ISSN 3083-6654 (Print) ISSN 3083-6662 (Online)

FROM EDITORS

Tetiana Kachak, Tetyana Blyznyuk

The research findings presented in the third issue of the academic journal *Дитяча література: інтердисциплінарний дискурс* (*Children's Literature: Interdisciplinary Discourse*) address a wide range of topics, including intercultural dialogue and literary transfer, the representation of national identity, the artistic interpretation of war, the trauma of historical memory, the interpretation of literary texts, the axiological potential of children's literature, as well as the specific features of its readership and its role within the educational context. The contributions bring together historical-literary, theoretical, and applied approaches, ranging from Actor–Network Theory and social semiotics to Jungian interpretation and the analysis of curricula. This diversity of approaches demonstrates that children's and young adult literature is increasingly recognised as a fully-fledged field of humanities scholarship rather than a marginal area of academic inquiry.

The issue opens with studies devoted to translation, intercultural interaction, and the formation of the literary canon for young readers. M. Vardanian examines how Ukrainian identity is represented through translation in Soviet and diaspora contexts, while M. Świetlicki and T. Kachak analyse the role of Polish young adult literature in transforming Ukrainian adolescent reading after 2010, tracing the mechanisms of literary transfer and the ways in which thematic and genre gaps in the national literary landscape have been addressed. Both studies foreground the interaction between national literary systems, cultural mediation, and the influence of translation on the formation of young readers' preferences and literary repertoires, as well as on the development of their understanding of their own identity and neighbouring cultures.

A separate section of the issue is devoted to studies exploring the literary representation of the experience of war and memory in children's literature. Drawing on Actor–Network Theory and social semiotics, I. Kaliakatsou offers an interdisciplinary reading of *Yellow Butterfly: A Story from Ukraine* as a network of meanings in which war is interpreted through an ecological lens. O. Visych examines performativity as a mechanism through which memory is inherited in N. Smyrnova's novella *Kerim's Crimea*. These contributions are particularly significant in the contemporary Ukrainian context, as they demonstrate how literature can address young readers on issues of loss, violence, and the continuity of historical memory. The authors highlight the potential of contemporary theoretical approaches to studying children's literature as a space for interpreting traumatic experience, cultural memory, and complex social realities.

Considerable attention is also devoted to the interpretation of literary texts, their figurative and symbolic structures, motifs, and poetics. Nataliia Mocherniuk focuses on the artistic poetics of Petro Antyp's *The Great Fairy Tale About a Little Boy*, examining the work through the figure of the artist as storyteller, while Volodymyr

Pratsovytyi, explores the affirmation of moral and ethical values in Ivan Franko's dramatic sketch *The Trial of St Nicholas*. Oksana Goloviy offers a Jungian reading of Louisa May Alcott's *Little Women*, while Tetyana Blyznyuk and Larysa Krul examine the interplay of biblical and fairy-tale motifs in C. S. Lewis's *The Magician's Nephew*. These articles share an interest in the deeper layers of textual meaning, making them valuable both to researchers and to thoughtful readers.

The issue also features important contributions addressing the value-oriented and educational potential of children's literature. Maria Kopchuk-Kashetska, Svitlana Dovbenko, and Veronika Ozarko consider biblical stories as a source of moral guidance and spiritual values for young readers. Halyna Sokhan analyses the educational potential of eco-fairy tales and didactic approaches to their study in the educational process, highlighting the importance of fostering environmental awareness among younger generations and developing a responsible attitude towards the natural world. These studies demonstrate that literature serves not only as a means of aesthetic experience but also as a significant factor in children's personal development and value formation.

The issue concludes with articles that examine the child as the intended recipient of a literary work, the specific features of readers' reception, and the representation of childhood in the educational context. Nataliia Deviatko proposes a reconsideration of the criteria used to determine the intended readership of literary works, moving beyond traditional age-based categorisation towards a reader-centred model. Olha Yablonska, Tetiana Danyliuk-Tereshchuk, and Nataliia Lishchuk investigate the representation of the child's world in nineteenth-century Ukrainian literature and the ways in which it is presented in model curricula and textbooks for Grades 5–6. Their studies broaden the discussion of the relationship between literary texts, readers' developmental characteristics, the content of literary education, and the development of reading competence.

The research presented in this issue demonstrates the methodological diversity of contemporary literary studies, ranging from hermeneutic, myth-critical, and psychoanalytic readings of texts to comparative, translation-oriented, semiotic, and interdisciplinary approaches. At the same time, these contributions are united by their focus on children and adolescents as readers, subjects of cognition, bearers of memory, and participants in cultural dialogue.

We hope that the third issue of the journal will provide a platform for scholarly dialogue, contribute to the advancement of interdisciplinary research, and inspire new interpretations of literature for children and young adults as a multifaceted sociocultural phenomenon within both Ukrainian and international academic contexts.