aspect in terms of the fundamental reason consideration of memory research, in the 1930th: "Only one thing is important for all of you - whether you are alive or you are dead. Nothing else exists". One of the most significant discoveries of the academician G.S. Popov (as well as unexpected) is the following: "*The mankind of different eras has a concept of key skill. This skill is a key to life. If you have*

no such skill - you die, if you have it though - you live» [12, page 23].

The key skill phenomenology as the issue also acts as an object of this scientific article research. It is also important to note that in 2018 the international scientific marathon (named "The Unknown Abyss") of Memory Scientific Research institute took place. The main ideas of the author underwent the corresponding approbation. They are systemically stated and presented in this article for the first time.

Discussions of a problem. Scientific novelty of a research.

The scientific novelty of approach to a solution is lying in the following: a concept "Key skill" as criterion of definition of an era is offered. Statement of activity criteria in a basis of a research of historical time is not new. Such approach exists in works underlining socially technological ways which are based on M.D. Kondratiev's works, in particular, his "big cycles of an economic environment" [13, p. 27]. J. Scott in the book "Good intentions of the state" (or why and how projects of improvement of human life failed) [14, p. 128] focuses attention to necessity of consideration of the essential state in reforming in the context of concrete knowledge - "Mattis". Our approach shares essential methodological distinctions. Firstly, we consider skills as unity for sociocultural behavior and activity, irrational and rational, technological and social in actions of people as the main criterion of change of time as changes of the hour relations are caused by development of the person. Secondly, development of skills removes contradictions between concrete (individual), special socially group (social groups, communities, institutes, layers of executions, institutes) and the general (society, mankind).

Thirdly, skills allow to define a role of Memory and Consciousnesses as dialectical interconnection of time dynamics of the past, present and future.

Directly the key the skill as a phenomenon, defines the person in its attitude towards memory. People investigate memory throughout many centuries. We consider that the main issue mankind on the earth has ever faced, is a question of survival and development. The external environment pushes the person to confront the tasks demanding presence of one key, system-engineering skill of an era owing emerging properties that builds specifics of socially technological relations. Moreover, the mankind has really developed this way, passing or "stepping" from one key skills of an era to another; in particular, this course will be considered in article.

Understanding key skill of an era represents the practical value not only in terms of expansion of range of own opportunities, personal realization, but also from a position understanding of a general historical picture of development of the person, his sociocultural features. On the other hand, from the psychological point of view, the phenomenon key skill is an important starting point for understanding and development of methodology of training of the person and its transformation into a mature, capable, independent

individual that, is indisputable, expedient in realities of requirements of the present and daily tasks.

It is offered to begin with overview of a perspective of foreign languages learning (that, certainly, is directly connected with memory and its mechanisms). For some people the task to learn at least one foreign language is not difficult, for others - it is excessive and unsolvable. Let's ask a question: "Do all people learn foreign languages, for example, English"? Of course, not all of them do. The reason is that knowing of a foreign language is not key skill for survival in the 21st century. In other words, ignorance of a foreign language is noncritical. **Key skill is the phenomenon which is always critical, critical up to such an extent, that human life depends on it.** In fact, key skill is a key to society living. If the person is lacking key skill in his arsenal, such person is doomed to be the "slave", "the tool, having ability to speak" (according to Aristotle). Let's guide also another example: earlier the ability to use a sword was that very key skill [19, p. 34]. The reason for that is obvious: sword allowed to live longer and not to fall the victim of violence.

The academician Popov claimed that the science of an era and knowledge of the person are concentrated around key skills [12, p. 44]. Science actually as the public phenomenon, emerged as the system of knowledge "how to obtain the key a skill". The science, in this context, comes from an existential perspective of development key skills like the answer to the question "To be or not be?", "To live or not to live?" In addition, so far as we concern the reasons and necessity of memory research, they meet in the point "key skills". Moreover, training and acquisition of skills is a problem of memory (a consciousness problem comes second).

Therefore, the Key skill is the cause and a determinant of science development. Otherwise, the science does not interest people. For example, today while reading Aristotle or Platon's work, we may ask: why did they write books in such a peculiar way? Is there any significance of their works for the present? For instance, to a XX century philistine the works of Platon usually seem to be irrelevant and uninteresting. However, earlier the picture of the world as well as perception of the Greek philosophers and their works was absolutely another. The matter is that, during that era the skill (or the ability) to speak was the crucial one, as any management questions, any power issues were solved or on the agora in the "polis" (city in Greek) by "demos" (people) persuasion was key. The authorities it was re-elected - and so, the skill of public speaking was the key, the key to rule, to govern, to manage. For example, in the period of Pericles the power representatives were re-elected each 9 months. And the rhetoric as science, was designed to solve the key skill problem - the problem of "how to learn to speak". The rhetoric and the disciplines accompanying oratory were directed to persuading and forming opinions of the listening citizens by the speaker. At that time, in that place where there lived Aristotle, Platon, Heraclitus oratorical skill was mainly valuable [15, p. 7]. For this

reason in ancient Greek "book" heritage one is not to find another key skills, except for oratorical skill (concerning the organization of the government as the central institute of society).

Speed of training is the following reason to investigate memory. For some person it takes just month to obtaining certain skills, for the other - approximately five years, - and that, figuratively speaking, is directly connected with understanding of mechanisms of memory functioning. The academician G. Popov claimed that the necessity of solving scientific tasks arises owing to need of key skills acquisition [12]. If we try to consider science history in a complex way, from various viewpoints, we may conclude, the science existed always, as long as there was a mankind. Even investigating an era of primitive ages (like the Stone age), today researchers show old drawings preserved on rocks. It is possible to assume that such drawings provide some visual aid. Let's pay attention to what we observe on these rock paintings. Scenes of hunting or battles - in fact, we see key skill of that time.

On the other hand, fundamental theoretical generalizations are extremely necessary and important during a certain era, too. In terms of studying key skill, theorizing was directed to identification of universal issues that reduce a way of a research of practice. Existence of theorizing certifies the corresponding requirement of society for it. If there is a theoretical science, with a lot of theoretical generalizations on a board and on paper, so it is necessary during a certain period according to public requirements and from the outside of certain inquiries. Let's consider, for example, medicine. The emergence of medicine refers to the period of Ancient Egypt. Strangely enough, defining the source "for whom it was necessary in Egypt and why", as well as "which was key skill" is relatively difficult task, for the reason before there was a clear split into ruling class (Pharaohs and priests) and into commoners (including, slaves), so, these classes had different key skills.

From above stated we come to such basic conclusion: in every era there can be not one key skill but several, as in different social strata key skills differ. So, in particular, on the example of Ancient Egypt it is possible to draw a conclusion that the medicine is intended for Pharaohs who aspired to immortality and adoration of, a sacralization of the power. "The one who will offer the Pharaoh the immortality will live better than anyone else". It is the reason of medicine blossoming in Egypt, during this period time.

Respectively, when people begin to be divided into layers, executions and classes, at each of them arises the key skills, providing survival and development. The military people share another key skill owing to that, the military science has developed. The peasants share their unique key skill and science corresponding to that skill, too. The governors also possess special key skill, and it thus a factor inducing emergence of science about the power. Each branch of sciences will develop around certain key skills of an era. At the same time, researching institute of the power and organization of society, in its qualitatively defining

essential characteristics of an era, we will also define further formation of the state as key skill of an era.

Not casually classical for society development are the ideas of Niccolo Machiavelli who wrote about key skill of an era the following: "...the armed prophets won, the unarmed perished", "The sovereign should not have and other thoughts, and other cares, and another matter, except war, a military thought and military science because war is the only a duty the governor cannot impose on others" [16, p. 51].

Investigating approaches to studying of memory in the Middle Ages and the age of Enlightenment and comparing them to modern, it is also possible to note that in the ancient time requirements to scientific subject were absolutely different, respectively, absolutely different approaches and memory models were used. As an example we shall refer to the Theater of memory of Camillo and Giordano Bruno [17].

During the period from XVII to the XIX century the prevalence of empirical and experimental approach to a memory research is observed. After the XIX century the science about memory goes towards theorizing, neurophysiology and psychology more and more. Separately in the XIX-XX station it is necessary to mark out researches by S. Freud, K.G. Jung and L. Szondi who considered memory as unconscious [18, p. 49]. In this way L. Szondi succeeded to promote further than his colleagues as he managed to create the test that allows to investigate the block of memory of patrimonial unconscious (ancestral unconscious memory block). Furthermore, it is worth paying attention to solid Soviet school. The reason it is remarkable is as follows: so-called approach "authorized - non-authorized" (either one is allowed to face certain information or it is forbidden. We mean that access to defined levels of science was authorised for those who had to possess this key skill by service. The Soviet period ended, but this approach, "authorized - non-authorized" to some scientific data, somewhat remained today.

Understanding a modern classical discussion between civilization and format approaches that pretty often have a political color we will offer our own definition of eras, on the basis of key skill. In the European science it is accepted to define the periods of ancient history, the Middle Ages, Modern times, in the last sometimes allocate the industrial and information periods, etc. In Post-Soviet historical science it is accepted to define (in extension of Marxist tradition) originally communal system, the period of history of the old world (according to slaveholding formations), the Middle Ages (according to feudal formations), modern times (since times of bourgeois revolutions, formation of a capitalist formation), separate the stage is considered by a stage imperialistic (behind V. Lenin's works) and beginning since 1917 the latest stage of Recent History was considered. In our opinion, this classifications is outdated as it requires significant correction after disintegration of the Soviet Union. Besides discussions around it are updated in a modern Ukrainian historiography. On the basis of criterion **key skill of an era** we offer own classification of eras.

Zero period. Conditional name of this period is tightly connected with "Primitive society order". Considering this historical era from a position key skill, we have to note the following: the institute of the state is not created yet, there are only phenomena "Chief of the house" and "big-man", between primitive people basic exchange and the proto-state educations are formed. All this is formed around **key skill of the person to get food** to itself (if that did not happen the person died). Production of food consisted in **ability to hunt and collect**, so those activities mirror the key skill of this era.

Antique period. In the antique period there are already certain classes and layers, outforming not only distribution of work, but also ability to organize people. On the basis of these facts, the layer of governors valued rhetoric as a key skill, as they had to speak faultlessly, especially in public. So, we outline the **oratorical skill**. Other social layers "fades into the background" in comparison with ruling class, by this we mean priests. Key skill of priests is **to foresee**.

The third society layer is soldiers. They have to win the battle knowing how **to use the arms (swords, shields, etc)**; therefore their key skill is an ability to use weapon.

The fourth class of people is occupied with agriculture, in fact, their key the skill is **hunting and agriculture**.

In this period blossoming of such sciences as rhetoric, oratorical skill, philosophy and some secret science (mysticism) of priests is observed [15, page 28].

As during this period there were various wars, the "Strategicon" of ancient Greeks and Romans reached our days as documental verification revealing military science of that time. Science of governors reached the present in some extent while the science of priests had oral or symbolical character.

Middle Ages and Renaissance. After Ancient Rome we pass to stages of the early Middle Ages. As since 11th century Europe is included into a stage of medieval blossoming, we shall say the apogee of this Epoch is unification of Europe lands by Charles the Great. Social system at the time of Charles the Great consisted of three classes: nobility, knights and commoners. Such class division remained till Renaissance and in general till bourgeois revolutions times. At the time of knights **the ability to fence was key skill**. For commoners the key skill was **agriculture and workmanship**. The nobility at that time of time, including knights, first of all, required the knowledge of art of war and Science to win. It is known, they perfectly owned weapon.

During this period the vast majority of the written books and treatises concentrates around problems to fencing. In Europe a huge number of books about fencing that is not observed, in particular, in the field of agriculture, or other professional skills is written. We come to the following conclusion: the science was an element only essential to ruling class, for commoners the science was not something necessary or affordable.

In terms of consideration of a question about a ratio key skills and memory interrelation it is necessary to notify that mechanisms of key skills development contrasted through the different periods, also provide the description of memory creation mechanisms. Anyway, psychologically the person remembers only something vitally necessary to him, as well as he does not remember and does not transfer further knowledge concerning anything undue or unwanted, that is not connected with issues of power and survival, that does not allow to solve problems of a creation. On the basis of historical documents about key skill it is also possible to consider the way memory of the nobleman, soldier or governor was "designed or constructed".

Documents about key skill of an era represent the indisputable research proof about creation of memory of people of that period [17, page 107].

Therefore, logical is the following idea: if key skills are known and clear, therefore, the mechanisms of their acquiring are clear also. Respectively, if there are mechanisms of acquiring, there way the human memory is formed, is known, too. The possibility of acquisition of skills depends on such categories as, actually, knowledge, the scientific volume, a certain substance, and so forth. Therefore, if one knows the way to research, it is possible to draw conclusions concerning memory as system [12, p. 64].

Separately we focus attention on what huge number of books on fencing remains in the Madrid library, in library Heidelberg and other ancient libraries of Europe. Europe of the period till the 19th century was in a condition of almost unstoppable war at the level of kingdoms, certain lands - up to separately local cases of robbery and robbery on roads. Proceeding from such environmental conditions, duration and quality of life depended only on ability to fence, it is necessary to pay attention that before (in times about which here comes the speech) laws as regulators of human daily behavior did not exist. However, by time the laws and rules appeared, actually the ruling class established them, but not the commoners. Blasco Florio wrote the following on fencing in the treatise: "As soon as there were people who wanted "to be and to have", at once there were people who disturbed them". Key skill provides the good life conditions. Who fenced well, lived well, who fenced badly, lived badly and not too long. "Who is stronger, has the right", - that was the atmosphere of an era [16, p. 84].

Period of bourgeois revolutions. Since the period of bourgeois revolutions in Europe the new social class was established, raising bourgeois elements known as businessmen today. The ruling class and nobles were forced to take into the consideration the interests of new class. They started production and manufacturing, got engaged in trade and even managed to apply for a leading role in society. However, in specific conditions it had been extremely difficult to get engaged in business and to establish own rules, as it was allowed to representatives of certain noble to carry their weapons free by the right of birth or in terms of criminal activity. "Why should we buy something if it is possible to take products and other items by force of arms" - that

was the logic of so called transition period. And therefore subsequently the new "imposed" key skill was represented step by step - and we mean the key skill to earn money. In Europe the new trend took its place: "Arms Down! No one is allowed to use his weapons anymore more, now everything should be purchased with money».

That did not happen in one day; as it is said, the nobility put up the resistance to new trends and reserved the right of carrying weapon for quite long period of time. During this period two key skills co-exist in parallel: ability to fence and earn money. Subsequently only those on service were allowed to carry arms (like, the police bodies, the army, etc.) As a result eventually only one key skill got left - the skill to earn money [13, page 76].

Industrial era. All further scientific development steps focused on key skill of "earning money". Only those who are capable to earn good money lives good, whereas all other people are his subordinates, and they live not so good. Overall, the science was directed to construction of machines, factories, plants, development of production, trade and so on. All other skills were accompanying and defining only usefulness of the person for production. We definitely should pay attention to that fact, the skill itself IS NOT an independent ability to earn money, but IT IS an ability to earn them at the expense of someone, by using someone, like hired workers - that is the key [13, p. 77].

In 1917 the world is divided into two parts by socialism and capitalism. In the capitalist world it is necessary to earn money, that is the key skill; meanwhile, the socialism requires completely different skill: **to cope with the orders** set by command of the state. In the USSR such situations in which the "order from above" could be not implemented were excluded in advance. So, the country leaders understood that in general the science had to be directed to acquisition of skills, to help the person cope with any task, order or command. Owing to this fact secret research institutes are established, and the applied science starts living separately, providing multi-functionality and effectiveness.

The science, for sure, was divided by the level of access. Each resident of the country knew only the data (the scope of information) he was allowed to. During formation of the USSR, representatives of the top leading echelons realized making any people solve task without skills is simply impossible. Moreover, the price of a mistake of the military or intelligence agent, for example, was too big. Therefore the science was directed to full mastering the person his key skill, necessary for performance of the corresponding tasks.

At socialism making money was not the key skill as people got paid in the USSR. The fundamental issue was to carry out a task of the top management and to survive (during war). The science had to provide multi-functionality of the person during that complicated period.

In capitalist society the principle functioned in the quite opposing way return: the science follows the path of the narrow specialization of the person. Back the

Soviet experts were highly appreciated in the West. The American expert is tightly specialized, as, for example, the operator of the computer and that is the point. Having one skill seemed to be enough to survive in the American capitalist society. [13, page 58]. If one wanted some sort of promotion, he had to go to the university or college because these educational institutes provided necessary conditions to acquire one more skill.

Post-Soviet period. In the 90th years, after the collapse of the USSR, the independent states appear on the world map and the ability "to earn money" becomes the key skill again. However, this period did not last long. Let's note that daily routine is connected with some other skill for majority of people. Looking for the answer we should face the following questions, in particular: what is the key skill of present time? The key skill providing survival of millions of people?

In the XXI century defining the key skill does not seem to be an easy task comparing this to the Middle Ages, for example. Today the effectiveness, multi-functionality are not extremely necessary, it is possible to survive even lacking skills to earn money or to fence. In the former Soviet Union the key skill was veiled well, too. The key skill of the present is an ability to get a job, to enter area of labor, to organize relation of the employer and worker. Someone even considers what it is enough to marry someone to provide personal survival. However, this situation equals to employment status, just replayed in different format, as marriage is used essentially as an attempt to provide the survival. "Got a job - there is some money for life", these are the logic and requirements of an era. Any other skills are minor. Therefore usually plenty of people try to get a job in the prestigious large company. Such is the situation towards the European countries today: the crucial idea is to settle in "big company" or receive the social help somewhere. In the USA an ability to earn money is still the prerogative.

People get their jobs until they are dismissed. In the latter case, they just follow the common tendency to get a job again, fulfilling the key skill. Therefore the modern science goes to teaching the person to get a job, in a certain measure to get into some organization. On the other hand, it is relevant to mention also other direction of scientific focus, i.e. the science of employers, therefore not "everyone who wish" may get a job. The matter is in the fact, the employers share the other key skill: to hire the worker or to dismiss him. Therefore different methods of professional selection, testing, performance appraisal, the requirement are created, and so forth. Employers are assured it is possible not to teach people, but to collect "ready", well-trained highly-skilled people somehow. This is the reason the profession of "Headhunters" in human resources departments is considered to be the most complicated and prestigious. Americans consider it is necessary to seek and find people who already know everything and will work for the Head of the Company. In fact, modern trainings and courses are intended to help employees to get a job, as well as to help

employers to create multiple obstacles on the course of the former.

We have to stress out that in the XXI century the science trains nobody through the education as nobody works with memory and its mechanisms. As we can see, introduction of a concept key skill allows us to investigate memory through eras.

Investigating books of different eras, it is possible to draw conclusions that are thematically devoted to key skills of different human society development stages, however, this is not a subject of the following article.

It is worth paying some specific attention to such phenomenon as "the European mysticism. Before acting so, we shall provide the answer to a question "What for do people fight throughout centuries?" The answer is "For the sake of power". To be the one with powers in his hands and mind. Since ancient times European mysticism acted as construction of knowledge or the science about the power: "How the power is won and kept" Key skill of science of the European mysticism - is to rule(to organize and command other people). It is the science of ruling class, however this science has gone a secret one. Therefore, it is about secret power, the criminal power. Moreover, it was put prerequisites for further emergence of the European criminal tradition, the key skill of which is secret power. And the secret power is stronger than the obvious one, as secret power defined who could be their obvious authorities in Europe. Overall, till present days there are two systems, for the "special", "elite" people and for the rest ones. On the basis of this, a new social institute - crime institute - defined their own key skill - the skill **to organize the secret power**.

Machiavelli creates the Science about obvious power, that is the reason we did not mention Machiavelli accidentally [16, p. 59]. European mysticism gives rise to the science about secret the power. This is the way the criminal power, as opposed to that power which is established in the European states, was created. Today the Southern Italian Ndrangheta, existing for more than several centuries, remains the richest and the most powerful organization. Mafia subdued America in the XX century, and nothing could be done with this fact. In addition, the Russian criminal tradition did not disappear, as well. Criminal traditions continue to exist, too, in different formats, covered with various labels, changing its profile with the course of history. According to the criminal traditions there is a concept of key skill too. Representatives of this tradition should not get a job, in this environment there is a concept of craft: some are able to pull out purses, some other are good in robbery, or in card smuggling (so, there are various criminal «professions»). It is necessary to pay attention to the fact, in criminal tradition one cannot just claim he is "handyman" and deceive the rest of the gang; one definitely requires real skills. Deception always comes to an end, finishing up with imprisonment or even death.

Conclusions

As a result of the conducted research the following logical conclusion is represented: history of mankind complete mirrors a perspective key skill of an era around which numerous branches of sciences develop within centuries. The external environment causes key skills. *Key skill* acts as a cross-disciplinary scientific problem.

The concept "key skill of an era" is verified, as well as possibilities of extrapolation of its contents on a wide range of concepts of the general psychology and history of psychology, in particular concerning phenomenology of memory, as its structure acting in quality as content of a skill, and the mechanism, and, respectively, studying is the significant notion.

The variety of the Memory research requires the statement of a methodological existential problem of life and death, the past, present and future unity. Fundamental key skills of different eras are analyzed, considering a training speed problem. The relevance and importance of a phenomenon of theorizing around skills and knowledge is discussed, too.

The conducted research discloses the prospects of studies of the historian of the psychological analysis of social stratification in modern society as well as problems of psychological support of the individual at the stage of professional socialization.

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Маньковська О. Ю.

*викладач кафедри сценічного мистецтва
Київського міжнародного університету, Київ*

ХОРЕОГРАФІЧНІ ТЕХНІКИ ЯК ЗАСІБ ФОРМУВАННЯ СЦЕНІЧНОЇ МАЙСТЕРНОСТІ МАЙБУТНІХ АКТОРІВ У ПРОЦЕСІ ФАХОВОЇ ПІДГОТОВКИ

Mankovska O. V.

*Assistant of the Performing Arts Department
at Kyiv International University, Kyiv*

CHOREOGRAPHIC TECHNIQUES AS MEANS OF FORMING THE STAGE SKILL OF FUTURE ACTORS IN THE PROFESSIONAL TRAINING PROCESS

Анотація. У статті представлено опис та характеристики окремих інноваційних та актуальних технік хореографічного мистецтва, як засобів формування сценічної майстерності майбутніх акторів у процесі фахової підготовки. Хореографічні техніки автором проаналізовано з урахуванням практичності та доцільності їх застосування для підвищення акторської майстерності акторів. Автором науково аргументовано та доведено необхідність застосування у процесі фахової підготовки акторів техніки Лабана, Станіславського та інших, оскільки вони сприяють розвитку складників акторської майстерності, пластичності, гнучкості, вміння передавати образи через рухи тощо. Автором запропоновано систематизацію запропонованих технік на традиційні та інноваційні, виокремлено перспективи подальших наукових та практичних розвідок з проблеми удосконалення фахової підготовки майбутніх акторів.

Summary. The article describes the description and characterization of some innovative and current techniques of choreographic art, as a means of forming the stage skills of future actors in the process of professional training. Choreographic techniques are analyzed by the author taking into account the practicality and expediency of their use for enhancing the acting skills of the actors. The author has scientifically substantiated and proved the necessity of application in the process of professional training of actors of techniques Laban, Stanislavsky and others, as they contribute to the development of components of acting skills, plasticity, flexibility, ability to convey images through movements and so on. The author proposes systematization of the proposed techniques into traditional and innovative ones, outlines the prospects of further scientific and practical explorations on the problem of improving the professional training of future actors.

Ключові слова: фахова підготовка, майбутні актори, хореографічні техніки, засоби професійної підготовки, хореографічне мистецтво.

Key words: professional training, future actors, choreographic techniques, vocational training, choreographic art.