problem of intellectual development and education of a senior pupil, in particular, a number of characteristics such as the representation of objective reality, is examined. An analysis of creative thinking as a process of solving a creative problem is presented. Attention is focused on considering the structure of creative task solving process: discretion of the contradiction, formulation of the task conditions, development of the solution project, materialization of the project; on the role of each of the stages in new image constructing, on the importance of adequate transformation of the initial (starting) conditions of the problem into the desired conditions; on the backbone influence of personal "coloring" of a new image constructing process, depending on the nature and volume of the information potential af a person, that solves the problem. The role of the influence of senior pupil's psychological readiness to solve creative problems in various fields of activity on the formation of an adequate, positive self-concept (personal self-image) is substantiated. In particular, an emphasis is placed on the possibility of paradoxical self-concept of gifted senior pupils'. Attention is drawn to the disorganization aspects of the informational capabilities of the Internet space in the direction of the vector of deviance. A typology of tasks by the level of their creativity is established. The basic psychological condition of the activities of secondary schools and extracurricular institutions regarding the development of students' creative thinking is formulated.

Keywords: creative thinking, task, image, strategy, information, project, information structure.

Хупавцева Наталія Олександрівна

ПРОБЛЕМА РОЗВ'ЯЗАННЯ ТВОРЧИХ ЛІТЕРАТУРНИХ ЗАДАЧ ПІДЛІТКАМИ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ

Хупавцева Н. О. Проблема розв'язання творчих літературних задач підлітками на уроках англійської мови. У статті описано зміст аргументативного дискурсу учнів на уроках англійської мови, продемонстровано шляхи його реалізації у процесі фасилітативної взаємодії. Використано психодіагностичний метод змістово-смислового аналізу дискурсивного мислення І. Семенова з метою вивчення рівнів експлікації аргументативного дискурсу підлітками. Автором статті запропоновано систему, за допомогою якої можна обчислити значення компонента «монологічні висловлювання»; також діагностовано рівні сформованості компонентів, які визначають когнітивну структуру особистості: «літературний зміст», «комунікативна позиція» та «процес реального спілкування»; прораховано коефіцієнти, що характеризують компоненти мисленнєвої діяльності підлітків, такі як: інтегративний образ, модифіковані та контекстуальні образи. Показано, що ступінь розвитку аргументативного дискурсу школярів на першому етапі експерименту визначався за такими критеріями: відображення підлітками ситуації сприйняття проблеми як комунікативної; стабільність у реалізації власної комунікативної позиції; відображення специфіки літературної образності та творчості. Усі ці фактори були прийняті за психологічні у процесі фасилітативної взаємодії. За результатами експерименту авторкою статті зроблено такі висновки: 1) існує взаємозв'язок між предметним літературним середовищем підлітків та їх розумінням літературно-образного змісту роману, що впливає на становлення у їхній свідомості парадигми аргументативного дискурсу; 2) у підлітків виявляється тенденція до зниження інтересу щодо вивчення англійської літератури; 3) підлітки, як правило, не можуть критично оцінювати роман, робити власні висновки щодо розвитку подій та характеризувати головних героїв роману, висловлювати свою особисту точку

зору відповідно до цього роману загалом. Це свідчить про те, що учні не в змозі вести «внутрішній діалог» з текстом, тобто здатність до аргументативного дискурсу школярів не сформовано належним чином ні завдяки традиційній навчальній програмі з літератури, ні за допомогою спеціалізованого курсу вивчення англійської мови; 4) у процесі шкільної освіти шляхом впровадження засобів розширення літературного середовища у навчальний процес на уроках англійської мови (творчі задачі, які було нами запропоновано) змодельовано нові психолого-педагогічні умови розвитку аргументативного дискурсу підлітків.

Ключові слова: фасилітація, фасилітативна взаємодія, аргументативний дискурс, контекстуальні образи, монологічні висловлювання, внутрішній діалог, літературне середовище, комунікативна позиція.

Хупавцева Н.А. Проблема решения творческих литературных задач подростками на уроках английского языка. В статье описано содержание аргументативного дискурса учащихся на уроках английского языка, продемонстрированы пути его экспликации в процессе фасилитативного взаимодействия. Использован психодиагностический метод содержательно-смыслового анализа дискурсивного мышления И.Семёнова с целью изучения уровней экспликации аргументативного дискурса подростками. Автором статьи предложена система, с помощью которой можно вычислить значение компонента «монологические высказывания»; также продиагностированы уровни сформированности компонентов, которые определяют когнитивную структуру личности: «литературное содержание», «коммуникативная позиция» и «процесс реального общения»; определены коэффициенты, которые дают характеристику компонентам мыслительной деятельности подростков, а именно: интегративный образ, модифицированный и контекстуальный образы. Показано, что степень развития аргументативного дискурса школьников на первом этапе эксперимента определялась с помощью таких критериев: отражение подростками ситуации восприятия проблемы как коммуникативной; стабильность в реализации собственной коммуникативной позиции; отражение специфики литературной образности и творчества. Все эти факторы считались психологическими по своему содержанию в процессе фасилитативного взаимодействия. С учётом результатов эксперимента автором статьи сделаны следующие выводы: 1) существует взаимосвязь между предметной литературной средой подростков и их пониманием литературно-образного содержания романа, что, в свою очередь, в большой степени влияет на становление в их сознании парадигмы аргументативного дискурса; 2) у подростков чётко диагностируется тенденция к снижению интереса к изучению английской литературы; 3) подростки, как правило, не могут критически оценивать роман, делать собственные выводы относительно развития событий и давать характеристику главным героям романа, высказывать свою личную точку зрения в соответствии с этим романом в целом. Это свидетельствует о том, что ученики не в состоянии вести «внутренний диалог» с текстом, то есть способность к аргументативному дискурсу школьников не сформирована должным образом ни благодаря традиционной учебной программе по литературе, ни с помощью специализированного курса изучения английского языка; 4) в процессе школьного образования путём внедрения способом расширения литературной среды в учебный процесс на уроках английского языка (творческие задачи, которые были нами предложены) были смоделированы новые психолого-педагогические условия развития аргументативного дискурса подростков.

Ключевые слова: фасилитация, фасилитативное взаимодействие, аргументативный дискурс, контекстуальные образы, монологические высказывания, внутренний диалог, литературная среда, коммуникативная позиция.

Introduction. The problem of solving creative tasks by teens at the lessons of literature is also very actual problem of psychology according to organizing facilitative interactions of schoolchildren (we mean providing such forms of activity,

as a discussion, a conversation, a dispute; also we'll tell about imaginary communication with the text, with its characters, with the author of this text). In such a way the facilitative approach in psychology is very useful for the development of practical and applied psychology, because it allows us to explore the principles and mechanisms of facilitation interaction between people in different spheres of a real life and the activity and it helps to develop practical methods and strategies of psychological and psychotherapeutic impact and interaction.

The analysis of the latest scientific researches and publications. Theoretical and methodological analysis of the scientific literature shows that in psychology there were studied and empirically investigated some certain aspects of facilitation interaction. But so far there has been no comprehensive study of the problem of organization of facilitation interaction, and have not been analyzed methodological and practical features of it. At the same time, scientific researches of the features and patterns of facilitation interaction, which are outlined in pedagogical and age psychology, general and social psychology, psychotherapy and consulting, help to identify the most important problems of the facilitative approach in psychological science and practice.

The ideas of national genetic and ontological psychology of the person, developed by such psychologists as G.Ball and M.Burgin [1], L.Vygotskyi [5], L.Kalmykova [7], G.Kostyuk [10], S.Maksymenko [11], V.Molyako [12], N.Mykhalchuk [18], N.Chepeleva [14] play the fundamental methodological and heuristic importance for the development of ideas on the organization of facilitation interaction in psychology.

Theoretical analysis of the problem of facilitative interaction shows that the important condition for its organization and psychological researches in the whole play philosophical ideas concerning the dialogue and dialogical paradigm in educational process (M.Buber [4], M.Bakhtin [2], V.Bibler [3], G.Gadamer [6] and others). These researches reveal the existential ontological principles of the phenomenon of dialogue, show its fundamental features and methodological ways of regularities of dialogical interaction.

The study of scientific literature shows that in the studies of psychology of facilitative interaction, done by G.Kovalev [8], O.Korniaka [9], C.Rogers [20] it was presented the humanitarian-cultural and value-meaning content of facilitation interaction, there were detailed its paradigmatic possibilities, which had been revealed in the practice of psychology.

In the psychological literature [15; 19] it was showed that facilitative interaction developed logical thinking of pupils, especially the ability to think and to conclude. But even here facilitative interaction has some kind of danger when abusing it. It can develop a very harmful habit of a pupil of juggling his/her thoughts, paying more attention to the form, rather than to the content of thinking.

We totally agree with these authors [16] who think that facilitative interaction is a heuristic way of presenting a new material and it can have a good effect, when the teacher thinks about psychological characteristics of children. Effective facilitative interaction makes sense only when the pupils themselves, under the

leading role of teachers, draw conclusions. Therefore, it is required from the teacher to ask questions so that they stimulate the pupils' opinions and direct the discussion into the way of argumentative discourse [17]. So, describing the importance of our research, we can admit that the problem of facilitative interaction is the subject of our research.

So, **the aim** of our article is to describe the content of argumentative discourse of pupils at the lessons of the English language, to show the ways of its implementation in the process of facilitative interaction.

The **tasks** of our research are:

1. To use psycho-diagnostic method of content-semantic analysis (CSA) of discursive thinking by I.Semenov to study the levels of providing the argumentative discourse by teenagers.

2. To propose the system how to calculate the values of the component "monologue utterances"; components which identified the cognitive structure of a person: "literary content", "communicative position" and "a process of real communication"; coefficients that characterize the components of thinking activity of teens, such as: the integrative image, the modified and contextual images.

3. To make conclusions about effective facilitative interaction of teens at the English lessons.

The results of the research and their discussion. In order to study the degree of formation of argumentative discourse of adolescents, we propose to use various methods, traditional for psychological experimental researches (questionnaires, tests, creative activities of pupils, conversations, written interviews, observations). The basis for our research is the method of content-semantic analysis (CSA) of discursive thinking by I.Semenov [13].

The CSA method is used to reconstruct and to analyse thought processes in situations of solving small creative tasks. The last we mean as *psychological factor of effective facilitative interaction*. Within the framework of this tradition, the process of solving by a person a creative task is meant as solving a problematic, conflict situation. It is determined by the ambiguity of the conditions of the problem, which provokes the use of stereotyped means of solution that do not lead to the achievement of the result. At the same time, the problem arises in the process of meaningful transformation of the conditions of this problem, when the intellectual means of the individual, which are not enough for its solution, characterize the intellectual sphere of thinking. On the one hand, cognitive dissonance characterizes the personality aspect of facilitative interaction and shows itself as a special emotional state of a person, which arises when it is a collision of the latter with a problem, which it can not be solved with the help of existing means-stereotype. The person's experience of inadequacy in a problematic situation blocks his/her intellectual activity, so the result can not be achieved. On the other hand, the problem is the condition of providing active cognitive activity, and the conflict is the presence of contradictions.

In our experimental research 103 pupils of secondary school № 15 in the town of Rivne were participated. The experiment was organized from September

2018 to March 2019. Its goal was to establish the degree of the development of argumentative discourse of schoolchildren on the basis of patterns of manifestation of the interconnection of perceptual, contextual, integrative images, which were formed at different stages of comprehension of the content of the novel in the situation of internal discursive solving of creative tasks in conditions of a diverse English-speaking environment.

Experimental and control groups were formed by the method of randomization (103 pupils):
- experimental groups:
  E1 (37 pupils) – 9-A form, school № 15.
  E2 (27 pupils) – 9-B form, school № 15;
- control groups:
  C1 (33 pupils) – 9-C form, school № 15.
  C2 (36 pupils) – 9-D form, school № 15.

The statement of the relationship of argumentative discourse and the English-speaking environment, as well as the specifics of the latter, was established by us by comparing the data of two groups of pupils. One of them (experimental class E1 and control class C1) consisted of pupils studying English seven times a week, another (experimental class E2 and control class C2) – teenagers who had English lessons three times a week. So, the difference between programs acts as a variable value of the English-speaking environment.

The degree of the development of the argumentative discourse of schoolchildren at the first stage of experiment was determined by the following criteria: the reflection by adolescents of the situation of perception of the problem as a communicative one; a stability in the implementation of a communicative position; reflection of the specificity of literary imagery and creativity. All these factors we mean as psychological ones in the process of facilitative interaction.

The effectiveness of proposed system of facilitative interaction on the development of argumentative discourse of adolescents was determined on the basis of comparison of the initial and final stages of the experiment made by the method of content-semantic analysis of the solution of creative tasks by pupils at the lessons of the English language. Thus, the development of argumentative discourse was determined taking into account the values of the component "monologue statements":

$$MV = \frac{1}{N} \sum_{i=1}^{n} mv_i \times 100,$$

where MV – the specific weight of the indicator "monological statements" in %;

mv_i (i= 1, 2, …, n) – the number of monological statements in the process of solving by i-pupil a creative task;

N – a total number of all pupils' statements when they are solving the problem.

Similarly, the values of other coefficients that characterize the components of thinking activity were also counted.

The coefficient of the integrative image was calculated by the formula:

$$I = \frac{n_i}{N} \times 100\%$$

where n_i – number of pupils' sayings which include the integrative image;

N – number of all statements in the pupils' stories.

The coefficients of modified (M) and contextual (C) images were calculated by analogy.

In their stories pupils provide the opportunity to analyze main three components identified in the cognitive structure of a person: "literary content", "communicative position" and "a process of real communication".

The component "literary content" contains the following levels: indeterminate level, subjective one, story-shaped level, emotional-personal one, a level of notation, general literary level, literary-historical one, general-cultural level. So, the specific weight of each level was calculated, that is the percentage ratio of the indicator of this level was counted by the sum of the indicators of all levels of this component (the indicator of each level includes the number of statements of each pupil in which this indicator finds its expression).

For example, the specific value of the indefinite level is determined by the formula:

$$V = \frac{R_{ind}}{R_{ind} + R_{obj} + R_{p-s} + R_e + R_n + R_l + R_{l-h} + R_{cul}} \times 100\%$$

where $R_{нев}$ – the number of pupils' statements in the process of solving the creative task in which the finding is of indefinite type;

where R_{ind} – the number of pupils' statements in the process of solving by them a creative task in which indefinite type of statement takes its place;

R_{obj} – the number of pupils' statements in the process of solving by them a creative task in which the objective type of expressions takes a main place;

R_{p-s} – the number of pupils' statements in the process of solving by them a creative task in which plot-shaped expressions were found;

R_e – the number of pupils' statements in the process of solving by them a creative task in which the emotional type of expressions took its main place;

R_n – the number of statements of schoolchildren in the process of solving by them a creative task in which the type of notation was found;

R_l – the number of pupils' statements in the process of solving by them a creative task in which a general literary type of expressions was found;

R_{l-h} – number of statements of schoolchildren in the process of solving by them a creative task in which the expressions of literary-historical type of statements took a place;

R_{cul} – the number of pupils' statements in the process of solving by them a creative task in which a general cultural type of expressions was found.

By analogy with the formula has been written above, the value of each level of the component "literary content" was calculated (Table 1).

First of all we have to admit that on this stage of the experiment there was no difference between pupils of experimental and control groups. That's why we were subdivided all schoolchildren into two groups. Group 1 includes teens from experimental forms, and group 2 – from control ones.

The data in Table 1 show that the values of all levels of the component "literary content" do not differ substantially in groups 1 and 2. Although the significant advantage of the level of notation for pupils in group 1 according to the results in group 2, taking into account their nature, indicates on the fact that teens provide the emotional attitude to a literary activity due to the perception of internal connections and providing the creative product on the basis of a ready-made content indicator, which manifests itself in the continuation of a literary task.

Table 1

**The development of levels of the "literary content's" parameter
in groups of pupils 1, 2 (in %)**

Levels of the "literary content's" component	Average values of the levels of the "literary content's" component	
	Group 1	Group 2
Indefinite	5	3
Objective	5	6
Plot-shaped	35	38
Emotional	27	31
Notation	21	9
General Literary	4	8
Literary and historical	3	5
General cultural	0	0

In general, adolescents are characterized by the awareness of the content of the novel (or a story from literature), due to the accumulation of representations and the expansion of the spectrum of spheres of a reality, where they arise different levels of literary content's component. The main levels for pupils of both groups are the objective level, plot-shaped level, the level of notation, which leads to the whole understanding of the novel or a story (we mean understanding not only a context of it, but also a general sense of a fiction). Integrative processes that would be completed by a general understanding of the meaning of the novel (including

the comprehension of author's ideas at general literary, literary and historical, general cultural level) were not developed as in experimental, so in control groups.

We will analyze the data on the component "communicative position" (Table 2). The structure of this component contains the following positions: outside position, the position of inclusion, mediated position, the position of understanding, which, in turn, has such components, as the position of the author of fiction, the position of one of the characters of the novel, the position of the reader of the novel, the position of all characters of the novel. All solutions of each creative situation proposed by the pupils were analyzed according to the meaning of a communicative position. The specific weight of each position in the narratives of the teens was calculated according to a formula similar to the formula for calculating the specific weight of subcomponents of the literary content's component.

The results allow us to note the absence of significant differences in the substructures of a component "a communicative position" in both groups of pupils. Attention is drawn to the low quantitative results of pupils of group 1 and group 2 on such substructures of the parameter "a communicative position" as "the position of the characters of the novel", "the reader of the novel", "the position of one of the characters of the novel" and "the position of the author of the novel".

Table 2

**Specific weight of substructures of the component
"communicative position" in groups of pupils 1, 2 (in %)**

The substructures of the component "communicative position"	Specific weight of substructures of the component "communicative position" (average values in group)	
	Group 1	Group 2
Outside position	35	42
Position of inclusion	18	11
Position of being mediated	11	13
Position of understanding:	28	27
a) as the author of the novel	2	4
b) as one of the characters of the novel	26	23
Position of a reader	3	2
The position of all characters of the novel	7	5

This results suggest that pupils usually do not realize themselves as subjects of perception the novel and the subjects of understanding the content of it. Teens were not able to conduct an internal dialogue with the characters or the author of fiction. That's why teens do not realize and explicate their own experience, thoughts, caused by the process of reading the novel. In such a way we can predict a low level of the development of argumentative discourse of adolescents of both groups.

The pupil's focus on the process of communication was fixed by indicators of a communicative-cooperative sphere. On a quality of communication is empha-

sized the parameter of "a real communication" (Table 3). All these results were calculated with the help of the method of content-semantic analysis (CSA) of discursive thinking by I.Semenov [13].

In the process of communication of adolescents of the first and second groups at the English lessons it was clearly expressed the tendency to solve the task posed by a teacher jointly. These aspects of a component "a real communication", as "collective decision-making" and "collective development" are more high in group 1. Pupils of group 2 were more likely to be discontented in the sphere of thoughts, so, the results of the component "individual output" are: 9,03 in group 2 and 4,56 in group 1. In group 2 there was a greater number of reasons of aggression in relations to partners of communication: 5,41 in group 2 and 1,18 in group 1.

In group 1 the integrative indicator of the development of the process of communication is better expressed: 2,14 in group 1 and 6,25 in group 2 (these results were calculated on the basis of the ratio of the sum of the indicators of individual and collective development to the sum of indicators of individual output and individual refusal of the decision).

According to the values of "collective decision-making" and "collective development" indicators, teens of group 1 also showed more better results. The Joint decisions done by teens in the process of solving a creative task allowed us to observe the process of understanding by pupils English novels from the emergence of initial representations to the display of certain meaningful moments. It is no coincidence that the most precise characteristics of a novel (for example, "satirical", "tragic" ones) appear not at the beginning of the discussion, but in the process of solving the problem as a result of comprehension by pupils of various versions of the interpretation of the novel.

Table 3

The value of substructures of a component "real communication" of adolescents in groups 1, 2

Substructures of a component "a real communication"	Average values of component's substructures (in balls)	
	Group 1	Group 2
Collective decision-making	8,05	6,03
Collective development	9,02	6,28
Individual development	5,36	5,04
Individual output	4,56	9,03
Collective agreement	8,11	5,51
Collective summary	9,13	7,82
Aggression	5,41	1,18
Individual disclaiming of the decision	2,14	6,25

Conclusions and further perspectives of providing our researches. So, according to the results of our experiment we can do the following conclusions:

1) there is a relationship between the nature of the subject literary environment of adolescents and their understanding the literary-figurative content of the novel, which influences the development of providing the paradigm of argumentative discourse by them;

2) adolescents manifest the tendency to decrease the interest in studying English literature, indicate a great decrease in the effectiveness of untraditional system of learning English, oriented on the development of primarily content of cognitive activity of teens (knowledge, skills, abilities), the system of influence on this age category of pupils;

3) adolescents, as a rule, can not critically evaluate a novel, make their own conclusions about the development of events and characterize the main characters of the novel, express their personal point of view according to this novel in general. This suggests that pupils are not able to conduct an "internal dialogue" with the text, that is, the argumentative discourse of schoolchildren does not develop properly due to either a regular curriculum or a specialized English language studying course;

4) in the process of school education, through the introduction of means of expanding the literary environment into the learning process at the English lessons (what are the creative tasks we proposed) we presented a model of new psychological and pedagogical conditions for the development of argumentative discourse of teens.

On the basis of these conclusions we can put the task of implementing the system of the development of argumentative discourse of schoolchildren in the experimental studying through conducting heuristic conversations, discussions, debates, according to the texts of contemporary English and American literature. We predicted that the system of pedagogical influences that would be used in the process of experimental studying should ensure the development of argumentative discourse of adolescents due to a change of their personal attitude to English literature in a whole.

The reliability of the differences according to a degree of the development of argumentative discourse of adolescents before and after the use of a system of experimental influences will be checked and described in our further publications.

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Hupavtseva N. O.. **The problem of solving creative literary tasks by teens at the English language lessons**. In this article it was described the content of argumentative discourse of pupils at the lessons of the English language, to show the ways of its implementation in the

process of facilitative interaction. In such a way it was used psycho-diagnostic method of content-semantic analysis of discursive thinking by I.Semenov to study the levels of providing the argumentative discourse by teenagers. The author of the article proposed the system how to calculate the values of the component "monologue utterances"; components which identified the cognitive structure of a person: "literary content", "communicative position" and "a process of real communication"; coefficients that characterize the components of thinking activity of teens, such as: the integrative image, the modified and contextual images. It was shown that the degree of the development of the argumentative discourse of schoolchildren at the first stage of experiment had been determined by the following criteria: the reflection by adolescents of the situation of perception of the problem as a communicative one; a stability in the implementation of a communicative position; reflection of the specificity of literary imagery and creativity. All these factors were meant as psychological ones in the process of facilitative interaction. According to the results of the experiment the author of the article did the following conclusions: 1) there is a relationship between the nature of the subject literary environment of adolescents and their understanding the literary-figurative content of the novel, which influences the development of providing the paradigm of argumentative discourse by them; 2) adolescents manifest the tendency to decrease the interest in studying English literature; 3) teens, as a rule, can not critically evaluate a novel, make their own conclusions about the development of events and characterize the main characters of the novel, express their personal point of view according to this novel in general. This suggests that pupils are not able to conduct an "internal dialogue" with the text, that is, the argumentative discourse of schoolchildren does not develop properly due to either a regular curriculum or a specialized English language studying course; 4) in the process of school education, through the introduction of means of expanding the literary environment into the learning process at the English lessons (what are the creative tasks we proposed) we presented a model of new psychological and pedagogical conditions for the development of argumentative discourse of teens.

Keywords: facilitation, facilitative interaction, argumentative discourse, contextual images, monologue utterances, internal dialogue, literary environment, communicative position.

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СИСТЕМА СТАВЛЕНЬ ОСОБИСТОСТІ: ТЕОРЕТИКО-МЕТОДОЛОГІЧНІ АСПЕКТИ

Яворська-Вєтрова І. В. Система ставлень особистості: теоретико-методологічні аспекти. Стаття присвячена аналізу поняття «система ставлень особистості» у наукових психологічних розвідках. Розкрито підхід В. М. Мясіщева до змісту й сутності ставлень, який визначав психологічні ставлення як «цілісну систему індивідуальних, вибіркових, свідомих зв'язків особистості з різними сторонами об'єктивної дійсності». Окреслено види ставлень (потреби, мотиви, емоційні ставлення, інтереси, оцінки, переконання й спрямованість як домінуюче ставлення, що визначає життєвий шлях особистості), а також регулюючу функцію ставлень у досягненні ефективності й успішності діяльності. Викладено погляди Н. І. Сарджвеладзе на розуміння структури особистості і її динамічних тенденцій у системі ставлень особистості. Саме ставлення як «конституюючий фактор особистості» дозволяють розглядати взаємодію особистості і соціального середовища як