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ВНУТРІШНІХ СПРАВ**



# *Молодь і світова співпраця*

## **МАТЕРІАЛИ**

III Всеукраїнської англомовної  
науково-практичної конференції здобувачів вищої освіти  
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Збірник містить матеріали III Всеукраїнської англомовної науково-практичної конференції, в якій взяли участь здобувачі вищої освіти з різних міст України. Тематика доповідей охоплює широке коло актуальних проблем міжнародної діяльності молоді, діяльність молоді у контексті світової інтеграції, вивчення мов у контексті міжкультурної комунікації, вирішення професійних питань засобами іноземної мови, усний і письмовий переклад у професійній діяльності, особливості професійної та гендерної лінгвістики, перспективи та необхідність набуття іншомовної компетентності в умовах євроінтеграції України.

Матеріали науково-практичної конференції можуть бути використані для розроблення підручників та посібників, які б передбачали достатню мовну підготовку здобувачів вищої освіти, слухачів магістратури та ад'юнктури.

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INTERCULTURAL IMPLICATIONS AND COMMUNICATIONS TRENDS**

Significance of the English language use in the globalized economy has been indisputable. Reforms of educational systems have been tailored to accommodate the role of the English language in today's globalized context. While many scholars are propagating dissemination of this idea ranging from innovating language teaching methodologies to unique business strategies, still many are pointing to problems related to cultural and socio-political issues. A dichotomy between the single language use for international communication and local languages throughout the world brings up a major intercultural issue. Solutions to this issue represent a complex and difficult task requiring organized efforts both at national and global levels.

The new living conditions that have developed over the past two decades at the turn of the XX-XXI century have radically changed the views of both professionals and the general public on the study and management of foreign languages. Modern society needs more than just acquaintances of several languages and translations of specialists in general, intercultural communication. This goes far beyond just knowing the foreign languages in which communication takes place between people. In the current conditions it is by no means exhausted. Today it is becoming increasingly clear that no area of human activity can be visited without the extensive use of language resources. Special experience and knowledge of previous generations of a particular language community. However, the purpose of various language units is not limited to the accumulation of ordering and transmission of information and life experience. All the wealth of even civilization can be the subject of transmission not only in one dimension - the response of the generation, but also in synchrony between representatives of different language communities living at the same time in its history.

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## **PHILOLOGIST DOES NOT MEAN TRANSLATOR**

Another stereotype in the perception of the profession of translator: a professional translator is a person who speaks a foreign language. You can communicate well even in several foreign languages. But this does not mean the ability to automatically switch from language to language when you need to convey someone else's opinion.

Typical for the majority of Ukrainian society is the understanding of translation activity: if you know a foreign language, you can translate. The idea, to put it mildly, is wrong. First, it is necessary to clearly differentiate between knowledge of a foreign language and the ability to use a foreign language for certain needs.

Translate means to speak at least two languages: native and foreign. This is only the first step, the basis, the foundation, without which translation as an activity is impossible. The importance of native language proficiency should not be underestimated. Communicating with it from childhood, we automatically learn all the mistakes, dialectics, and usually the idea that the native language should be used, guided by the rules, we do not have. In everyday life, we have enough naturally acquired knowledge.

When language becomes a tool in our work, we encounter many questions about morphology, syntax, stylistics, phraseology, and so on. A professional translator works with all layers of language: different styles, professional languages and slang, languages of age groups, dialects, slang. Add to this the use of words-realities, neologisms, archaisms, phraseologies, etc. Ideally, the translator works in one direction. But this is ideal. Usually, each translation is a separate project, during which you need to almost learn a new specialty and become a different person.

The translator is a professional schizophrenic who constantly wanders the border, risking his own common sense in the area of the collision of two languages and two cultures. He acts in a sublime state of thought, as if in a trance - indeed, it is a creative trance, a state of bipolarity, simultaneous presence in two places, parallel movement in two worlds. In this sense, the translator is a foreign newcomer, a traveler in the ever-growing world of literature. Being imperceptibly doomed to loneliness, the translator enters an atypical state of perception of things.



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## **THE CONCEPT OF INTERCULTURAL COMMUNICATION IN TODAY'S CONTEXT**

One of the important features of our time is the growing number of people who are in contact with cultures other than their native culture. The process of globalization contributes to the understanding of communication between different cultural systems as an essential element of the picture of the modern world. The processes associated with the phenomenon of globalization involve regular contacts in different areas between people of different cultures. This situation requires the solution of practical problems and issues of cultural adaptation of representatives of one culture in the territory of another cultural community. People began to think about the interconnectedness of language and culture as early as the eighteenth century.

In Ukraine the field of research connected with “intercultural communication” is still in the process of formation. Modern Ukrainian scientists (P.N. Donets, T.M. Komarnytska, P.I. Osypov) have been studying the problems of intercultural communication. According to them, when communicating with different cultures, it is quite possible that certain problems will arise, which from the beginning are related to involvement of different cultures. Problems of this nature can be as follows: difficulties in understanding, misunderstanding, creation of certain prejudices, and in the future - separation in communication, resentment and finally - mental isolation [2]. Today, in the process of teaching foreign languages in Ukraine, there is a need to use the language as a means of real communication with native speakers of other cultures. Students do not want to know the language, but use it. As a result, the view of foreign language teaching is changing dramatically, with more emphasis on intercultural communication. Therefore, the main task in teaching foreign languages today is to teach the functional side of a foreign language and more practical application of the foreign language being studied. Of the four types of speech activity, due to objective reasons, such as a small number of study hours, lack of language environment, long breaks in classes, etc., in the process of learning a foreign language at the university is often actually implemented, unfortunately, the most passive form is reading [3].

According to the scientist M.M. Halytska, who has been researching intercultural misunderstandings in the translation process:

- communication strategies of different cultures are formed in relation to the behavioral norms of the culture and in accordance with the permissible and desired communicative behavior within the culture;

- communicative channels of culture reflect its priorities in the hierarchy of values, which can differ significantly in different cultures and cause problems in understanding between representatives of different cultures;
- disparities between the communicative scenarios of different cultures are not limited to linguistic and behavioral spheres and relate to differences in the cultural experience of different cultural communities, which affects the structure and configuration of communication systems inherent in these communities;
- communicative gaps between cultures can be eliminated by introducing artificial procedures (increasing the intercultural competence of communities); stimulating their cross-cultural sensitivity through orientation and instruction (awareness of reactions and situations typical of another culture, as well as relevant practical recommendations) [1].

V. Bibler believes that the dialogue of “cultures” is about the dialogic nature of the individual, that the understanding of another person involves mutual understanding between “I - you” as ontologically different individuals who have actual and potentially different cultures, logics of thinking, different meanings of truth, beauty, goodness. Dialogue in the idea of culture is a dialogue of different thoughts or ideas, it is always a dialogue of different cultures. True intercultural dialogue allows us to identify common values, worldviews and traditions [5].

The cultural diversity of Ukrainian society encourages each individual to constructive interaction, to form a positive attitude towards representatives of other nationalities, to develop knowledge about the cultures that surround him. One of the main tasks of modern education is the education of a person who is able to learn and create culture through dialogic communication, which requires from all participants in the pedagogical process a high level of communicative culture, communicative competence, developed communication skills. It is possible under the condition of properly organized intercultural dialogue [4]. The latter has an important developmental role for modern society and human education, because it is able to turn a person into a representative of another culture, which gives him the opportunity to understand the interlocutor.

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## **PROFESSIONAL SPEAKING ACTIVITY OF PERSPECTIVE LAW ENFORCEMENT OFFICERS**

It is common knowledge to say that perspective law enforcement officers who seek to perform their duties successfully and professionally, in addition to special, physical, moral and psychological training and along with protection of constitutional and other rights and freedoms of citizens, are required to obtain the necessary skills and abilities related to the field of professional speech, namely the activities carried out with the use of language, primarily for oral or written communication with other members of the language team.

Along with the observance of language etiquette, no less strict compliance with the requirements of business etiquette is required from law enforcement officers, which includes both the rules governing business communication of members of the staff with equal status and standards governing official communication in the system “the head (chief) is a subordinate”.

Professional speech includes not only the application of appropriate skills, but also the culture of behavior, emotional culture, general language culture and the culture of professional communication. The latter includes, in particular, the ability to build speeches and speeches on professionally oriented topics, the ability to organize and conduct professional dialogue, the ability to communicate with non-specialists on issues related to professional activities. A significant role in professional communication belongs to the socio-psychological characteristics of language: its business orientation, compliance with the psychological state of the interlocutor, the ratio of speech behavior of communicators with their social roles [3].

There are two main links of professional speech: linguistic and communicative.

The linguistic part of professional speech includes knowledge of special vocabulary (including terminology) and the ability to use it in solving professional problems, the ability to establish a connection between known and new terms, knowledge of stylistic features of professional speech.

The communicative link includes awareness of the goals and objectives of communication, the ability to coordinate their speech with the communication situation, create a favorable atmosphere of communication, the ability to establish and maintain language contact with other participants in communication [1].

Along with the observance of language norms, professional communication requires a careful, thoughtful attitude to the selection of language tools, taking into

account the circumstances that arise during the communicative situation. This is especially important in the interaction of law enforcement officers with citizens, as their appeal to law enforcement agencies in many cases is due to the fact that they find themselves in a difficult life situation. Undoubtedly, such circumstances can bring a person out of psychological balance and provoke not quite adequate behavior.

On the other hand, situations when a law enforcement officer initiates communication are often perceived by citizens as stressful situations in which even a calm, balanced person can lose self-control and show excessive anxiety, incontinence, aggression [4].

A significant difference between the activities of law enforcement officers from other activities is that it takes place in extreme conditions. It's not just communication with unusual people and encounters with acute moments in dangerous situations. Extreme is the fact that all the activities of law enforcement officers relate to the application of prohibited law or violation of rules of conduct. The increase in the level of extremism is influenced by the usual negative attitude towards law enforcement officers. This attitude creates tension in communication situations.

Accordingly, law enforcement officers need to have some skills of careful language tools selection as well as non-verbal means of communication (gestures, facial expressions), which will promote fruitful communication with citizens in various communicative situations, including complex and stressful ones.

The use of stylistically neutral vocabulary, exclusion from the language of words with reduced stylistic or negative emotional color, logic, argumentation, persuasiveness of speech, equal, respectful tone of a law enforcement officer will help to have the necessary impact on the recipient: to calm the overly excited, to encourage the one who is confused and closed in himself.

The above mentioned professional speech is not limited with the possession of the communicative qualities of language. Along with the ability to speak accurately, clearly, intelligibly, convincingly, competently, there is one more important ability of law enforcement officers - ability to listen to the interlocutor – a citizen or a colleague – attentively and patiently, trying not to interrupt his speech, and if it is necessary do it in exclusively tactful form [2].

Thus, we come to the following conclusion: perspective employees of law enforcement agencies of Ukraine, whose professional activities include as an integral component of language activities, of course, must have language norms of the Ukrainian language along with the ability to select and use language tools according to language situation, communication goals and objectives, follow the rules of language etiquette and improve the general culture of their language and professional speech on the regular basis.

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### LINGUISTIC PORTRAIT OF A MODERN MULTILINGUAL ECONOMIST

The study of the linguistic portrait of the individual in modern style is associated with several problematic aspects. First of all, it is an interpretation of the very concept of linguistic portrait, which today exists rather as an active, often used, but not terminologically codified scientific metaphor. Despite the fact that the active development of the study of linguistic phenomena in terms of how they function in the context of human activity, received only in the late XX - early XXI century, the problem of “human factor” in language has been the focus of researchers enough long time.

Therefore, for a more detailed study of the presented topic, it is necessary to consider the existing definitions of the term “language portrait” by different authors.

Author	Definition
Leord S. V.	It is the language embodied in speech personality.
Tarasenko T. P.	The set of language and speech characteristics of the language personality.
Matveeva G. G.	A set of speech preferences of the speaker in specific circumstances to actualize certain intentions and strategies of influencing the listener, with the help of a language portrait is fixed communicative behavior that is

	automated in case of a typical repetitive communication situation.
Kitaygorodskaya M. V. and Rozanova N. M.	Functional model of language personality.

Linguists note that the more fully speech expresses a working thought, vivid and sincere feelings, the more clearly it shows a person's indifference to his own speech, which is perceived as an individual manifestation of national, national speech, the more guarantees that such a person has a high level of language skills. culture of communication will grow into mastery of the language [1].

Modern times are characterized by significant changes in various spheres of life. There is a comprehensive automation and computerization of all areas of human activity. There is a large number of new technologies, professions. In this regard, there is a total introduction of new words in our usual use, and hence the change of language porter specialists. The central place in today's world remains on issues related to economic relations, ie with the economic side of the functioning of enterprises, countries and the world as a whole.

As part of his professional career, a multilingual economist is involved in a complex and multifaceted communication process on a daily basis. At the same time, the professional self-determination of a specialist largely depends on the level of efficiency of speech communication. Economic vocabulary since the emergence of commodity-money relations has been and continues to be one of the most popular groups of words in most world languages. Being the object of close attention not only of linguists, but also of specialists in the field of humanities in general, it has come a long way of development and study on the basis of different languages. The linguistic personality of economic professionals is a self-regulating system that is influenced by various social and professional factors.

The language of economists is very specific. It has a diverse focus, which allows each specialist in the economic field to belong to a particular area of this field. For example, an economist in the financial sphere in his lexicon will have terms related to financial and monetary relations (“money”, “interest”, “credit”, “mortgage”). The vocabulary of the economist of the enterprise or production will be rich in economic terms associated with the sale and production of products at the enterprise (“cost”, “costs”, “profit”, “profitability”, “profitability”). That is, we can conclude that any focus on the specifics of work in a particular field will leave an imprint on the language of the individual of a specialist.

Professionally oriented language of economic specialists is a subsystem of language that includes units of different levels of the language system. In the professional language of economists there are terms of narrow application, wide application, various terminological units, professional-oriented vocabulary (professionalisms), as well as words that fill the lack of special words to denote new borrowed words. There are already professional phraseological phrases that are directly related to the economic sector (“carry out operations”, “make a profit”) [3].

Today, the modern multilingual economist uses many terms in his professional activity, among which are: professionalism, dialectics, neologisms. Also, it should be noted that economic vocabulary can be considered international. Because economists around the world now use many definitions and terms borrowed from different languages.

Borrowings from other languages include the following:

*I. Borrowings from ancient languages:*

1) from the ancient Greek language (“autarky”, “mortgage”, “syndicate”, etc.);

2) from the Latin language (“asset”, “sequestration”, etc.).

*II. Borrowing from Indo-European languages:*

1) from Romance languages:

a) from French (“abandon”, “advance”, “certification”, etc.);

b) from Italian (“notice”, “bankrupt”, “gross”, “currency”, “ultimo”, etc.);

2) from Germanic languages:

a) from German (“bodmereya”, “rent”, “shtafel”, etc.);

b) from English (“broker”, “manager”, “switch”, “timeshit”, etc.);

3) from Slavic languages (“rent” - from Polish).

*III. Borrowing from Turkic languages (“treasury”, “label”, “fair”, etc.).*

Latinisms are of the greatest importance in the sphere of the economic layer of vocabulary. Among which are many words that have become familiar and commonplace for us: “agent”, “auditor”, “beneficiary”, “bonus”, “visa”, “debit”, “inflation”, “capital”, “conversion”, “liquidity”, etc.

Interesting is the fact that a significant proportion of units of economic vocabulary are words borrowed from the French language: “advance”, “share”, “balance”, “budget”, “guarantor”, “devaluation”, “deposit”, “commercial”, “Salesman”, “compensation”, “cooperative”, “bill”, “courier”, “limit”, “shop”, “mercantile”, “billion”, “million”, “nouveau riche”, “pension”, “Prolongation”, “sabotage”, etc. French is widely spoken around the world and is the official language of many countries.

All the above terms, which were borrowed from certain languages and constitute the language porter of the modern multilingual economist. It should be noted that there is also a division by type of economic vocabulary.

1) economic vocabulary denoting participants in economic relations: “subscriber”, “agent”, etc. ;

2) economic vocabulary, which names different types of economic entities (government and commercial structures): “bank”, “exchange”, “fair”, etc. ;

3) economic vocabulary, denoting persons by social status, profession: “accountant”, “banker”, “broker”, “worker”, etc. ;

4) economic vocabulary, including the name of money, currency, securities: “money”, “stamp”, “bill”, etc. ;

5) economic vocabulary, which calls the units of measurement: “pound”, “percentage”, etc. ;

6) economic vocabulary denoting the name of the premises, documents: “office”, “shop”, “price list”, “circular”, “stamp”, “form”, etc. ;

7) economic vocabulary, which names various types of commercial activity, process, operation: “auction”, “devaluation”, “collapse”, “fine”, etc. [4].

Considering the economic vocabulary, which is the main component of the language of the modern economist, because the competent and successful use of vocabulary characterizes a person as a specialist and forms a certain image of him in colleagues and other colleagues, it should be noted that there are some components.

Well-known linguist E. Y. Kusko notes that the main elements used in the construction of a linguistic portrait are:

- the relationship between the language of the specialist and his character;
- difference from the language of others;
- manifestations in the language of social, professional local affiliation;
- reflection in the language of worldview [2].

Summing up all the above, it should be noted that a modern multilingual economist must be able to master economic vocabulary, his manifestation of communicative ability should reflect his character and worldview of the specialist, and hence the personality as a whole. Also, the ability to speak the same language in general is a litmus test in the modern world. Because, for the ability to provide the necessary information, most draw conclusions about the person in general and as a specialist.

Thus, having researched various sources and analyzed the works of several authors, we come to the conclusion that the linguistic portrait of a modern multilingual economist consists mostly of professional, ie economic vocabulary. Also, one of the components of the portrait is the ability of the economist to reflect his own worldview and character through language. The uniqueness of communication skills and language differences is one of the key factors in the language portrait of a modern economist.

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## **THE NEED FOR KNOWLEDGE OF THE ENGLISH LANGUAGE IN PROFESSIONAL ACTIVITY**

In modern society the necessity of learning languages is considered to be quite acute. Today, the language that everyone should speak is English. Nowadays the need for knowledge of a foreign language is not limited just for the sake of travel. But there is a great need to learn languages in order to fulfill one's professional duties.

So, today everyone should know at least English. Language skills are very important for law enforcement officers. We must all remember that according to Article 12 of the Law of Ukraine "On the National Police" Everyone has the right to seek help from the police or a police officer at any time. So it is possible to talk about the equal opportunities of everyone if the police officer to whom the person applies does not understand him [1].

That is why we emphasize the necessity to learn languages, because the police must help everyone, no matter what language they speak, and as we understand, there are situations in which there is no time to wait for the arrival of an interpreter. Therefore, it is proposed to introduce English language skills as a necessary requirement for working in police departments.

We must also understand that language skills must be required not only in the life of every law enforcement officer, but also in the life of every member of society. Therefore, according to Article 49 of the Constitution of Ukraine, everyone has the right to health care, medical assistance and medical insurance. And how can we understand and help a person if we can't even ask what exactly worries him and help in time, that's why hesitation or delay can cost a person his or her life [2].

Similarly we can talk about the necessity of the language skills in practically any profession. Definitely, not every ignorance of the language will lead to certain serious consequences. In case a foreigner is not understood in the store, nothing catastrophic will happen. But if it is a sudden allergy or heart attack and urgent medical help is required, we will have to face serious consequences due to the lack of foreign language skills.

For some professions, knowledge of English is simply necessary: programmers, accountants or managers in large companies must know the English language in order to perform their duties. Only a few years ago language skills were not so important, and you could turn to a translator for help. Now when you are hired, you are definitely asked about your language skills. And of course for getting a promotion the knowledge of foreign languages is a good plus.

Today we can see the growing number of professions in which knowledge of English is required. The statistics proves that knowledge of English in a few years will be a must for everyone, regardless of their chosen profession. Therefore, society is forced to start adapting to new living conditions and encourage learning foreign languages.

Therefore, in our opinion, it is necessary to improve the learning of foreign languages at school, because, as scientists say, information is better remembered at a young age. Respectively, as the quality of language learning at schools improves, it will be easier for children to adapt to the new needs of society.

To sum up the above mentioned, knowledge of languages is not a whim, but a simple necessity of modern life. Every day we may face a situation in which knowledge of languages is required or urgent for saving someone's life. That is why everyone should know at least one foreign language, namely English.

Based on the above, we have come to the conclusion that language skills today are becoming of great necessity. But we can assume that in a few years knowledge of English will be an obligatory condition for employment, regardless of the field of activity. Therefore, knowledge of languages in modern society is a necessary component of life of every member of society.

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## **UKRAINE AND EUROPEAN UNION COOPERATION IN THE FIELD OF JUSTICE, FREEDOM AND SECURITY**

Chapter III of the Association Agreement between Ukraine and the European Union is devoted to the issue of cooperation in the field of justice, freedom and security, which defines the main areas of cooperation between the parties. An important goal of cooperation is the establishment of the rule of law and the strengthening of relevant institutions, in particular in the field of law enforcement and the establishment of justice, strengthening the judiciary, guaranteeing its

independence and impartiality. Cooperation in the field of justice, freedom and security is based on the principles of respect for human rights and fundamental freedoms. The provisions of the section provide for the deepening of cooperation in the field of migration, cooperation in the fight against money laundering and terrorist financing, organized crime, as well as the development of cooperation in the field of legal assistance in civil and criminal matters. Important attention is paid to ensuring the mobility of citizens and the introduction of a visa-free regime for citizens of Ukraine.

The main working body that coordinates the development of dialogue between Ukraine and the EU in the field of justice, freedom and security is the Subcommittee on Freedom, Security and Justice of the EU-Ukraine Association Committee established by the decision of the Association Council and meets annually. The meetings analyzed the implementation of the Visa Liberalization Action Plan, discussed the fight against crime and corruption, reform of the judiciary, prosecutors and law enforcement agencies, legal cooperation, personal data protection, migration, asylum and border management, the fight against legalization ( money laundering) and financing of terrorism, combating drug trafficking, etc. Meetings of the Human Rights Dialogue are held on an annual basis. During the meetings, the parties exchanged views on the situation with rights in Ukraine, in particular in the Russian-occupied territories of the Autonomous Republic of Crimea and the city of Sevastopol, as well as due to Russia's aggression in eastern Ukraine. There is an active dialogue in the field of USB at both high political and expert levels.

On 18 June 2007, Ukraine and the EU signed the Visa Facilitation Agreement and the Readmission Agreement. On July 23, 2012, the Agreement on Amendments to the Agreement between Ukraine and the EU on Visa Facilitation was signed, which entered into force on July 1, 2013.

On October 29, 2008, a visa-free dialogue between Ukraine and the EU was launched. During the EU-Ukraine Summit on November 22, 2010 in Brussels, Ukraine was presented with the Visa Liberalization Action Plan for short-term trips of Ukrainian citizens to the EU.

On May 17, 2017, during a solemn ceremony in the European Parliament in Strasbourg with the participation of President of Ukraine Poroshenko, President of the European Parliament A. Tajani and the representative of the Maltese Presidency in the EU Council K. Abel signed a legislative decision on visa liberalization for Ukraine. was officially published on May 22, 2017.

In order to strengthen cooperation on border management, on June 11, 2007, working arrangements were signed between the Administration of the State Border Guard Service of Ukraine and the EU Agency FRONTEX.

Cooperation with the EU EUBAM Border Assistance Mission to Ukraine and Moldova continues.

Practical cooperation between EUROPOL and the Ministry of Internal Affairs of Ukraine, as well as between the European Monitoring Center for Drugs and Drug Addiction and the Ministry of Health of Ukraine continues. On 14 December 2016,

the Agreement on Strategic and Operational Cooperation between Ukraine and EUROPOL was signed.

On June 27, 2016, the Agreement on Cooperation between Ukraine and the European Organization of Justice (Eurojust) was signed.

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## **THE VALUE OF THE TRANSLATOR DURING INTERROGATION**

Today, foreign languages are of great importance in all public relations without exception. During employment, many employers make it mandatory to know a foreign language. Even the state apparatus employees need to be fluent in at least English, as they constantly communicate with foreign colleagues. Some legal literature, international legal treaties, originals of judgments of the European Court of Human Rights are written in English. You need to know a foreign language for your comfort because it helps when traveling, allows you to read your favorite book in the original. That is why it is difficult to underestimate the importance of a foreign language in our lives.

Concerning law enforcement, police officers sometimes need to know a foreign language at a satisfactory level to communicate with citizens of other countries to perform their duties fully. But sometimes this knowledge is not enough.

Thus, if the person does not speak the state language during the interrogation search, an interpreter with the appropriate certificate may be involved.

Under Part 3, Art. 29, investigating judge, court, prosecutor, investigator provide participants in criminal proceedings who do not know or do not know enough the state language the right to testify, petition, and file complaints, to appear in court in their native or another language they speak, using if necessary services translator in the manner prescribed by the Criminal Procedure Code of Ukraine (CPC). And the translation of the relevant court decision at the request of a party to the criminal proceedings is provided to this person and is certified by the translator's signature.

According to Article 68 of the Criminal Procedure Code of Ukraine, if necessary in the criminal proceedings for the translation of explanations, testimony, or documents of the parties to the criminal proceedings or the investigating judge or court engages the appropriate translator (sign language interpreter).

Before the commencement of the proceedings, the party involved in the translation, the investigating judge, or the court shall verify the interpreter's identity and competence, clarify his relationship with the suspect, accused, victim, witness, and explain his rights responsibilities.

The translator is liable following the law for knowingly incorrect translation or for refusal to perform his / her duties without good reason.

Interrogation is the most critical investigative action. However, the interrogation of foreigners is quite rare. Hence research on this topic is not often conducted. However, this can significantly complicate relations with States whose citizens have been questioned without due process.

Moreover, if a person does not speak the proceedings' language, a lawyer is involved and the translator.

Particularly problematic is when a person seems to understand what we are talking about, but the procedural documents cannot be read. This fact is especially actual of citizens of the Russian Federation, Belarus, Poland, and others.

In the context of the armed conflict between Ukraine and Russia, Russian citizens are often prosecuted. Knowing the interrogation process's peculiarities, during the interrogation, people say that they do not understand the Ukrainian language and need an interpreter's help. Therefore, it must be found before the interrogation time is exhausted.

Thus, by Part 3 of Art. 68 of the CPC, the translator, is obliged to:

- 1) arrive on a summons to the investigator, prosecutor, investigating judge, or court;
- 2) resign in the presence of the circumstances provided by this Code;
- 3) carry out a complete and correct translation, certify the correctness of the translation with his signature;
- 4) not to disclose without the permission of the investigator, prosecutor, court information that directly relates to the essence of the criminal proceedings and procedural actions carried out (carried out) during it, and which became known to the translator in connection with his duties.

As a state governed by the rule of law, Ukraine is obliged to guarantee the observance of the rights of citizens of other states, including during interrogation.

Following Part 2 of Art. 68 of the CPC, the translator has the right to:

- 1) ask questions for clarification for correct translation;
- 2) get acquainted with the protocols of procedural actions in which he participated and submit comments to them;
- 3) receive remuneration for the performed translation and reimbursement of expenses related to its involvement in criminal proceedings;
- 4) apply for security in cases provided by law.

To find a translator, you must use the Reference and Information Register of Translators, which the State Migration Service of Ukraine owns. In parallel, it is recommended to contact the institution's administration where the translator works to ensure his competence. Such institutions may be schools, universities, travel agencies, translation agencies.

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## **THE PROBLEM OF LANGUAGE FUNCTIONING IN UKRAINE**

Language is not only a means of communication, but also a major factor in the consolidation of the nation. It ensures free and cultural development of the national community, strengthens national identity, and forms national consciousness. In the society where the indigenous ethnic group predominates with its language preserved such functions of the language are harmoniously combined. This is true of European countries where the language is a standard of state self-sufficiency and uniqueness. But the situation in Ukraine is different. Suffering from the lack of freedom, being part of other states the Ukrainians have lost the opportunity to use their language freely.

As a result of prohibitions and discrimination, administrative pressure on the Ukrainian language over the past centuries lots of Ukrainians, including ethnic Ukrainians, have become alienated from using their mother tongue as a means of national communication and a major tool for consolidating the nation. The legacy of the long-term dominance of the Russian language in Ukraine which is still influencing the language situation in our country, is especially noticeable.

Therefore, now when Ukraine has gained independence, the establishment of the Ukrainian language in society as the state language is extremely important and is one of the priorities. This approach actualizes the study of functioning of the state language in modern Ukrainian realia as a necessary requirement for strengthening the Ukrainian national consciousness and consolidating society.

The existence of two or more languages in some countries, for example in Switzerland is rather an exception than a rule in the process of state formation. Such an exception may be due to the peculiarities of the formation and the development of these countries, their ethnic structure of the society, etc. The main peculiarity of the current linguistic situation in Ukraine is Ukrainian-Russian bilingualism. The influence of the Russian language on all spheres of public life has been strong and this does not strengthen the Ukrainian national consciousness. Another crucial factor is the lack of appropriate language policy in Ukraine, the lack of proper financial, technical, organizational support, state programs for the development of the Ukrainian language. Only recently Ukrainian has been implemented as a state language into all spheres of public life.

The place and role of the state language in the process of ethno-national consolidation was understood by renowned statesmen, that is why they had made titanic efforts to implement it into practice.

The cultural and linguistic factor in the formation of the Ukrainian political nation is a matter of principle. The Ukrainian political nation emerges on the basis of the values of the indigenous Ukrainian ethnic group, its language, symbols, and customs. On this basis, the Ukrainian language, as the language of the largest, autonomous ethnic group in Ukraine should be the state language. Moving towards a linguistic community, the nation will gain additional grounds for realizing its own unity in the process of state-building.

Throughout the time of independence the language problems have been the subject of speculation by various political forces in order to meet their personal demands. In conditions when the Ukrainian national consciousness has been distorted by long-term external influence the creation of Ukrainian linguistic unity (which does not deny the development of ethnic languages in the nation) is undoubtedly a consolidating factor of the political nation.

It is worthy of note that a balanced state language policy is needed, which would provide for the protection and support of the national language and at the same time ensure the development and functioning of ethnic minority languages. A system of appropriate measures should be aimed at raising public awareness that the fate of the Ukrainian language is, in fact, the fate of the Ukrainian state and nation.

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## **YOUTH ENGAGEMENT WITHIN GLOBAL INTEGRATION**

Modern world provides numerous opportunities for youth, thus creating a more inclusive environment for their voices to be heard. The government of each country in Europe and outside tries to provide a versatile set of opportunities for youth with different backgrounds, life-paths, abilities and talents, investing in their potential and ambitions. However, there are certain existing gaps that are alarming.

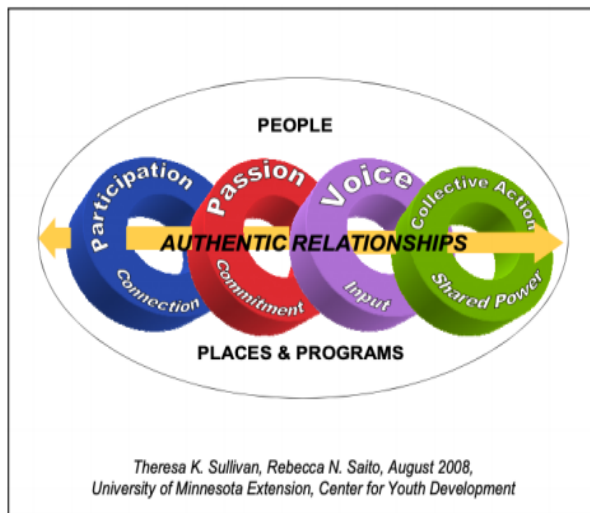
Youth participation is the central principle of youth growth. According to the environmental view of human growth, young people are agents of their personal growth. The young are more than passive recipients of the outside influences; rather, they are actively involved in influencing their process by interacting with those people and chances created accessible within their environments will do a better job and produce the services, opportunities, and support that young people want to improve in good ways. Youth participation provides people leaders with expertise and concern for young people, helping adults fully realize what it is like to mature in the rapidly changing world. From the political viewpoint, youth involvement is crucial because young people deserve the right to represent their personal interests. National involvement is also critically important to make young people be more active citizens in a democracy.

A number of foundations recognize youth engagement as the best practice in programs for young people. For example, the Paul Allen Foundation promotes youth engagement as an avenger to chilling early reading proficiency, expanding opportunities for experienced learning, and involving young people in addressing community needs. The voucher and Duncan Gordon Foundation in Canada supports youth engagement because it believes young Canadians, already turned to think globally, take advantage of opportunities to expand their understanding of global challenges want to contribute new ideas and perspectives to the discussion about Canadian international policy and are creative in their use of new technologies to further their engagement into the world; Liam Foundation recognizes youth engagement is the best practice and has been developing a framework to support youth engagement in its grant-making and encourage participants and applications that include a user engagement approach.

While the literature makes it clear that youth engagement is beneficial and important for all young people, Theresa L. Sullivan along with Rebecca N. Saito from the University of Minnesota, Center for Youth Development, dig deeper. The researchers' duo conducted a 12-months long groundwork about youth groups



through conferences, focus-groups, and literature reviews and beneficiaries questionnaires. Based on the acquainted data, Theresa L. Sullivan designed a 4-circle conceptual framework focusing on 4 main types of youth engagement.



Youth participation has enhanced benefits if provided opportunities to connect with positive people and places. Passion requires commitment and immersion into the specific area of work. The voice implies not only having a safe space for expressing the ideas, but also to have a clear opportunity to have input into the decision-making process which directly influences youth's present and future lives. The vital point for the Collective Action ring is shared power and, here, it is crucial to mention that youth engagement

does not mean adults including youth, which, in such a way, supports the “tokenism” practice, but it means having an effective mechanism of adults and youth working with each other as a codependent ecological system.

A significant field that has been the biggest influence on people's lives is the political arena. People in power come together aiming at, as assumed, positive changes from which people as a nation would contribute. However, I question the accurate judgment and objectivity of the accepted changes and made choices. The understanding of the modern, rapid-changing lifestyle and existing issues is weak without the inclusion of the voices of people from different castes, including youth. Not only the inclusive political engagement is a political and democratic right, but also the main key to forming stable and flourishing societies, developing the proper strategy to respond to the specific needs of the young generation. In order for youth to be fairly represented across all political institutions, debates and decision-making, they must be provided with the resources and capacity to obtain the required expertise and skills to be effectively involved in all aspects.

From my standpoint, there are two main issues creating a huge obstacle on the way to youth involvement: ageism and tokenism. Both of them I can clearly identify in the political arena of Ukraine.

The term “ageism”, coined in 1969 by Robert Neil Butler, is very relevant these days. Motivated youth from all across Ukraine have brilliant ideas regarding political and key socio-economic issues. However, they are given limited opportunities to be heard and to have input on the actual process of decision-making. According to the action plan Ukraine- European Union from 2005, the parliament was aiming at developing a space for young leaders and young scientists, widening the international exchange programs and partnership in international cooperation as well as developing “intercultural dialogue” and supporting the opportunity for education for young scientists. Nevertheless, those are just thesis statements written on the official paper and lacking a detailed plan

on how to achieve each of the presented goals and, especially, how to make the political arena available for the young.

Tokenism, as a social concept and an employment practice, originated in 1950 and has an impact on the inclusion of youth. In order to have positive changes in our societies, active participation of the Youth cannot be ignored. Institutional activities should therefore be carried out with youths in mind. Relevant information should be provided for the development of youth programs. To engage young people, one has to make use of good communication methods. In addition, they must be given the power to influence important decisions. This allows participants to be active and creative hence empowering youth's engagement in society.

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## **YOUTH ACTIVITIES IN THE CONTEXT OF WORLD INTEGRATION**

The EU's education policy is an example of integration that seeks to preserve the national characteristics of higher education while creating common features that will help increase Europe's competitiveness as a whole. The EU's integrated policy, which has been developed and implemented in the field of higher education in recent decades, contributes to the formation of supranational institutions and consistent work to create a pan-European system of higher education. An important feature of EU policy in this area is the interaction of established supranational structures, especially the Directorate General for Education and Culture of the European Commission and national authorities, in the development of pan-European programs in higher education with funding for their implementation. The first meeting of the Ministers of Education of European countries took place in November 1971, which resulted in a report by H. Jeanne “Towards a European educational policy”. It proclaimed that education is a specific area of public policy that needs to be addressed. And in 1974, the European Commission set up an Education Committee, with the aim of finding a common path in education policy in the face of the negative impact of the fuel boom of the 1960s on the fuel and energy crisis that engulfed the European region. Common educational goals were first formulated only in reports of the Education Committee on Education in the European Community (1988), namely: 1) strengthening European solidarity among European youth and understanding of the importance of achievements in democracy, justice and respect for human rights 2) preparation for participation in EU construction and economic development, as well as awareness of the need for its operation; knowledge of history, culture, economy and traditions of member countries. At the same time, the need to preserve the educational diversity and traditions inherent in the EU countries was recognized, and the concept of uniformity of the educational structure was rejected. A resolution by EU education ministers (1974) called for strengthening ties between European universities, improving the recognition of diplomas, and encouraging the mobility of students, teachers and researchers. In 1976, the first joint curricula were created to encourage cooperation and mobility in higher education. The first attempts to standardize European higher education, curricula to facilitate the professional recognition of diplomas were unsuccessful.

During 1983-1992, important results were achieved in the integration of higher education: a European system of documentation and information in the field

of education was established (Evridis); some financial, administrative and other obstacles to the entry of foreign students into European universities have been removed; Approximately 400 interuniversity projects were financed and implemented, in which more than 500 Western European universities took part, as a result of which joint training courses, programs, and textbooks were developed. An important period in the development of EU education policy began with the Maastricht Treaty (1992) and continued until the signing of the Sorbonne Declaration in 1998. On February 7, 1992, the Treaty establishing the European Union was signed in Maastricht. Its articles state that education matters remain the sole competence of the governments of the member states (in particular, issues of governance, funding, organization of the education system, determination of the status of educators, school age, access to education, etc.). The Agreement emphasizes that important areas of EU education are aimed at developing the European dimension of education, in particular through the mutual learning and dissemination of the languages of the Member States; support for the exchange of students and teachers; development of exchange of information and experience on common issues for educational systems of EU countries; encouraging universities to recognize foreign diplomas and qualifications, periods of study. The Maastricht Treaty stated that the Community should contribute to the development of quality education by encouraging cooperation between Member States and, if necessary, by supporting and expanding their action.

The development of the European educational space was proclaimed a new goal of the EU's educational policy, provided that the responsibility of the member states for the content of education and the structural organization of education systems is fully respected. Any unification of laws and regulations regarding higher education in different EU countries has been ruled out. The Community was given a supporting function in solving the problems of higher education in cases where they could not be solved directly by the Member States. The beginning of a new period in the development of European higher education policy was marked by a meeting of the Ministers of Education of France, Italy, Great Britain and Germany on the anniversary of the oldest French university – the Sorbonne. The Sorbonne Declaration on the Harmonization of the Architecture of the European Higher Education System recognizes the commitment of countries to internationalization through the gradual unification of diplomas, degrees and educational cycles and thus provides a theoretical basis for creating a real «single space for European higher education». The Sorbonne Declaration reflected the desire to create in Europe not only a common monetary, banking and economic system, but also a single body of knowledge that would have a solid intellectual, cultural, social and technical basis. In July 1999, the Sorbonne Declaration became the main topic of a meeting of rectors and education ministers of European countries in Bologna, which led to the Bologna Declaration of July 19, 1999. The adoption of this document pursued the following two goals: 1) increasing the competitiveness of European higher education; 2) increasing student mobility and the workforce within Europe.

Although this voluntary declaration does not require specific commitments, it is a sign that more and more European countries with different national higher education systems are seeking to begin the process of harmonization. The Bologna Process is initiated and developed as a political choice. In this respect, the reform of higher education in Europe has gone «from above». The ministers who took part in the Bologna meeting reaffirmed their agreement with the general provisions of the Bologna Declaration and agreed to jointly develop short-term policies. After the European Council in Lisbon (March 2000), the main goal of the EU in the first decades of the XXI century. Was the creation of a Europe of knowledge. An ambitious strategic goal of the Lisbon Project was also formulated: by 2010, Europe should become the most competitive and dynamic economy, capable of sustainable growth and creating more and better jobs and greater social integrity. It is because of the fact that Western Europe lags behind in the development of R&D compared to the United States and Japan, especially in the field of knowledge-intensive industries, European countries have developed the concept of «European Research Area» and established the European Commission Framework Program. The Framework Programs are the EU's main instrument for financially supporting research in Europe at the state level. Currently, there is a seventh framework program, designed for 7 years (2006-2013). The peculiarity of the program is a more complete and consistent inclusion in the European Research Area of the CIS and Eastern Europe. Although today the processes of European integration in the field of higher education cover 47 countries, far beyond the EU, many analysts believe that the Bologna Process is a political instrument, a project of the EU.

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## **THE IMPORTANCE OF LEARNING FOREIGN LANGUAGES BY YOUTH**

Most popular professions are oriented for people who speak English. Everyone knows that the initial stage in the study of any foreign language is extremely important, because it contains psycholinguistic foundations, without which it is impossible to develop and improve their own communicative skills in a foreign language.

We have been learning foreign languages since school age, but we do not understand its real advantages and underestimate their role in our life. As most of young people neglect to learn a language, they face the problem of using languages

when needed, which comes after a while. This problem occurs every day in the modern rhythm of life. I believe that learning a foreign language involves many positive factors, because anyone who considers himself competent must clearly understand the importance of proper formulation of their own opinions and positions in life.

About one and a half billion people in the world already speak English. Knowledge of a foreign language opens many doors to the world: career growth, the opportunity to travel freely in other countries, as well as get acquainted with masterpieces of literature, music, cinema in the original language, because Britain gave the world such unsurpassed masters as William Shakespeare, Charles Dickens and others. Reading in the original language, a person draws his own conclusions from what he has read, fully immersed in the creativity and culture of the time [1].

It is much better and easier to find a high-paying job and secure a promising future, knowing a foreign language, that's when the question arises where to start studying it. We are lucky, because our generation lives in times of maximum opportunity. We live in the age of information technology. Nowadays are many methods, courses, educational literature, original English-language educational programs that will be useful for studying foreign languages.

The most effective learning, according to experts, is the study of the language that a person seeks to learn, with its native speaker – just then it is much easier to learn pronunciation, grammar and intonation. Currently, there are exchange programs for both students and schoolchildren, such programs appeared only after the Second World War, the main purpose of these programs is to strengthen the friendship of peoples, and these programs can be divided into two groups, the first group includes schoolchildren and second university students. Currently, students can apply for exchange programs such as: AFS (American Field Service). Students aged 15 to 18 take part. The children attend American schools, which are also involved in the project. All costs are covered by sponsors, except for registration. The program is hosted by an American family. The next student exchange program is FLEX Education (Future Leaders Exchange). This program allows children ages 15-17 to attend an American school for one academic year. The advantage of this program is that students who are capable, creative and dream of exchange studies, but do not have financial support, can participate for free, because all costs, including a US visa, air travel, medical insurance and even pocket money, takes on the US government [2].

The best student exchange programs are Global UGRA, The Undergraduate Exchange Program and Year of Exchange in America. For a student, such programs are an opportunity to do an internship abroad, improve both English language skills and broaden your horizons [3].

Despite the fact that there are many different languages in the world, each language is special and unique in its own way, but priority in learning is given to English. The latter is a channel for involving the Ukrainian people in the integration process. Mastering the English language by the majority of our country's citizens

activates the Ukrainian economy in the world market, because every Ukrainian organization today has foreign partners.

Based on the above, we can conclude that knowledge of English discovers for us another world and helps to understand what was previously incomprehensible. It is through the study of languages that one can discover many cultures and customs of other countries, because language is a reflection of the culture of a particular country.

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## LANGUAGE AND SOCIETY

Language is the main means of communication between people. Language gives us the opportunity to communicate and express our thoughts. Lina Kostenko says that words, like clots, absorbed the joys and pains of people. The main native speaker is the people. One person is powerless to change anything in language, because language develops according to its own objective laws. For example, Taras Shevchenko is the founder of the Ukrainian literary language. However, this does not mean that he created a new language. Even a genius is not able to change the language, but can only reveal its hidden possibilities, to show how effectively you can use what already exists in the language.

There are three views on the nature of language in science:

- 1) Some scientists have considered language as a biological phenomenon
- 2) As a mental phenomenon, and the third – as a social one
- 3) As a social phenomenon

German linguist August Schleicher, introduced a naturalistic direction in linguistics. Schleicher believed that language is a natural organism that is born, develops, ages and dies. German scholars Max Müller and Johann-Gottfried Herder

viewed language as a mental phenomenon. But most scholars view language as a social phenomenon. Denis Diderot, Jean-Jacques Rousseau, Michel Breal, Paul Lafarge, Antoine Meyer, Joseph Vandries, Ferdinand de Saussure, Albert Seche, Charles Balli, who are considered the founders of the sociological direction in linguistics. A language cannot be a class language, because a third language would have to be developed so that the classes could communicate with each other. However, the class approach to the use of language is undeniable. Thus, the Ukrainian nobility, in order to separate themselves from the common people, used a foreign language for communication: in Western Ukraine it was mostly Polish, and in Eastern Ukraine – Russian. The appearance of professional words, slang, and dialectisms in the language is connected with social stratification (on various grounds). Thus, language and society are closely interrelated. The influence of society on language and language on society is determined by a special linguistic discipline – sociolinguistics. The Ukrainian language functions as the national language of the Ukrainian people in Ukraine and is the state language.

The definition of language as a social phenomenon is based on a sober analysis of the facts of development and use of language. Language is not inherited and is not embedded in the biological essence of man. The child speaks the language of the environment, not necessarily the language of the parents. In the conditions of isolation from society, children do not speak at all, as evidenced by the story of two girls found in the lair of a wolf described by the English psychologist R. Singh. Language is also not a mental phenomenon, because in this case it would arise and develop in each person separately, regardless of the speech influence of the environment. Scientists came to understand language as a social phenomenon in the middle of the 19th century. One of the first was J. Grimm, who stated that “language by its origin and development is a human heritage, created in a completely natural way.” W. von Humboldt, who, in fact, became the founder of psychologism in linguistics, argued, however, that language develops only in society and “man understands himself as much as experience has shown that his words are understood by others.” F. de Saussure saw the social nature of language in its coercion against individuals.

Characterizing language as a social phenomenon, we should not lose sight of the fact that language also has features that correlate it with biological and psychological phenomena. As for the biological aspect of language, it is first of all necessary to mention the fact that a person has a biological tendency to master the language. Some scientists even claim that, unlike highly organized animals, humans have a language gene. The absence of a language gene in other higher primates, including apes, has led to an insurmountable evolutionary gap between man and animal. This became a serious counterargument to Darwin's theory of evolution. The existence of the biological aspect of language is confirmed by N. Chomsky's theory of innate structures, the essence of which is that a child is born with certain language structures embedded in the brain, which makes it much easier for a Chinese child to learn his native language than, say, English. The language is connected with mental phenomena by the fact that in individual speech the mental



features of the speaker are reflected, and in the national language – the mental composition of the whole nation. This is especially evident in the national specifics of lexical-semantic associations.

The fact that language is a social phenomenon is evidenced by its functions, which reveal its essence, purpose, action. They are the characteristics without which language would not be itself. The most important (basic) functions are communicative (means of communication) and cognitive (means of thinking and cognition). The second function is also called cognitive, epistemological, thought-creating. Sometimes the basic ones include emotional (a means of expressing feelings and emotions) and metalanguage (a means of researching and describing language in terms of the language itself).

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## USE OF LANGUAGE IN LEGAL ACTIVITIES

Language is a historically formed system of phonetic, lexical and grammatical units, which serves as a means of communication, expression of thoughts and feelings of people. Language is the most important way to obtain and process information, as well as a means of optimizing all human activities.

The thesis that language is a social phenomenon has long been a linguistic axiom. Language performs certain functions. The functions of language are the realization of its purpose in the system of social relations. The language performs the following functions:

- 1) the function of formulating an opinion (constructive);
- 2) communication function (communicative);
- 3) the function of influencing the recipient.

Language occupies a special place in the professional activity of a lawyer. After all, a lawyer is a specialist in jurisprudence, and law is a set of norms established by the state that regulate social relations and is the expression of the will of the state. When creating rules of law and interpreting them to citizens, a practicing lawyer must have a perfect command of the language. Therefore, in law, language performs a constructive and communicative function as well as in other spheres of public life. Language is also used by a lawyer when drafting various documents (for example, resolutions, sentences). In these cases, language performs the function of duty, that is, it influences people, forcing them to behave properly

(for example, to plead guilty). The function of duty can also be manifested in oral speech (for example, in the dialogue between the judge and the interrogated).

The functions of language in the activities of a lawyer will not be performed effectively if the lawyer has no idea about the culture of speech (motivated use of language tools to solve problems in language). The culture of language is an indicator of the level of culture of human thinking. The culture of language includes the richness of the vocabulary of the speaker, his ability to convey an opinion in strict accordance with the norms of literary language, clarity and relevance of speech. Clarity of opinion contributes to the linguistic embodiment of the functions of law. Vague, ambiguous wording hinders the implementation of the regulatory function of law, diminishes its importance. Relevance is a set of language tools through which language meets the goals and conditions of communication. For example, when recording the testimony of respondents, official business vocabulary is inappropriate if it was absent in their language. “Junk words” are inadmissible in the language of law. Their use is inappropriate, as it does not meet the requirement of clarity of speech.

The lawyer's language is characterized by objectivity (the slightest possibility of expressing the speaker's opinion is unacceptable). Objectivity is expressed in the absence of emotionally colored vocabulary, in the presence of nouns that name a person as a bearer of certain functions: investigator, prosecutor. Objectivity is also manifested in the use of the passive state and the impersonal form of the verb (a criminal case is being considered, the investigation has established).

The objectivity of the presentation of information gives rise to such a feature of the language of law as formality, lack of emotion. This means that in the lawyer's language there is no place for jargon, colloquial vocabulary, words with suffixes of subjective evaluation (for example, the victim wore a white dress; it is necessary to say “white dress”). Officiality is also emphasized by masculine nouns denoting the profession of females (investigator Ivanov, Smirnov's lawyer), the absence of non-stylistic sentences, characteristic brevity, economical use of language. Conciseness is achieved, for example, through the use of abbreviations (ATC, FBI) and graphic messages, as well as the exclusion of redundant information. Conciseness is a manifestation of one of the most popular linguistic tendencies of our time, namely the desire to save language resources. In the language of law is not welcomed no less popular, but oppositely directed concept, whose supporters consider it necessary to increase expression in language.

The above qualities are inherent in both written and oral speech of a specialist in law. It is necessary to separately note the main features of public speaking of a lawyer, because knowledge of the basics of public speaking is one of the indicators of their communicative competence.

One of the ways to influence is the sound expression of speech. The culture of the speaker, his respectful attitude to the audience are shown in the clarity of diction. The speaker must follow the pace of speech. The most important parts of the lecture should be read at a slightly slower pace, because it emphasizes the depth of thought.

The influence of language enhances the intonation of words. Literary pronunciation and observance of accentological norms (correct placement of accents in words) will help to convey the essence of the lecture to the audience.

Rhetorical questions, various means of communication (for example, conjunctions, interjections), addressing (mention in the language of the person to whom the utterance is addressed), repetition of the last word in the utterance are also among the means of influencing the listeners.

Language plays an extremely important role in the professional activity of a lawyer, because quality language is one of the tools that allow it to achieve its goals.

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## YOUTH AND THE WORLD INTEGRATION

The relevance of the topic is to identify the essence of youth as a subject and object of politics, to analyze the specifics of political socialization of youth in the transformation of society and the impact on youth in the formation of media, public youth policy, political parties and NGOs. The political culture of both Ukrainian and world society, and mostly young people, fully demonstrates that the path to a developed civilized society requires considerable effort and adequate approaches to its formation. The youth of Ukraine is at the stage of changing ideological and moral guidelines under the influence of global challenges and world processes.

The problem of the political interests of young people, who belong to various youth subcultural groups, which is a reflection of their reaction to global change, is insufficiently studied. However, global processes that are causing changes in life

plans and orientations of young people indicate the relevance of the analysis of political aspects of the dynamics of youth participation in world global processes.

Recent years have seen increasing global awareness and acceptance of the need to mobilize the creativity, vision and unique perspectives of young people for the present and future development of our societies. The study of youth issues in the context of global political processes is impossible without analyzing the work, which examines the essence of globalization, compares different views on the benefits of strengthening global interdependence, and the risks and challenges inevitable from a closer intertwining of major political, social, economic and cultural processes. Works of such foreign theorists of political culture as G. Almond, E. Batalov, R. Bauer, A. Brown, S. Verba, A. Vildavsky, E. Vyatr, D. Gardner, L. Dittmer, D. Elazar, A. Inkeles, R. Corr, L. Pai, M. Petro, D. Rickman, W. Rosenbaum, R. Tucker, S. White, and others have great importance for studies of the given problem.

Integration is a concept that is understood differently in different contexts. It is generally agreed that it is a multi-dimensional, long-term, two-way process of mutual adaptation by newcomers and the host society. With their unique perspectives, skills and resources youth have an important role to play in process of integration and globalization. However, too often the views of youth are overlooked. To attain successful integration, we need to nurture, channel and incorporate the perspectives of youth. This entails both recognizing the trauma of past experiences and the particular challenges youth may face in their host society, but also the strength and resilience they bring, and the incredible potential they have to contribute to the social and economic future of their host countries. To do so, we must engage youth in the conversation and in finding solutions, for themselves and their communities.

Globalization is a process of global economic, political and cultural integration and unification. This objective process is systemic in nature and covers all spheres of society. In particular, globalization has a social aspect, which concerns changes in social ties, as well as in the life strategies of individuals under the influence not only of the economic effects of globalization, but also the transformation of social and cultural identity, educational attitudes.

The processes of globalization pose a threat to national identity, cultural and civilizational diversity of the world, individual freedom, cause tension in intercivilizational relations. Along with the new risks and challenges of globalization, the risk of splitting the world on the basis of civilization is becoming one of the real challenges of the XXI century. In the context of globalization, only in the process of intercultural dialogue, the risk of cultural or intellectual domination may be avoided, as such domination may give impetus to new world domination, which will inevitably lead to resistance to domination in cultural forms and actions.

Scientists distinguish two aspects of globalization. According to scientists, the first aspect is related to:

- the homogenization of the world,
- the predominance of common cultural values,

- living by common principles and universal norms,
- trying to universalize everything [1].

The second aspect is associated with:

- increasing interaction,
- integration of certain forms of social life, which leads to the erosion of state borders through influence religious groups, public organizations, intergovernmental bodies and global firms. Under the influence of globalization, a single universal society is formed [1].

Ukrainian society is integrating into the world community, so the processes of globalization play an important role in the political, economic, cultural and social spheres. The formation of the information society, the increase in information flows affect the individual as a whole and are associated with the need to adapt to them. The study of globalization processes in the youth environment becomes especially relevant, as young people are defined as “the potential is ready for any endeavor” [2].

The importance of listening to young people while developing the youth policy cannot be underestimated. A youth policy that does not reflect the views, concerns and desires of all young people within their community, will soon fade away through lack of support. Policy and programme formulation thus need to start with the comprehensive involvement and appropriate decision taking of youth at all levels, including communities, schools and universities at the provincial and national level. The most effective means to do so is the initiation of a process of consultation with various stakeholders in society, i.e. especially young people but, equally, concerned government agencies and non-governmental organizations delivering services that impact on young people [3].

In a number of countries which have decided to develop a national youth policy during the past decade, a variety of strategies and techniques have been employed in order to enhance the consultation and research phases for its preparation. Some of these examples highlight the importance of a strong commitment to active participation by young people in the policy formulation process [3].

In the current crisis of all spheres of Ukrainian society, the study of youth political culture may be an answer to the question of how to find a way out of the situation, how to build a democratic, civil society and form a politically active nation.

Thus, the formulation and implementation of integrated, cross-sectoral youth policies formulated with a long-term vision and in cooperation with young people is a challenging, but indispensable task for every country.

Young people can only commit themselves to active participation and full integration in society when they find ‘enabling’ environments for the fulfilment of their civic potential and when their actual needs and conditions are taken into account. Comprehensive national youth policies that foster this ‘enabling’ condition and ensure the full rights of youth as members of society, are in many countries among the most recent types of public policy [3].

Consequently, there is a great demand for the sharing of experience in formulation, implementation and best practice as concerns strategies for youth participation and involvement. There is a high potential for cooperation in this field, particularly through networking of both governmental and non-governmental youth organizations on a regional and international scale [4].

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### FOREIGN LANGUAGES IN THE MARKET OF EDUCATIONAL SERVICES

One of the main trends development of the world market for educational services is globalization, which is the main force, changing the world today. All national education systems are covered by the globalization process. Higher education is undergoing a major transformation under direct and indirect impact of global trends. Increased competition in different directions is an integral factor of globalization and characterizes the modern development of the world market education. Competition grows between classic state-owned universities and alternative higher education institutions such as virtual, corporate educational associations, which are in the hands of private capital. The struggle for students between universities within the country is increasing and at the intercountry level. Market globalization has become possible thanks to the liberalization of educational services markets [2, 26].

Everyone understands the educational services market like material relationships of participants in the educational process: students, organizations that provide educational services, persons and organizations paying for these services. So, in modern conditions, the primary subject of demand for educational services is the personality itself. Therefore, the volume of demand is largely determined by the

expectations of the individual. This means that the educational market services is formed under the influence of demand economically active population. One of the challenges of marketing is identification of this demand and the formation of appropriate educational programs. This task is realized through research of the educational services market.

Many marketing methods – advertising, product and service promotion, customer and competitor analysis – have been in use for thousands of years. The main purpose of services is to meet the changing needs of the population. It is precisely because of the rapid increase in the number of new services that the service sector has undergone significant development in recent decades. According to forecasts of scientists, in the future it is services, and not material goods, that will be in high demand. Therefore, they require a lot of quality control, trust in the supplier and the ability to adapt to customer needs.

Currently, the educational services market has come close to the situation when:

- a differentiated demand for educational services has taken shape;
- there is a developed structure of the educational services market;
- the volume of supply began to exceed the effective demand;
- educational institutions have to expand a list of educational services for the purpose of “survival” [1, 258].

Anyone's key success factor is the knowledge of how a consumer makes a decision to purchase certain goods and services, what motivates him or what limits the choice of a decision and, finally, how the organization can influence the behavior of its consumers with the greatest efficiency. The behavior of the consumer of educational services is influenced by psychological, sociological, economic factors, the needs for education, attitudes, macroredological formations, the microenvironment of an educational institution, the quality of education, methods of promoting educational services.

So, for the successful promotion of educational services, at least three components are required: analysis of the educational services market, development of a marketing plan for an educational institution and its implementation. Market research is the most common area in marketing research. Collection, processing and analysis of data on the market, competitors, consumers, prices are an important point in the choice and implementation of the strategy and tactics of the educational institution. Analysis of the educational services market makes it possible to use new market prospects, find new directions for its development and restructure activities in accordance with market requirements.

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## **THE ROLE OF FOREIGN LANGUAGES IN THE EDUCATION OF STUDENTS OF ECONOMICS**

The relevance of learning foreign languages for students of any specialization is caused by the fact that knowledge of foreign languages is one of the main conditions for a successful professional future. It is difficult to argue with the fact that knowledge of foreign languages gives students, as future employees, a number of competitive advantages in the labor market. For a long time, one of the main points of the resume of an office worker of any level has been the need to know a foreign language. Language proficiency is especially important for senior employees, especially managers, executives, and chief accountants. It is also worth noting that learning foreign languages has many advantages. In particular, we propose to consider these benefits in more detail below.

Foreign languages play an extremely important role in students' lives. First, the study of foreign languages provides a certain socialization of students. This is manifested primarily through the opportunity for students to participate in international events, scientific conferences or congresses, competitions held by international organizations and which provide the opportunity to win various grants and scholarships to study abroad. Also, learning foreign languages can provide opportunities to participate in international exchange programs, and this is primarily new experience, new countries, and of course new knowledge.

First of all, participation in international exchange programs gives the student new skills both professional and communicative. Also highly valued in such programs is the opportunity to fully immerse oneself in the life and culture of another country, to learn the customs, traditions and daily life of other countries and peoples. Studying the culture of other countries, through the study of foreign languages, students compare the information obtained with what they already know about their own country, which promotes dialogue between cultures. Usually, after such trips, completely different people return home – adults, hardened by various life situations and, of course, enriched with new skills.

Although not all students can take part in international exchange programs, foreign languages give everyone the opportunity to attend various language clubs. And here there is another extremely important advantage that gives the study of foreign languages, is socialization. By attending various language courses, both within the university and additional classes, students often find new acquaintances, friends who have similar interests. It is not uncommon for these friends to come



from other countries, thus the process of international socialization appears, which is very useful for young people who are just looking for their vocation.

Learning foreign languages also gives students the opportunity to do internships in large multinational corporations. Such an internship can be a guarantee of further professional success of young workers and contribute to their career development. It is very common practice that after a successful long-term internship, employees remain in a permanent job in the company and thus gain broad prospects and opportunities for development in leading international firms.

As for the role of foreign languages in the general educational process of students, there are two important aspects. Firstly, learning foreign languages, including English, which is considered the business language of the world, allows you to quickly and efficiently receive the latest news about the world economy, as well as statistics needed to write individual or term papers. Knowledge of English in a professional dimension allows you to understand and analyze information from around the world without waiting for the interpretation of this information by domestic sources. Secondly, thanks to their knowledge of foreign languages, students can take additional courses, including those offered by world leaders in education, such as universities such as Harvard, Cambridge and Oxford. Students can also take various training programs directly related to the professional field of study, which take into account the specifics of a particular country. For example, accounting in Ukraine and the United States differs significantly in content, but after taking courses in English, students have the opportunity to work remotely in a foreign market.

In the general strategy of studying foreign languages in the universities of Ukraine, in particular in the specialty of economics, there is a policy of studying not one, but several foreign languages at once. There are two compulsory foreign languages and several foreign languages in the elective program. Such a curriculum is fully in line with the European language policy, which provides for multilingualism of European citizens and the interests of Ukraine's language policy. In particular, knowledge of several foreign languages is a reliable investment in student's future and the future of the state, because the level of education of citizens directly affects the level of economic development of the state and the prestige of the state on the world stage. Language learning is known to be a complex and time-consuming process, so learning several foreign languages at university ensures the development of discipline and the ability to absorb large amounts of information. Learning foreign languages requires a lot of motivation, because without the desire to work constantly and systematically, the result is almost impossible. A clear understanding of what is needed and what new opportunities can be opened up through knowledge of foreign languages is required.

Considering the study of foreign languages by students of economics, it is impossible to miss the importance of forming students' skills of professional communication and use of professional vocabulary. This, in turn, greatly broadens students' horizons and general awareness, they become more erudite and can understand complex issues related to the future profession, information about which

may not be available in the native language or available in small amounts. In our reality, this happens quite often, because the world is changing with incredible speed and sometimes it is simply impossible to translate all the news. Considering the influence of foreign languages on students' awareness, IM Bim noted: "Learning a foreign language involves mastering not only the language itself, but also acquaintance with the literature, history and culture of the country whose language students study. Knowledge of a foreign language acts as a means of mastering other subject areas in the humanities, sciences and other sciences; thus, modern speech education is characterized by interdisciplinary integration, multilevel, variability, and focus on the intercultural aspect of language proficiency. The leading trend of modern speech education is multiculturalism and speech pluralism" [2].

Ability to speak foreign language is a qualitative characteristic of a specialist's personality and covers a set of theoretical knowledge, practical skills and abilities in the field of professional communication, so students should strive to improve their knowledge of foreign languages to have a number of these advantages in the future. In higher education, foreign language teaching is conducted with a focus on further professional communication, so practical situations and cases that may occur in further professional activities are considered. In particular, students of economics study the market and the world economy. In modern psychological research, foreign language professional communication is considered as knowledge of the language, a high level of practical mastery, both verbal and nonverbal means, as well as experience of language proficiency at a variable-adaptive level depending on the specific speech situation [1].

We think it is best for us to consider the Kyiv National Economic University named after Vadym Hetman. Our university implements a curriculum in which students learn not one, but two, and sometimes three foreign languages. In addition to classical languages, which are widespread in all Ukrainian universities, such as English or German, such languages as Polish, French and Spanish are studied here. In our opinion, in this article it would be quite appropriate to dwell on the influence of the Polish language on the lives of students of economics, because it is not a very popular language to study for students, but it is still quite important. It is no secret that recent years have been characterized by the growth of interstate and intercultural cooperation between Ukraine and Poland. In particular, the involvement of Ukrainian students in international projects is an important part of this cooperation. The processes of internationalization, which at this stage of development have covered the whole world, have been reflected in interstate cooperation, which is why students now have a wide world of opportunities, available knowledge and prospects.

The reality today is that many students, especially economists, dream of going abroad to further realization of their talents and skills. But it is important to understand what caused this desire. Against the background of the demographic crisis and the declining population of Poland, its government is pursuing a policy of attracting foreign workers, including Ukrainians. It should be noted that such a policy is very beneficial for the government of foreign countries, because they do

not spend money on training of employees, in particular for higher education, but immediately get qualified and ready to work employees. From the point of view of our state, such migration has two aspects: positive and negative. In particular, the negative is obviously the brain drain and highly skilled labor from the country. In contrast, the positive aspect is that when some workers leave the country, the number of job applicants decreases, and competition in labor markets decreases, which opens up greater opportunities for the remaining workers. Another thing is a temporary internship in Poland. Both from the point of view of socio-cultural development, and from the economic point of view it is very favorable both for Ukraine, and for Poland, and, of course, for the student. Thanks to the knowledge of languages, as mentioned earlier, the student can get a completely new and unusual experience of living in another country; get experienced both professionally and spiritually. The state, in turn, will receive a more qualified and professionally aware employee, as well as the knowledge and technology that he will bring with him after returning from such an internship. So, it is not surprising that Ukraine's policy is aimed at encouraging the study of foreign languages among students, including economists.

Thanks to their knowledge of the Polish language, Ukrainian economists have the opportunity to cooperate with their Polish counterparts, establish intercultural ties and interstate understanding. Not the least role in this is played by the active participation of students in programs and conferences offered by the primary school, which without the knowledge of foreign languages would be simply impossible. Knowledge of Polish, English and other foreign languages gives students the opportunity to develop fully, to actively express them in the life of the university, as well as to realize their ambitions within the limits set by the institution.

Summarizing all the above, we can say that the study of foreign languages among students of economics provides students with comprehensive development, the opportunity for self-realization, to achieve professional success in career development. In addition, students learning foreign languages can quickly and quickly find information that is not available in different languages. Also, the study of foreign languages provides an opportunity to delve into the culture of the language being studied, to better understand the national characteristics of different peoples. It is impossible to ignore the fact that the study of foreign languages among students forms in the latter a much broader outlook, strong self-discipline and motivation to learn. Learning a foreign language is important for professional communication in a higher language institution and affects the preparation of students for effective communication in their professional environment. Given all the advantages, it would be useful to draw the following conclusion: learning foreign languages is an extremely important part of the life of any student. It is very useful to learn foreign languages at the stage of higher education, when young people already mostly understand what they want from life and why they make an effort to learn a language.

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### **FOREIGN LANGUAGE RESEARCH AS INTERCULTURAL RELATIONSHIP MEANS FOR REAL SITUATIONS SIMULATION**

Professional training and education of qualified law enforcement officers is a guarantee of flawless activity of the National Police. The main task of the educational organization is to train a competent, responsible police officer, oriented in related fields, able to work effectively in the specialty at the level of international standards, an important role is played by the formation of language culture, skills of literacy in foreign life as a means of professional communication. It so happened that as of 2020-2021, more than 400,000 foreigners living in Ukraine were registered. It should be noted that not all of them can speak Ukrainian or do not understand it enough. Thus, there is a need for foreign languages to be studied by law enforcement officers.

Although a foreign language is well studied, people are afraid to use it because there is a so-called “language barrier”, namely the difficulties that arise when speaking a foreign language. It depends on the following components:

- Fear of the unknown. The essence of this problem is that the person feels anxious, as a result of the chosen topic or phrase, which will be said next;
- Fear of making a mistake;
- Shyness of accent. Some people do not feel comfortable because they believe that their accent can cause a variety of ridicule;
- Shyness to speak slowly, which makes you look stupid;
- Fear of not understanding the interlocutor and being incomprehensible, etc.

All the components are combined in what the person considers it appropriate to remain silent, rather than having a conversation. Therefore, to solve this problem, it is necessary to analyze the relevant psychological aspects.

Teachers play a key role in overcoming the language barrier, as they should teach young law enforcement officers to use a foreign language without fear of making mistakes, as well as to believe in their own strengths and abilities. To overcome their fear, many teachers use the method of modeling situations. Situational modeling is part of interactive learning technologies. Interactive learning is a special form of organization of cognitive activity, which has a specific purpose, namely to create comfortable learning conditions in which each student feels his success, as well as intellectual abilities. It should be noted that this method is productive among all subjects, as it allows you to acquire practical skills. It enhances intellectual activity, expands vocabulary, practical application of learned vocabulary and grammar. In addition, memory is improved, communication skills are improved in the process of teaching students in pairs and groups. You need to pay attention to the right choice of situations, because it certainly depends on career guidance and program.

Thus, the foreign language course is communicative-pragmatic and professionally-oriented, aims not only to develop future law enforcement officers to communicate in a foreign language, but also to acquire special knowledge in their chosen specialty and increase their professional competence. The study of foreign languages is designed to broaden the general horizons, develop a culture of communication, thinking of cadets, intercultural competence based on the acquisition of special terminology and international vocabulary using the method of modeling.

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## **STUDYING A FOREIGN LANGUAGE AS A MEANS OF INTERCULTURAL COMMUNICATION**

The thesis substantiates the need for effective interaction of future marketers with representatives of different cultures, the importance of training competitive professionals in their field, which is characterized by high spirituality, moral and aesthetic beliefs, general culture, innovative thinking. Significant changes occurring in the nature of social relations, cause a change in the needs of specialists, changes in social requirements for the quality of their training and personal development. The main task of higher education should be to ensure compliance with the quality of training not only modern but also the future needs of society. These should be leading specialists who, along with high professional competence, are characterized by high spirituality, moral and ethical beliefs, general culture, innovative nature of thinking and a systematic approach to the analysis of complex production situations.

A special role in the context of Ukraine's integration into the world community is given to perfect command of a foreign language. A number of authors determine the importance of the realization of the educational goal in the process of learning a foreign language (M.A. Ariyan, N.F. Borisko, Y.I. Passov, O.O. Pershukova, V.V. Kabakchi, O.B. Tarnopolsky). Their work is aimed at practical mastery of a foreign language. But in modern conditions there is a need to develop skills of intercultural communication while learning a foreign language, namely: the ability to establish a connection between their own and foreign culture; willingness to act as a mediator between different cultures, to effectively manage conflict resolution. The success of economic activity largely depends on the level of training of Ukrainian representatives in the field of intercultural communication. The essence of the problem is how to effectively carry out such training, how to provide future marketers not only with general knowledge, but also to prepare competitive professionals in their field. In this paper, intercultural communication in the most general form is defined as a direct and indirect exchange of information between representatives of different linguistic cultures. Thus, the laws of not only direct interpersonal and intergroup communication are taken into account, but also the implementation of intercultural communication in a virtual form, using the “information highway”. Thus, the urgency of the research problem stems from the need to resolve the contradiction between the need for pedagogical practice in scientific, educational and methodological support of future marketers for intercultural communication and the lack of theoretical theory in pedagogical theory that meet this need in general. The subject of “foreign language” occupies a special place in the general cultural preparation of young people for life and activity in

society. This is the only subject that is included in the plans of all subsystems of education. Today it is not only a tribute to tradition, not only obvious, noted by K.D. Ushinsky, “high educational value”, but also the possibility of implementing one of the leading trends in education – integration into world culture. It is this subject, focused mainly not on the acquisition of knowledge, but on the formation of activity skills, has a huge potential for comprehensive development of personality. Mastering the skills of intercultural communication is the core around which the professional competence of a marketer is formed. Modern society needs not just marketers, but also specialists in intercultural communication. And this goes far beyond the knowledge of foreign languages. True knowledge of language is knowledge of its inner spirit, its logic and culture. Language must ensure intercultural dialogue. To be effective in intercultural communication, it is not enough just to acquire speech skills, it is necessary to learn to use this language. It is necessary to form a cognitive and communicative culture of the individual [2, 54-56]. The main disadvantage of training marketers in higher education is that the outlook of a specialist, who is well acquainted with the relevant field of production, was too insufficient to successfully perform practical activities in modern conditions. To a large extent, this applies to professionally significant situations of intercultural communication, which involve international business contacts, intensification of professional activities in close contact with foreign partners. The effectiveness of business contacts with representatives of other cultural societies is determined by a number of such basic factors as the need to create an atmosphere of psychological comfort, openness, the ability to establish and develop good relations with foreign colleagues. Failure to take all these factors into account can lead to the failure of international business community programs, as it is very difficult to create new potential forms of cooperation. Recognition of the importance of intellectual and cultural education also requires knowledge of a foreign language.

Language is a fundamental element of personality formation.

Language is an instrument, an instrument of culture.

It forms a highly spiritual personality, a native speaker, through the visions of the world imposed on it by the language and embedded in the language, mentality, attitude to people, etc., that is, through the culture of the people who use this language as a means of communication. Thus, language does not exist outside of culture as a “socially inherited set of practical skills and ideas that characterize our way of life” [6, 65]. As one of the types of human activity, language is an integral part of culture, which is defined as a set of results of human activity in various spheres of life: production, social, spiritual. However, as a form of existence of thinking and, most importantly, as a means of communication, language is on a par with culture [4, 13]. Teaching existing languages and other cultures, learning about the basics of international understanding in recent decades have been very important. Today, language skills have acquired real economic value. Thus, the marketer through the study of a foreign language raises his level of culture, forms a willingness to promote the establishment of intercultural and scientific ties. The

ability to participate in intercultural communication is important for professionals involved in international business. With the entry into the century of globalization and integration, the English language has taken a leading place in international negotiations. That is why knowledge of this language is of paramount importance for marketers. The main answer to the question of solving the urgent problem of learning foreign languages as a means of communication between representatives of different peoples and cultures is that languages should be studied in inseparable unity with the world and culture of peoples who speak these languages.

Teaching people to communicate (orally and in writing), teaching them to work, create, and not just understand a foreign language, is a difficult task, complicated by the fact that communication is not just a verbal process. Its effectiveness, in addition to knowledge of the language, depends on many factors: the conditions and culture of communication, etiquette, knowledge of nonverbal forms of expression (facial expressions, gestures), the presence of deep background knowledge, etc. Overcoming the language barrier is not enough to ensure effective communication between people from different cultures. This requires overcoming the cultural barrier. In the excerpt below, from an interesting study by I. Markovina and Y. Sorokin, national-specific components of cultures are presented, that is, exactly what creates problems of intercultural communication: it is not the only obstacle to mutual understanding. National-specific features of various components of communicative cultures (features that make it possible to implement these components of ethnodifferentiating function) can complicate the process of intercultural communication [3, 62]. All the subtleties and depth of the problems of interlingual and intercultural communication become especially obvious, and sometimes simply conscious, when comparing foreign languages with native and foreign culture with their own. This allows a clearer understanding of the differences between these cultures and to avoid culture shock in real communication with representatives of another culture [6, 72].

Thus, the training of competitive specialists in intercultural communication is impossible without mastering foreign languages. After all, only language skills open opportunities for full-fledged professional activity in all areas. Thus, the problem of culturological and language training of future marketers needs further development in terms of its methodological support. Knowledge of foreign languages by all specialists, regardless of their profile, should become a mandatory professional quality, which ensures the establishment of mutual understanding, effective decision-making and establishing cooperation.

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## NEOLOGISMS IN THE FIELD OF INFORMATION TECHNOLOGY

Language is a complex social phenomenon. It is a means of human communication and is in constant motion. As the researchers note, language is the mirror of society. The development of society is reflected in numerous lexical units that define social relations and changes that inevitably entail lexical innovations and transformations in the language.

New word, or the word “neologism” comes from the Greek words “neo” (new) and “logos” (word, speech), come up all the time. But not all of them remain in human memory, in all kinds of reference books.

The main factors in the emergence of neologisms are scientific and technological progress and interaction with Western culture. A significant part of neologisms have no analogues in our language.

According to the directions where neologisms are used, they can be divided into three groups:

- Neologisms necessary to define concepts that did not exist before: gadget, laptop, SMS, terabyte, etc.
- Neologisms denoting concepts that do not exist in reality, but are conceivable in fantasies or assumed with the further development of science and technology: teleport, space relay, etc.
- Neologisms referring to lexical units that repeat words with the same meaning: laptop.

The neologisms of the IT sphere are a fairly new phenomenon in our language. Its novelty is due to the fact that the carriers, and creators of this vocabulary are representatives of relatively young professions: programmers, IT specialists, web designers and others related to the information sphere.

Today, the Internet is very actively used, which is becoming a separate state, with its own rules, and language. It becomes more and more difficult to trace the language of the Internet users; either the old words get a new meaning, or there are Englishisms that got new forms in the Ukrainian language.

The neologisms of the IT sphere are divided into semantic and lexical.

Semantic neologisms include the following neologisms:

– Mirror

This word meant “a smooth, polished, shiny surface that reflects the objects in front of it.” Now, the neologism “mirror” means “a site on which information from the main site is duplicated”.

– Piracy

Robbery of ships, brigandage. Recently, the word has acquired a different meaning: “illegal activity in the market of computer services in the publishing industry.”

– Post

Everything entrusted to guard the sentry, as well as the place or area of the terrain in which he performs his duties. Now another meaning has been added: “author's article, separate message in the forum.”

– Bookmark

The item included in the book to mark the required page. The new value is “a link to a resource saved in the browser for quick access.”

– Package

- 1) a paper roll with things;
- 2) paper bag for groceries;
- 3) an envelope with a letter of official appointment;

Now – “information in the local network, which is transmitted in blocks of a certain length.”

Computer and Phone Usage:

– Carousel

Until recently, the word “carousel” meant a rotating mechanism for rolling in a circle with seats. As a neologism, the word means “resource allocation for several processes in a cycle”.

– Reading

- 1) The process of human perception of written information;
- 2) about a meeting at which they read aloud;
- 3) neologism – “Selecting data from the device memory”

Other, unrepresented, neologisms from the above groups belong to lexical neologisms.

Depending on the goals of the formation of new words, their purpose in speech, all neologisms are divided into nominative and stylistic. The first ones directly call the concepts: utility; the latter give a figurative description of objects: a device. Their appearance is associated, first of all, with the needs of the development of science and technology. Nominative neologisms arise as names for

new concepts, such as: crack, framework, subnotebook, etc. These neologisms usually do not have synonyms, although the simultaneous occurrence of competing names (astronaut – astronaut) is permissible. In the composition of nominative neologisms, there are many highly specialized terms: wikihood, hosting, unboxing, etc. Inventors are trying to introduce new objects and their names into use. This is facilitated by advertising of new products and products.

The neologisms of information technology perform an exclusive nominative function in the language, naming the concept: “Cyber-squatter resells domain addresses” – in this case, cyber-squatter is a person who sells domain addresses. Hosting is a service for the provision of disk space for the physical placement of information on a server that is constantly on the network. Copy-paste is the use of mechanical copying of information from other people's web resources on their web pages.

Unfortunately, there are few examples in the literature to fully demonstrate the fact that neologisms of information technologies perform a stylistic function in a language. This allows us to conclude that this area requires further research from linguists.

Vocabulary is the most flexible part of any language, since it is influenced by various factors that are directly related to life. Thus, the topic of the use of neologisms in the field of information technology can be considered very relevant, because now any language is actively replenished with new lexical units at the expense of the media. The main source of the emergence of new words is the Internet, since in this environment neologism appears with stable constancy.

In general, the computer vocabulary of the studied languages can be characterized as a dynamic developing subsystem of the national language, actively interacting with the literary language, slang and various specialists. The structure of the computer lexicon reflects the peculiarities of the development of the branch of computer technology, the functional originality of the stylistic layers that make up this vocabulary, as well as the general trends inherent in the languages under consideration at this stage of development.

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## **FORMATION OF PROFESSIONAL LANGUAGE COMPETENCE**

Learning a foreign language was and is compulsory in higher education. Teachers' efforts were aimed at ensuring the students to master spoken phrases and basic grammatical phenomena, be able to read and translate. Nowadays the requirements for proficiency in a foreign language have changed significantly. Ukraine's integration into the European Union, the introduction of the Bologna system in the educational process, the expansion of international contacts – all this has influenced the process of future professionals training. It is clear that the role of a foreign language as the main means of international communication is growing.

Particular attention is paid to the foreign language of professional orientation, because it allows to implement all aspects of professional activity, namely: participation in international projects, establishing foreign contacts, exchanging information and experience, giving presentations, finding the necessary information on the Internet or any other foreign language. Increasing information flow with each passing day inevitably leads to the fact that graduates of higher education institutions will have to face the need for intensive use of a foreign language in professional activities. Therefore, professional orientation should be the main feature of foreign language teaching in non-language higher education institutions, because it is based on taking into account the needs of future professionals and is the key to success and a successful career.

High-quality language training of students is impossible without the use of modern educational technologies. Modern technologies include the use of information and telecommunications technologies, work with computer programs in foreign languages, distance learning technologies, creating presentations in PowerPoint, the use of Internet resources. To prepare a qualified specialist who is able to creatively solve any issues, it is necessary to change the student's attitude to the learning process, turning him from a diligent performer to a creative person who can think productively and creatively solve professional problems.

Today the question arises how to learn a foreign language. One of the features of studying the language of professional orientation is that it should be as close as possible to the real professional activity of the future specialist. Therefore, it is very important to carefully select educational material that would complement and deepen students' knowledge of specialized disciplines and promote the development of skills in working with professionally-oriented texts. There are several criteria for selecting professional texts.

Firstly, it is the theme and content. The text, which fully corresponds to the topic, helps students to expand their knowledge of the profession, to reveal the meaning of terms, which in turn encourages students to participate in the discussion of material or discussions. The content of the material depends on how effectively the teacher will be able to organize students' learning activities during the lesson, create situations for searching and analyzing certain information, involve them in creative activities, both when reading texts and in other types of speech communication.

No less important criterion for the selection of professional texts is the availability and clarity of the material. Lack of slang, rare and outdated terms is the key to well-chosen material. The presence of diagrams, graphs and illustrations significantly improves the availability of material and allows you to more accurately convey the content of educational material. Another important criterion of authentic professional texts is relevance and modernity, which determines their cognitive value. This text arouses students' interest and encourages them to search for additional information on their own. But the question arises where to find a text that would meet all the criteria and needs of the educational process and ensure the implementation of educational, educational, developmental and educational goals of teaching a professionally-oriented foreign language.

The Internet is an inexhaustible source of information on any subject. However, finding the right texts in the finished form is extremely difficult. Therefore, in order to use authentic texts in the process of learning a foreign language for professional purposes, it is necessary to adapt one or even several selected authentic texts, united by a common theme.

For effective mastering of educational material and terminological vocabulary it is necessary to create a system of exercises that would allow to develop and improve skills in all types of speech activity. The system of exercises is understood as the organization of interconnected actions, which are in the order of increasing difficulties, taking into account the sequence of development of skills and abilities. The system of exercises will be different for different courses, learning conditions, stages of learning. Each exercise should be represented by a structure that includes the following aspects: tasks; task performance; control of the completed task. Exercises are the main means of acquiring the necessary skills. In accordance with the type of exercise, the task for its implementation is formulated.

There are three main categories of exercises: non-communicative, conditional-communicative and communicative exercises. Processing of professional texts begins with pre-text tasks on the ability to predict the content and purpose of the text, to update the experience and knowledge of students. These tasks help students to formulate their own opinion and strengthen their motivation.

An important aspect of learning a foreign language for professional purposes is the expansion of vocabulary. The system of exercises for the formation of professionally-oriented competence must meet the following requirements: be consistent and rationally organized; the nature of the exercises must correspond to certain skills or abilities; increasing the language complexity of the learning process;

systematic performance of certain exercises, professional orientation of tasks; naturalness of communication situations; instructions availability for studying the language materials.

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### YOUTH ON THE WAY TO THE WORLD INTEGRATION

Such an important issue as the activities of young people in the field of world integration is of particular importance in modern conditions. On the way to world integration it is necessary to solve a number of problems that are specific to each individual sphere of public life. It is hard to imagine that these changes will not be affected by young people, who have always been one of the most active social groups, easily and unhindered learning new things and striving to innovate in all spheres of public life, integrate into the modern world, become active participants in reforms.

The purpose of this work is to analyze the activities of young people that determine its features are formed in countries around the world for integration.

The process of interaction between different countries of the world forms a complex organizational mechanism of international integration, which covers various aspects of coordinated domestic and foreign policies. There is a need for further theoretical and practical understanding of modern aspects of integration processes due to the emergence of new trends in internationalization and globalization. This factor is the involvement of young people [1]. Youth activities in each country are created following the national traditions of youth work, dynamic or statistical. A good example is European countries, because they have a wide range of approaches to the formation and implementation of youth activities in the context of global integration [2]. Also, young people are interested and more mobile in this

process, because they create a future for themselves and contribute to their own development [3].

Today there are 1.2 billion young people between the ages of 15 and 24, or 16 percent of the world's population. By 2030, the target date for achieving the Sustainable Development Goals (SDGs), which are part of the 2030 Agenda, the number of youth is projected to increase by 7 percent to nearly 1.3 billion.

As young people increasingly demand more equitable, equitable and progressive opportunities and solutions in their societies, the need to address the multifaceted challenges young people face (such as access to education, health care, employment and gender equality) is more pressing than ever.

Young people can be a positive force for development if they are given the knowledge and opportunities they need to thrive. In particular, young people must acquire the education and skills necessary to contribute to the development of a productive economy; and they need access to a labor market that can take them into the labor force. Summarizing the above mentioned, we can conclude that the achievement of effective global integration is possible through the persistent work of the younger generation, because the youth, inheriting the experience of descendants can achieves even greater results.

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## **UKRAINIAN ECONOMIC TERMINOLOGY AND FEATURES OF ITS TRANSLATION INTO POLISH**

Neighbourhood and dynamic development of cooperation between Poland and Ukraine in the field of economic relations contribute to the growing importance of translation studies.

The spread of globalization around the world, rapid changes in the economy and the expansion of international cooperation of Ukraine with other countries in recent decades have led to a rapid influx of Ukrainian-language terminology, including economic because there is a need to translate new phenomena in the English-speaking world practice into the Ukrainian language. The same situation has developed in relation to the Polish language. Therefore, in the vocabulary of both Ukrainian and Polish, a large place belongs to such vocabulary, the number of which is constantly growing.

In addition, it has historically been the case that Poland and Ukraine have been interconnected and interdependent for many centuries. Therefore, there is no denying the fact that for a fairly long period of time the Polish and Ukrainian languages, and hence their different terminologies, actively interact.

Terminology, including economic, in the modern world, is very rich, diverse and diversified in accordance with the knowledge that exists in today's society. The translation of these terms should convey all the elements and essential content of the source text. There are many difficulties with this problem that need to be overcome by a translator. That is why the translation of terms takes place in two stages:

- 1) finding out the meaning of the term in the context;
- 2) translation of the meaning into the native language.

As already mentioned, the vast majority of tokens of the economic terminological system are borrowed or traced. Over time, the foreignness of these words disappears and they gradually become commonplace and adapted to the borrowing language, and some of them enter the language system as codified, creating a new language norm. Such processes take place under the influence of such factors as economic integration, the result of the scientific and technological revolution one of the consequences of which is the emergence of new branches of science with its innovative terminology, which is gradually becoming the property of the world and Ukraine in particular.

Economic vocabulary characterizes the professional-production, financial-banking areas of human activity and covers the sphere of a free circulation of goods and capital, conditions and opportunities for purchase and sale, market circulation,



standardized international operations, as well as economic measures. Thus, given the functional purpose of economic terminology, which belongs to a narrowly specialized group of vocabulary, we can distinguish the following lexical and semantic groups:

– *subsystems of economic science*: «Jednak niektóre ważne problemy wciąż pozostają nierozwiązane, niezbędne są zatem dalsze działania, szczególnie w dziedzinie mikroekonomii (**microeconomic field**, ukr. “сфера мікроекономіки”) i zatrudnienia», «Rejestrowane są na nich przepływy materialne związane z działalnością wszystkich jednostek krajowych **gospodarki narodowej (national economy**, ukr. “національна економіка”) bez względu na ich lokalizację geograficzną», «Szczęśliwie dla specjalistów do spraw **marketingu (marketing**, ukr. “маркетинг”), jakiś czas temu na rynku pojawiły się systemy klasy marketing automation»;

– *persons engaged in economic activity*: «Natomiast Brokers Union to doświadczony **broker (broker**, ukr. “брокер”) z Wrocławia świadczący kompleksowe usługi doradztwa ubezpieczeniowego», «Przeciętny **bukmacher (bookmaker**, ukr. “букмекер”), jakich wiele na rynku. Nie daje powodów do zachwytu, ani mocnej krytyki», «Kariere zawodową rozpoczął jako **trader (trader**, ukr. “трейдер”) w Banku Handlowym»;

– *mathematical and economic indicators*: «Koncepcja **mnożnika (multiplikator)** w ekonomii odwołuje się do szeregu geometrycznego, który jest ciągiem liczbowym», «**Krzywa popytu (krzywa popytu)**: Jeśli cena jest zbyt wysokie, popyt jest niski, cena jest za niska, popyt jest wysoki»;

– *organizations, associations, institutions*: «Zapewnienie trwałej stabilności makroekonomicznej Należy zachować stabilne ramy makroekonomiczne w kontekście programu **Międzynarodowego Funduszu Walutowego (the International Monetary Fund**, ukr. “Міжнародний валютний фонд»)», «Tym samym konsekwentnie podtrzymywana jest zapowiedź wprowadzenia obu tych spółek na rynek **Gieldy Papierów Wartościowych (Stock Exchange**, ukr. “фондова біржа”) w Warszawie w 2010 r.», «Chcę w tym miejscu zwrócić się do **Stowarzyszenia Narodów Azji Południowo-Wschodniej (the Association of Southeast Asian Nations**, ukr. “асоціація держав південно східної Азії”) i państw członkowskich ASEAN»;

– *economic processes*: «Kwestie związane z zatrudnieniem będą obejmować **bezrobocie (unemployment**, ukr. “безробіття”) i niedostateczne zatrudnienie», «Wskaźnik cen towarów nieżywnościowych trwałego użytku stosowany jest do **waloryzacji (valorization**, ukr. “валоризація»)», «**Globalizacja (globalisation**, ukr. “глобалізація”) jest szczególnie ważna, dlatego aby uniknąć dodatkowych prac związanych z długoterminowym cyklem lokalizacyjnym.»;

– *financial documents*: «Pozyskanie Dianabol Internecie zaczęło być bardzo proste procedury i może być wykonana z lub bez **karty bankowej (bank card**, ukr. “банківська картка”), dużym sprzedających te dni zatwierdzić rozwiązania przelewie.», «Te niekorzystne czynniki znacznie osłabiły wzrost, a także sytuację

budżetową i **bilans płatniczy (balance of payments, “платіжний баланс”)** w Tunezji», «Myślę, że do tego celu nadają się bardzo **obligacje ekologiczne (green bonds, ukr. “зелені облигації”)**, o których mowa w punkcie 67»;

– *policies, systems, concepts, trends*: «Kwestii instytucjonalnych i zagadnień związanych z politykami, łącznie z **polityką makroekonomiczną (macroeconomic policy, ukr. “макроекономічна політика”)**, rynkami pracy, kontekstem instytucjonalnym oraz spójnością i koordynacją polityki», «**Keynesizm (Keynesianism, ukr. “кейнсіанство”)** — jedna z dwóch wiodących XX-wiecznych szkół makroekonomicznych, której inicjatorem był John Maynard Keynes», «Taka jest rzeczywistość, nie **neoliberalizm (neoliberalism, ukr. “неолібералізм”)**, ale zdalne sterowanie z Dublina i Londynu przez komisarza odpowiedzialnego za rynki finansowe»;

– *industries*: «Umożliwiłoby to również rozwój całego przemysłu, od **uprawy bawełny (growing cotton, ukr. “бавовництво”)** po produkcję tkanin i ubrań», «Studiował **agronomię (agronomy, ukr. “агрономія”)** na Uniwersytecie im. Eduardo Mondlane»;

– *economic theories and laws*: «Tak jakby więc **niewidzialną ręką (invisible hand, ukr. “невидима рука”)** oszczędzono by Anglii zniszczeń ekonomicznej racjonalności», «Prosimy, aby nie trwonili państwo tego niewielkiego ducha, jakiego udało nam się tchnąć w Europę, w której wciąż zbyt silnie dominują zagadnienia polityki gospodarczej, handlowej i **monetaryzmu (monetarism, ukr. “монетаризм”)**», «Ponadto plan zawiera szacunkowe dane dotyczące przyszłych perspektyw dotyczących **podażu i popytu (supply and demand, ukr. “пропозиція і попит”)** na odnośnych rynkach»;

– *concepts related to money, currency transactions, organizations and names of monetary units*: «Rezerwy międzynarodowe i **płynność walutowa (currency liquidity, ukr. “валютна ліквідність”)** (ogłaszane co miesiąc, w ostatnim dniu roboczym następnego miesiąca po miesiącu, którego dotyczą)», «Przychody są wyrażone w lokalnej walucie (local currency, ukr. “місцева валюта”), a względne letnie wydatki są obliczane przez współczynnik dochodu rozporządzalnego rodziny w danym kraju», «Obiecałem płacić im sto **hrywien (hrivnas, ukr. “гривні”)** rocznie», «**Złoty (zlotys, ukr. “злоті”)** pozostał walutą stabilną i silną do końca okresu międzywojennego»;

– *economic concepts, which reflect the names of the author, developer, researcher*: «Zgodnie z wówczas przyjętym poglądem, między inflacją a bezrobociem istnieje wymiennosc na zasadzie opisywanej przez **krzywą Phillipsa (Phillips Curve, ukr. “крива Філіпса”)**», «Jeżeli chodzi o **plan Marshalla (Marshall Plan, ukr. “план Маршалла”)**, to moim zdaniem nadzwyczaj dobrym modelem jest to, co generał George Marshall uczynił z pierwotnie przyznanymi mu w 1948 roku przez Kongres 13 miliardami dolarów».

Particular attention should be paid to terms that are stable compounds and have a fixed meaning. For example, the term “małpa (małpka) komputerowa” literally translates as computer monkey. In English, it is called ampersat, arobase,

asperand, at, or at symbol. But in the Ukrainian language, it is called “собачка “ (a dog) or “равлик” (a snail).

To facilitate the work on the translation of terms, we can divide this process into stages: analytical and synthetic. The analytical stage is the translation of individual components of the term. This stage plays a very important role. At this stage, you need to correctly define the elements of a complex term, as they can be not only singular words but also phrases that are part of a complex term. The synthetic stage involves building the elements of the term depending on the semantic relations and obtaining the final version of the translation of a complex term. It is important to find out in what semantic relations the elements are among themselves and with the main component of the term-phrase. The nature of this relationship determines the order and content of the translation of a complex term.

The following ways of translating economic terminology from Polish into Ukrainian can be distinguished:

1) **Transliteration** — translation by the transfer of letters of a foreign language in Ukrainian letters, regardless of pronunciation: marketing — маркетинг, broker — брокер. Most of these words come from English and German, so they sound the same in both Polish and Ukrainian.

2) **Tracing** is a method of retelling the lexical unit of the original by completely or partially replacing its constituent parts (morphemes or words) with lexical equivalents in the language of translation: karta bankowa — банківська карта, bilans płatniczy — платіжний баланс.

3) **A literal translation** is a translation in which the syntactic structure of the original term is transformed into a similar structure of the translation language while preserving a set of full words and the order of their arrangement.

4) **Equivalence** — the use of completely different stylistic and structural means to describe the same situation in two texts.

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## **EU-UKRAINE ASSOCIATION SHORT TERM PRIORITIES FOR ACTION**

The Association Committee as set up by the Association Agreement will define priorities for action and provide guidance for the implementation of the Association Agenda in line with the provisions set up in section III 8 below.

Among the priorities in the Association Agenda, the following short-term reform actions should be addressed as a matter of priority:

### **Constitutional reform.**

Re-start constitutional reform through an inclusive and participatory process including active consultations with civil society and in line with the Venice Commission recommendations, including legislative steps towards amending the constitution, enabling decentralization reform and the reform of the judiciary;

### **Election reform.**

Take steps towards harmonization of electoral legislation through its unification and reform of political party financing, including state financing. This should be prepared through an inclusive and participatory process in line with the OSCE/ODIHR, GRECO and Venice Commission recommendations, with a first priority given to revision of the law on local elections in view of local elections planned for second half of 2015;

### **Preventing and combating corruption.**

Demonstrate serious progress in the fight against corruption, including through the implementation of the comprehensive anti-corruption legal package adopted on 14 October 2014, starting with the setting up and ensuring effective functioning of both the National Anticorruption Bureau and the National Agency for the Prevention of corruption;

### **Judicial reform.**

Take further steps on judicial reform, in particular by adopting, in line with European standards and in close consultation with the Council of Europe/ Venice Commission, a Justice Reform Strategy including a detailed, comprehensive implementation plan;

### **Public administration reform.**

Start a comprehensive reform of the public administration, and in particular the civil service and service in local self-government bodies focusing on European principles of public administration, including through the finalisation and adoption of the draft Law on Civil Service Reform;

### **Deregulation.**

Reduce the regulatory burden for business and in particular of SMEs, through reduction of the number of permits and licenses;

**Public procurement reform.**

Improve transparency and competitiveness in public procurement. Bring the list of exceptions from the sphere of public procurement in line with the EU public procurement directives. Ensuring competitive procurement and access to information related to public procurement, in particular by public enterprises;

**Taxation reform, including VAT refunds.**

Take steps to improve the efficiency of the tax administration, including when dealing with VAT refund claims, to ensure timely settlement of all recognised VAT refund claims, avoiding any form of discrimination;

**External audit.**

Based on recent reforms, continue to develop the external audit function to strengthen the system of checks and balances;

**Energy Sector Reform.**

In line with the Third Energy Package, accelerate the unbundling and restructuring of Naftogaz, adopt the law on the new regulatory body for gas, electricity and utilities and submit, for consultation with the EU side, draft laws on the gas and electricity market.

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## SOME ASPECTS OF PROFESSIONAL LINGUISTICS

The article reveals the problems of using linguistics in professional activities, reveals the role of linguistic analysis and its interaction with the profession. Professional linguistics requires both discursive skills and the ability to use a number of linguistic knowledge of diagnosis, correction, correction, prevention of speech and language defects.

English in professional activities is not only a tool, but also an object of influence, which performs the correct presentation of language material, as well as the correct prioritization, determining different ways of working with it [1].

Knowledge of the Ukrainian literary language system, language norms, skills of linguistic (phonetic, spelling, lexical, morpheme, word-formation, morphological, syntactic, punctuation, stylistic) analysis are used in the study of speech products, quality selection of material for correctional work. Linguistic analysis of language

makes it possible to accurately determine the level, as well as the specifics of errors in utterances, to characterize the features of the use of language tools. This, in turn, provides an opportunity to draw certain conclusions about the typical and individual features of speech activity, as well as to develop a standardized, adequate system of correctional work [1]. Linguistic direction is also realized through the study of the state of speech processes and features of their formation among children in comparison with the language norm and positions of ontogenesis, which provides data on the state of speech, lexical and grammatical operations in language disorders of various origins and degrees.

The use of forensic linguistics plays a special role in the law enforcement system. It is a subdivision of linguistics that develops and studies the methods of attribution of the texts of today's documents in order to use the results obtained in the courts in cases, as well as in the actions of the investigative task force.

The process of work in forensic linguistics is carried out in order to reproduce the circumstances under which the document was created.

An excellent example of such research is the determination of whether the original document is forged, whether violence was committed against the author in the process of creating a text document.

The statistical method of analysis is used in this area the most. This science distinguishes: graphology and graphometry. The latter is the science that establishes the author of the text through handwriting. Graphology also determines the mental state of a person in the manuscript. Also, thanks to forensic linguistics, you can determine the age, profession, region of residence of the author of the text through the use of various regular expressions, proverbs, archaisms.

In the United States, the use of this science in practice has developed rapidly [2]. A forensic linguistic service was established, which in almost 100% of handwriting cases will be able to identify and resolve a wide range of issues related to the case.

In 2015 the teachers of the Taras Shevchenko National University published an innovative dictionary "Jurislinguistics. Dictionary of terms and concepts", which includes scientific issues of forensic linguistics [1].

In general, we can say that linguistic knowledge is widely used in any professional activity, but the level of readiness to apply them is not formed enough.

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## **LINGUISTIC CHANGES IN ADVERTISING: DEVELOPMENT DURING THE ERA OF GLOBALIZATION**

The concept of advertising history is not as important as an interesting and informative topic. First of all, advertising has acquired a comprehensive aspect, and understanding its origin and root causes makes advertising itself a deeper discovery and recognition as a process. The purpose of the research is to analyze linguistic changes in advertising, its development during globalization process. For some reason, advertising is considered an invention of modern civilization. Perhaps because advertisements for goods in the form of leaflets, brochures in mailboxes, videos on television, posters and billboards on city streets.

However, advertising existed long before the advent of Christianity and the invention of the printing press. During archaeological excavations, plaques with images of advertising products were repeatedly found. Wheat baked goods or millstones, blood vessels for pharmacists, bird cages and other consumer goods. In addition to visual advertisements, there were also sound advertisements. In fact, the word “advertising” comes from the Latin word “advertiser”. Merchants and publishers walked the streets loudly warning the public about goods, services, or upcoming events.

With the invention of the printing press, advertising reached a new level and began to appear in the form of brochures and posters. Printing houses began to open throughout Europe, and the first mention of advertising brochures dates back to 1472, hanging on the door of a church in London to announce the sale of prayer books. The advertisement first appeared in London newspapers in the 17th century, first adorned with text and photographs, and then with photographs, giving the advertisement a more authentic and authentic character. Over time, advertising has improved, acquired new forms and new designs, and gradually became an independent business.

In recent years, we have noticed that more popular to use non-written elements in the corporative ads than some interesting verbal techniques. The trend towards visual prominence and the trend towards openness are interesting for several reasons. First, both visual prominence and openness often result in ambiguity, breaking with the rule that an ad’s message should be as clear as possible [2].

Here are two great ads of our time. Action star Jean-Claude Van Damme showed off his signature in a Volvo ad. An expensive and expensive ad called “Epic Extension” has appeared on YouTube. In three days, the video was watched by

about 17 million people! The musical composition of the singer Enya sounds off-screen. Two trucks drive in the opposite direction and at some point slowly drive away. Located between them, Jean-Claude Van Damme sits effectively on the twine. With the exception of the elderly but still charismatic Jean-Claude, the entire team working on the video is admirable.

Many believe that brand manufacturers should think more broadly, contrary to VW's vision. According to this criterion, Red Bull ads are ranked #1 in each ranking. It's rare for an ad to hit four world records. As part of the Red Bull Stratos project, Austrian Felix Baumgartner has taken a unique leap forward. After ascending to an altitude of 39,014 m in a capsule suspended in a balloon filled with helium, he spent a total of 9 minutes and 3 seconds in the fall and reached a top speed of 1,173 km/h. This fantastic trick not only pushed the boundaries of human abilities, but also became an important scientific breakthrough.

According to the All-Ukrainian Advertising Coalition (BPO), the volume of the advertising and communications market in Ukraine in 2011 reached 2.33 billion. As a result, the share of Ukraine in the global advertising and communications market in 2011 was only 0.72%, and in 2012 – only 0.72%. Increased to 0.89% [1]. In terms of advertising expenses in Ukraine, advertising on television ranks first. In 2010, that figure reached a historic \$ 11.9 million. USA. The total amount of display advertising is \$ 287 million. USA, including in magazines – 190 million, in newspapers – 97 million. America [1]. It should be noted that the role of online advertising is growing both in the domestic advertising market and in the world. Currently, there are about 8 million Internet users in Ukraine, but their number is constantly increasing. VRK says the development of the online advertising market is limited by generally accepted measurement standards, reporting standards and low market transparency. However, market participants are increasing their estimates of Internet advertising costs [4, 68]. In the current situation, a large number of advertising agencies operate on the global market. According to the annual rating of the most profitable advertising agency, which is published by VRK, the Ukrainian branch of the Leo Burnett agency became the leader, gaining from 450 to 5 million dollars. USA. Leo Burnett Ukraine is part of the Leo Burnett Worldwide global network. Leo Burnett Ukraine invariably wins prestigious awards in international advertising competitions [1].

Having carried out this analysis, we can say that the initial formation of advertising in the above form belongs to the era of antique advertising, and the first prerequisites for the emergence of professional advertising in commercial, political and social spheres are created by advertising. The medieval phase of advertising is highlighted by the emergence of publishers, the “street shouting” and the first printing press, which sparked its appearance in Europe. Culturologists believe that the appearance of printed information circulation predetermined the third information revolution (the first – the formation of words, the second – the invention of writing).

The so main characteristic of the emergence and development of the advertising industry is the emergence and development of many new and non-



traditional forms of advertising, mainly associated with the industrial revolution, the significant development of the market economy and a number of great achievements. New trend is to work with visual presentation of ads more than with specific linguistics techniques. Linguistic changes in the era of globalization only deals with understanding of the meaning and impact to buy product. Media analysts try to use simple and clear language than unique verbal elements to attract more customers. About scientific and technological progress. The most important step in the development of advertising is associated with the industrial revolution. Despite the fact that advertising in Ukraine is now reaching a new level, it is much less developed than in other economically developed countries. However, due to the current situation in the interests of this industry, the prospects for the development of the advertising market in the near future will have positive dynamics.

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### GENDER BALANCE IN LAW ENFORCEMENT

Equality between women and men is one of the European Union's founding values, going back to 1957 when the principle of equal pay for equal work became part of the Treaty of Rome. Since then, the EU's achievements in fostering equality between the sexes have helped to improve the lives of many European citizens.

Encouraging trends include the increased number of women in the labour market and their progress in securing better training and education. However, gender gaps remain and, across the EU, women are still largely outnumbered by

men in positions of responsibility in all fields. On average, women make up half of the workforce but less than 20% of senior roles.

In 2010, the European Commission adopted the Women's Charter, renewing its commitment to gender equality and to strengthening the gender perspective in all its policies. In 2012, Europol launched its own gender-balance project to explore why the imbalance exists in its staff, particularly at management level. 35% of Europol's staff are female but just 0.5% of those are in middle or senior management, translating into just one post.

The project aims to improve this gender imbalance, raise awareness on gender equality and develop an approach to ensure that gender equality becomes an integral part of Europol's working environment. As part of its gender-balance project, Europol interviewed delegates at the European Police Chiefs Convention in The Hague. One fundamental question was: why are there so few women at a senior level in law enforcement compared to other professions?

This point is particularly pertinent to Europol, where officers do not have powers of arrest but work with a focus on intelligence, knowledge-sharing and the fostering of cooperation.

### **Gender diversity as a performance driver**

Time and again, studies show a significantly better quality of decision-making within more genderbalanced leadership teams, with gender-balanced workplaces also performing better. In short, it is smart to have gender-balanced groups. Indeed, Europol's decision to explore gender-balance issues was based on the recognition that having a more diverse and balanced workforce would improve Europol's performance and results. "Diversity matters and for all the right reasons. Policing is a job that is equally fitting for men as for women. Law enforcement should be a mirror to society and gender balanced. There are enough studies to prove this", says Catherine de Bolle, Commissioner-General of the Belgian Federal Police.

Jens Henrik Højbjerg, National Commissioner of the Danish National Police, agrees. "I think it is absolutely crucial and pivotal that we are able to create a diverse organisation with people at management level – leaders – who reflect our diverse world, and it is not only about gender. If you don't have a diverse organisation with your staff representing all different professions, backgrounds, experiences, genders and so on, you will have problems." While old-fashioned bosses can see women as problematic, sharper leaders are keen to shape working practices and business culture so that talent thrives. Women clearly bring new skills and perspectives to the table. This is one of the benefits that Europol could expect if more women joined the management team, according to Ignacio Cosidó Gutiérrez, Director of the Spanish National Police: "Women have appreciable skills in management and direction... they have good listening and delegation skills, a quite complete sense of reality and are generally very well organised. They are able to balance major strategies whilst giving special attention to the minor details, taking on responsibilities with great diligence."

### What holds women back?

Persistent barriers women face on their way to the top have meant that change has been slow in coming. The first of those barriers is the combination of work and domestic responsibilities, which is difficult to reconcile with the ‘anytime, anywhere’ performance model where unfailing availability is expected, as well as geographic mobility.

McKinsey & Co, the global management consulting firm, surveyed hundreds of business leaders over four years to identify the gender-diversity measures required to lessen those barriers and develop women in management. Amongst the 13 measures identified to help retain valued employees were:

- Offering the choice of a range of flexible working conditions and locations to female employees, facilitated by technology and policies such as teleworking and part-time hours
- Programmes to encourage female networking and role models
- Gender policies for hiring, retaining, promoting and developing women
- Skill-building programmes aimed specifically at women
- Mandates for senior executives to mentor junior women.

Thus, women will make their own way to the top based on the supportive environment and policies that employers put in place. Europol’s gender-balance project is embodied and actively supported by its senior managers, who have the responsibility and ability to embed gender diversity in the DNA of the entire organisation.

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## **THE PROFESSION OF LINGUIST THROUGH THE PRISM OF TODAY**

A linguist is a specialist in linguistics, the subject of which is the ancient history of education and development of languages, their structure and characteristics. The profession is suitable for those who are interested in foreign languages. There is some classification of linguists. These could be linguists both in the theoretical direction and in the studied language. Modernity strives for integration and globalization, and in the current languages international contacts are intensifying and the profession of linguist is gaining its importance. The work of a linguist includes the most well-known functions and depends on the place of work: at the scientific-research institute, he studies and spoken language, etc.

In teaching, the linguist teaches the language to students. Linguists-translators deal directly with translations – oral, simultaneous and written. Linguistics is closely related to many related findings. It is possible to be convinced of it easily, having got acquainted with the list of researched subjects. The main directions – practical courses of foreign languages (as a minimum of two, and sometimes more), translation practice, history of Ukraine – here it is easy to trace the connection. Much attention is paid to philosophy, the foundations of economic theory, the foundations of law, because when considering a case of insults to honor and dignity can not do without linguistic expertise.

In order to better understand the peculiarities of the language of a country, students study linguistics. And in order to orient themselves in modern information technologies, future linguists attend computer science lessons, teach the basics of programming, probability theory and statistics, the basics of fundamental and applied mathematics, get acquainted with databases and machine translation systems. And, of course, the list of disciplines includes political science, religious studies, sociology, basics of ecology and psychology. To withstand the competition of numerous translators and linguists, a linguist must be thoroughly educated and well versed in their field. But a qualified specialist will be welcome everywhere, because in today's world, companies will not be able to independently communicate and sign acts with other countries without a leading specialist in linguistics. A specialist in the field of applied linguistics must be fluent in foreign languages, professionally perform oral and written translations, participate in the compilation of paper and electronic dictionaries, create machine translation systems, and so on.

The profession of linguist, as well as other professions, has its pros and cons. The positive in this profession is the high demand in the labor market, the

possibility of self-realization in any field – translation, simultaneous translation, interpretation or sequential translation, translation of films, books, books. A person who speaks a foreign language will be in demand in any field of activity: in journalism, tourism, PR companies, management. Knowledge of a foreign language is a guarantee of a high salary and fast career growth. Opportunity for freelance work, free communication with people traveling and studying the culture of other countries, which is an integral part of this profession.

Today the problem of language training is determined by the social order of highly qualified specialists in various spheres of public life, who must have the skills and abilities of professional foreign language communication with foreign colleagues in order to exchange experience and achievements in their field and their effective application in Ukraine.

In the conditions of formation of market relations in our country, in which there is a new international relations of Ukraine and a wide exchange of specialists, knowledge of a foreign language has become one of the most important needs that directly affect the professional activities of professionals. In this context, the importance of foreign languages as a means of professional communication of students – future professionals, has become extremely important in the education system of our country. This requires a new approach to the organization of IM training in educational institutions in order to develop speech activity and skills of practical use of foreign languages for professional purposes, creative thinking, cognitive processes as integral features of future professionals.

There is no doubt that the profession of linguist is widely used today: high demand, acceptable salary and vast opportunities are guaranteed. Linguistics is a philosophical science that not everyone is able to master, this is what distinguishes linguistics from other sciences. If you consider yourself to be one of the people who have seriousness, good memory, patience and diligence, dedicative and associative thinking along with perseverance, inquisitive mind and aspiration to perfection, than you should try yourself in this sphere.

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## TRANSLATION OF TERMS

A term is a special word that has a certain definition. Some concept is expressed by a term that becomes clear only due to the definition that is a laconic logical determination which marks the substantial features of the concept, i.e., its maintenance and limits.

A term can consist of one word (for example, *pollution*), including a compound word (such as *lighthouse*), or of a multiword expression (i.e., *environmental review*, *broadband integrated services digital network*). A lot of terms are singular nouns (such as *raw material*, *environmental report*), but plural nouns (*interested parties*), verbs (*reclaim*), adjectives (*biodegradable*) occur as well.

The main features of a term are: belongingness to a certain terminological system; presence of a definition (determination); unambiguity within one system of terms' frameworks; accuracy; stylistic neutrality; absence of synonyms and homonyms within one system of terms' frameworks; absence of expressivity, subjectivity. The definitions of the terms are fixed in special dictionaries, reference books, and accordingly they need to be used only in the form and in the definition, that is given in the dictionary.

Any term chosen for a concept should be linguistically correct, i.e., correspond to the norms of the language. It is advisable, when a term reflects some characteristics of its concept, is short and lets speakers create derivatives.

Terms are also divided into the common and specific ones. The common terms are ordinary words; those have got considerable distribution, name of objects, qualities, features, actions, phenomena, those are identically used in the communication, literature, business documents, etc. Such terms are simple and clear, they don't belong to one scientific field only. Such words as *idea*, *hypothesis*, *process*, *formula*, *analysis*, *synthesis*, *law*, *document* are common terms. They are not always convenient to use because of different interpretations, they can be used in different meanings and so be confusing ones. The usage of such terms is acceptable, when a certain context makes the necessary concept understandable.

The specific terms are words or word-combinations; those mean concepts, representing the specifics of certain scientific field, for example, legal terms, such as *general jurisdiction*, *death penalty*, *trial court*, *false testimony*, *crime*, *legal bodies*, or economic ones, for example, *the rate of return*, *compound interest*, *endowment insurance*, *passbook loan*, *individual consumer* and so on. The features of these terms are semantic specification and unambiguity.

If several terms are used to design a concept, it is recommended to select only one term as a preferred one. Sometimes it can be necessary to find more than one preferred term. The other synonyms, including abbreviations, should be listed as admitted or deprecated synonyms. The abbreviated forms can be chosen as preferred term in some cases, if the abbreviated form is the one which is more commonly used (for example, “NC” for “numerically-controlled machine tool”). In this case, the full form should be written in the list of synonyms.

Terms, especially specific ones, are characterized with special connection within frameworks of a discipline, and the terms sum in a discipline form so-called discipline terminology. Terminology development refers to a process of functionally extending, especially, the lexical semantics of a language into new meanings. The purpose is often to help with communication, connected with specialized knowledge units or knowledge structures; those are either previously non-existent in the conceptual universe of speakers of a certain language, or unattested in a form considered adequate for new demands of communication. Although terminology resources (such as databases, print dictionaries) can be intended for audiences (for example, in teaching and learning, mass media, translation, authoring, etc.) with different needs. Terminology development in a language should consider contexts of the developing a word, that is fundamentally linked to the management of knowledge growth or change. Therefore, it requires attention to structure knowledge.

It is also necessary to consider the relationships between terminology and translation. One issue here relates to expressions such as “translating terminology”, “translation strategy” or “translation equivalents” that are commonly employed in describing terminology development. Such usage has the effect of subsuming one professional identity (a terminologist) under another (a translator); this usage also raises questions regarding epistemological commitments. To be clear, the issue is not whether translators can create terminology; it is rather about determining whether the process of developing terminology can be called translation.

While translating terms into Ukrainian, we should deal with certain problems. We should remember that bringing the terms from one language into another is not similar to the translation of ordinary words. Optimal way is to start with terms: a “concept is the Ukrainian term”, but not a “foreign term is the Ukrainian term”. There is no difference what the source language is, i.e., the search of term-correspondence begins with the analysis of new concept features. It is possible, when some feature will give another name to this concept, that is different from the one in the source language. If a concept is based on its most important feature or proper comparison, in other languages these features will be considered as main ones (for example, in computer terminology: *user*, from the word *to use*, is translated as *користувач*, from the word *користуватися*, *mouse* is translated as *миша*, because of some kind of metaphor and so on). In such cases, translation of terms is similar to translation of ordinary words, that is the simplest way to find an own word for calquing.

In certain cases, terms are just transliterated or transcribed: letters of source language alphabet are replaced by target language ones, according to a proper system or the word sounding. For example, some sport terms: *kiting* is translated as *кайтинг*, and *zorbing* – as *зорбінг*.

Sometimes it is necessary to confront term-accordance from a few languages and choose the most successful one for finding an optimal translation term.

Permanent accordance for translation of terms in the language exists already, it would be better to use special dictionaries edited few years ago. When a few dictionaries have been edited at the same time, you should choose them, according to such a priority: standard dictionaries, branch encyclopaedias, branch dictionaries, universal encyclopaedias.

A quality dictionary is, first and foremost, a dictionary that meets the needs of its audience, business purpose, and the system it is intended to support. However, there are also some principles for well-formed dictionaries that span EPA disciplines and user groups. Well-formed dictionaries have an explicit and recognizable scope, a consistent approach to the form of the terms, and, as much as possible, clear distinctions between the meanings of terms.

Sometimes terms can be brought from one scientific sphere into other. When changing the sphere of the terms, it is necessary to say that a new meaning is used as “local”, i.e., only within the limits of this paper, or as basic, that is offered for the whole industry.

In the case, in which the dictionary does not give an exact equivalent to any term, or when application of calquing, transliteration/transcription or descriptive translation is inappropriate, other translation methods are also possible. Some other methods of terms' translation transformations are required in those cases, when the meaning of the term is new for Ukrainian. For example, it is appropriate while translating texts from the different narrow spheres of human activity.

In all the methods described, a new term that offers an author should satisfy such obligatory requirements: to have a determination; to show the substantial features of a concept; to be unambiguous (its use with other meaning is possible only in other industries); to have no synonyms; to have semantic connections with other terms (other terms of the same industry should be included in determination of a term); to be linguistically normative, i.e., to correspond with the rules of orthography; to have the greatest frequency of usage (comparatively with other words that can be offered as variants for formation of a term).

Scientific Ukrainian has its old traditions of term creation, its terminologies have been formed on own language basis. Correlation of national and international terms used to be important and still remains a principal issue in translation of terms.

Applying the system of word-formation rules, it is possible to avoid language constructions alien to Ukrainian, attain accuracy and unambiguity of terms and expressions in texts. It is clear that it is not desirable to use the same suffix for creation of terms which meaning is different, but especially opposite on maintenance a concept, for example, such features as ability to produce an action



and ability to be the object of action. It should be kept in mind that for every rule in any language is determined by a number of exceptions.

Ukrainian terminology is in the process of developing. The system arrangement of concepts and terms is related to the objective necessity of integration to European space. Plenty of the special dictionaries and reference books that assist the term creation appeared in Ukrainian terms in latter days. An aim of such Ukrainian-language editions is mostly connected with evidence that Ukrainian is fully able to be flexibly and exactly translated, recreated, in its own way comprehended and processed by the personal funds or other adopted concept.

All in all, finding a compromise between Ukrainian and international terms, in translations as well as in Ukrainian texts, seems to be necessary.

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## FEATURES OF TRANSLATION OF FOREIGN ECONOMIC TEXTS INTO UKRAINIAN

**Formulation of the problem.** Voltaire wrote that knowledge of languages is like opening a lock with different keys. Translation is one of the important forms of interethnic communication. Both centuries ago and today, it cannot be said that people speak many languages fluently, so translators act as mediators in understanding.

Translation is the reproduction of the original by means of another language while preserving the unity of content and form. This unity is achieved by a holistic reproduction of the ideological content of the original in its characteristic stylistic originality of another language. In turn, the translation of economic texts is an integral part of any international business process. This type of work has its own

characteristics, as it does not allow the subjective assessment of the translator, emotional coloring and reworking of the text, leaving only the main points.

Economic institutions and enterprises for the sake of successful business are forced to enter the international arena, in foreign countries, which became the starting point in the development of translation on economic topics. For this reason, companies seeking to expand the international market are forced to provide multiple copies of documents in different languages. Therefore, in our opinion, the separation of the translation of economic texts as a separate science is a need of the time.

**The purpose of the article** is to identify this type of translation activity and features of translation of economic texts in the Ukrainian language.

**Presenting main material.** International economic terms are an important component of economic texts and are one of the main problems of translation due to their ambiguity and, possibly, the lack of substitute words. Translation of terms requires basic knowledge of specialization, understanding of the meaning of terms of foreign and special terminology of the Ukrainian language. Economic translation requires clarity and dryness of the pronunciation, so the translator must be known in such areas as economics, over-the-counter trade, marketing, accounting and auditing, management. The translation must correspond to the original text in the semantic aspect. Therefore, a deep understanding of the content of the text is important.

Ukrainian economic terminology consists of:

- 19% of the actual Ukrainian words (боротьба, боржник, вартість)
- 8% of hybrid words, which consist of two roots, the actual Ukrainian and borrowed (векселедавець, векселедержатель, жиронаказ, жиророзрахунок);
- 73% of borrowed words (офшор, рабат, рента, санація, трансферт, реверс, суборенда)

Among the reasons for such borrowing are the following:

- Absence in the language of the counterpart: істеблішмент, єврокард, трансакція, трейдер, ф'ючерс.
- International nature of foreign terms: : укр. аваль – англ. aval – нім. Aval; укр. авізо – італ. Avviso – англ. aviso – нім. Aviso; укр. валоризація – фр. valorisation – англ. valorization – нім. Valorisierung; укр. трансферт – фр. transfert – англ. transfer – нім. Transfer.

- Conciseness: international bidding – tenders; transfer description – endorsement; rate reduction – devaluation; intangible activate – goodwill.

- Unambiguity of the borrowed term, against the opposition of ambiguity in the Ukrainian language: the word “управління” has three meanings in the Ukrainian language: “1. Action by value manage. 2. An administrative institution or department of an institution, organization, which is in charge of a certain branch of economic, scientific, military, etc. activities. 3. The same as менеджмент. The meaning of the word «management» is unambiguous. This is “a set of principles, methods, tools and forms of production management with increasing its efficiency, increasing profits”.

• Prestige: дайджест – огляд, кеш – готівка, сервіс – обслуговування, праймтайм – найкращий час, флаєр – листівка, дистриб'ютер – розповсюджувач, консумація – споживання, консумент – споживач.

The main type of translation of economic texts is the use of economic equivalent. The equivalent is a constant lexical correspondence that completely coincides with the meaning of a foreign term. Words that have equivalents in the native language play an important role in translation, because they have a large influence on the disclosure of the meanings of other words, they provide an opportunity to clarify the nature and professionalism of the text. For example, such English words as “economics”, “money”, “market” have their counterparts in the Ukrainian language: “економіка”, “гроші”, “ринок”.

Other means used in translation are:

• Transliteration – writing a foreign word in Ukrainian letters (der Einsatzstab – айнзацштаб, der Bundestag – бундестаг, die Wehrmacht – вермахт).

• Tracing – a literal translation (der Bundespräsident – федеральний президент, der Jugendsenator – сенатор у справах молоді).

The problem is the translation of terminological units of a single nature, because mostly they are the names of completely new banking services, forms of service that do not yet have analogues in other languages. These difficulties are associated with atypical writing, the formation of several bases, such as DeutscheBank-Bausparen, CitibankRenditePlus, SpardaCash, All-inclusive-KontoCitiBest, Echtzeit-Brokerage-System, RealtimeKurs-Abfrage, dbAktivConta, LBS-BRO DresdnerOnlineDepot.

In this case, by selecting the closest unit in value, the corresponding words are created, ie a close translation is performed: Fondsgesellschaften – пайові фонди; Reisezahlungsmittel – міжнародні засоби платежу; Risiko-Lebensversicherung – страхування життя / страхування від нещасних випадків.

The addition method is also often used. An example is the phrase “cash flow”. The word “cash” means “готівка” and “flow” means “течія”. The translator must understand that the flow of means of payment for services is meant, so this phrase is translated into Ukrainian as “притока грошових коштів”.

Moreover, a comparison of English multicomponent terms and their Ukrainian equivalents reveals differences in translation due to the fact that the English language uses nouns of broad semantics as a basis for the formation of terms, which is not typical for Ukraine. This problem can be shown when translating words related to item. For example, the term “non-distributable items” should be translated as “нерозподілений прибуток” or “extraordinary items” as “надзвичайні прибутки і витрати”.

Other examples of discrepancies in translations of multicomponent terms are:

- book value (досл.: книжкова вартість – вартість за бухгалтерським книгам) – балансова вартість;

- cash in hand (досл.: грошові кошти в руці) – грошові кошти у касі.

The translation of multicomponent terms requires this sequence of steps: determining the composition, the main word and the dependent, establishing the order on the basis of which the meaning of this phrase is revealed:

- Income statement account – рахунок прибутків і збитків;
- Common stock capital accounts – рахунки обліку акціонерного капіталу за звичайними акціями;
- Fully paid shares – повністю оплачені акції;
- Employees profit sharing – участь робітників і службовців в прибутках;
- Acceptance of documents for collection – прийняття документів на інкасо;
- Rest of the world account – рахунок закордонних операцій.

Also, a common method is antonymous translation, which is used in cases where the literal does not correspond to the meaning and context. This method can be illustrated by the following examples:

Sometimes affirmative words are translated in the opposite negative way: the use of the words little, few, much, many in the original may require the translation «небагато», «немало», respectively.

In the Ukrainian language there are insert words «більш/менш того», but there is no analogue of “lessover” in English. Therefore, according to the context, you can use “moreover”, which in one case is antonymous and is used to emphasize information.

A literal translation of the word “costly” – “one that costs money”, but it would be logical to antonym translation “not free”.

When translating economic texts, it is important to maintain a balance between literal translation and the application of transformations.

Considering the practical side of translation, it should be understood that there is a difference between interpretation and translation. For example, in Europe there are two separate specialties because they are different qualifications of translators. Thus, a translator translates a specific text from the source language into the language of translation. The advantages of this work are that the he or she can use various support resources, consult with colleagues, mostly not deprived of time and has the opportunity to rework the text. However, written translation requires the following personal qualities such as the ability to focus, understand and analyze data, to choose between translation methods.

On the other hand, oral translation covers the instantaneous reproduction of the speaker's speech. Such a translator must feel at ease in extreme situations, have a quick reaction and concentration, good pronunciation, a wide vocabulary of economic issues in both languages.

**Conclusions.** Economics is an important part of the social sciences because it is closely linked to the life of society. It can be concluded that economic terminology as a part of the lexical system of modern Ukrainian literature is developing, evolving and expanding its borders. Ukraine's desire to join the European Union, the process of globalization and focus on more developed

countries have facilitated the lexical exchange and borrowing of foreign words between different languages.

Thus, economic translation is a special type of translation activity, which is aimed at right transmission of the content of the text, taking into account the linguistic characteristics of each country. Translators are responsible for ensuring that the context is preserved without losing the national flavor of either the source language or the language of translation.

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### FEATURES OF MODERN ADVERTISING IN “YOUTUBE”, NON-VERBAL COMPONENTS OF ITS INFLUENCE

Experts conclude that the relevance of direct advertising is lost and users are accustomed to ignoring it. Thus, advertisers are beginning to prefer product placement of bloggers due to their effectiveness. A special burden on the YouTube platform is occupied by videos of unpacking and review of equipment, which will be analyzed in this article. **The purpose of my work** to explore the features of modern advertising on the well-known platform “YouTube” and analyze the video of video makers, their movements and gestures during the unpacking of equipment.

In today's world, most people use the popular video hosting “YouTube”, which ranks second in traffic according to Alexa Internet [4]. In 2020, the site's rules were updated regarding the use of video ad breaks. Now, any video that contains advertising must be marked with a warning that the video contains direct advertising or product placement. But there is also a hidden type of advertising in the video, the so-called “jeans”.

Thus, advertising is a marketing communication that employs an openly sponsored, non-personal message to promote or sell a product, service or idea [3, 465]. Hidden advertising is the placement of a product that mentions an advertising product, its logo or lists its benefits. This is the same as the placement of a product that has its true commercial counterpart, is used as props in movies, computer games, books and more.

A techno-blogger is a person, a navigator of the digital world, who shoots videos about the review and unpacking of new equipment. Depending on the reputation, the quality of the video, the clear and reasoned opinion, such videos can be a big boost for consumers to buy a certain model of phone. As a result, some advertisers use this video format to “promote” their products

4 well-known techno-bloggers and a common video topic were selected for comparative statistics – review of iPhone 12 Pro Max (hereinafter–phone)

**The first technical blogger** is Marques Brownlee, who has a channel with 13.7 million followers and lives in the US.

Background features: minimalist style, you can see some things that attract attention: a skateboard, an android robot, a notebook, a living plant; white color prevails, which symbolizes lightness, positivity, peace, charges with its positive energy. It is characterized by perfection and completeness [1] (the focus is on a techno-blogger in a red T-shirt with his logo.).

Analysis of non-verbal components: Minimal facial expressions, highly raised eyebrows, high gestures with palms that are always open or holding the phone in one hand the open palm has been associated with truth, honesty, allegiance and submission to make yourself appear more credible by practicing open palm gestures when communicating with others [2, 28–29].

**The second technical blogger** is Wylsacom, who has a channel with 9.84 million followers and lives in Russia.

Background features: very minimalist, strict style with black background and white table.

Analysis of non-verbal components: high gestures (waving hands), all videos palms turned away from us, most often used gestures: pointing the index finger towards the phone, spreading hands, outstretched palm pointing to the table or phone, resting his hand on his chin closing his mouth; facial expressions: a slight raising of the eyebrows, a relaxed facial expression.

Features of installation: there are two plans: standard, where you can see the techno-blogger in full view, waist-length; top view, which shows in more detail the unpacking of the phone. Also, clips from past videos are added.

**The third technical blogger** is Mrwhosetheboss, who has a channel with 6.54 million followers and lives in the UK

Background features: ordinary room, white walls, there are some things that attract attention: a living plant in the corner, a colorful candlestick, a huge plasma with a blue gradient, a dark brown table with boxes of different phones, an orange chair.

Analysis of non-verbal components: active facial expressions: raising, moving eyebrows, a slight smile, active gestures: diluting hands, sweeping movements during the explanation, raising the index finger, open palms, lowering the shoulders.

Features of installation: two plans are used: standard where the technoblogger in a full face on a belt is visible; top view, where you can see only the hands of a techno-blogger and a detailed photo of the unpacking of the phone. Also, separate video clips are added to the video, where a techno-blogger in the woods tests the phone's camera. In addition, there are inserts from the official phone trailer from the developer. The camera has a “live effect” and is sometimes in motion, using a complex montage to zoom in and out of the images

**The fourth technical blogger** is itpedia, who has a channel with 2.54 million followers and lives in Ukraine

Background features: ordinary room, purple wall candlestick, you can see some items: table, lots of appliances, black chair

Features of non-verbal components: active facial expressions: high raising of eyebrows, shift of eyebrows and eyes, rolling of eyes, wide open eyes; active gestures: quick waving of hands, opening of palms, raising of an index finger upwards.

Features of installation: there are three plans: standard where it is visible in a full-face of the technoblogger on a belt; more detailed to display the phone; shooting from a third party using the phone. Also, clippings from the official trailer of the phone from the developer are added.

So, based on these data, we can make the following comparison table:

Channel name	Number of subscribers (million)	Video duration (minutes)	Number of views (specific video)	The ratio of likes and dislikes	Country
Marques Brownlee	13,7	10:08	4 444 456	154к/2,9к	<u>US</u>
Wylsacom	9,84	15:32	2 531 759	230к/5,9к	<u>RU</u>
Mrwhosetheboss	6,54	10:24	2 184 169	108к/2,4к	<u>UK</u>

itpedia	2,54	14:19	1 543 153	124к/6,5к	<u>UA</u>
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When studying the impact on the psyche of non-verbal movements of techno-bloggers, we can conclude that all selected for the study of techno-bloggers use active gestures; in most cases, emotional facial expressions; the background has a minimalist style and sometimes some items that indicate that the blogger has technological knowledge; installation has at least two plans: with a full-face view of the techno-blogger and with a view of the table where the equipment is unpacked. So, based on these data and the data of the comparison table, we can say that the largest response from the audience has a third techno-blogger. It can have the greatest impact on consumers and its product placement is most effective for advertisers.

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## **INTERCULTURAL COMMUNICATION: CONCEPTS AND PROSPECTS OF DEVELOPMENT**

In today's society, communication between people who belong to different communities, not only national but also linguistic and cultural ones, is developing rapidly. This process requires the skills to speak well and most importantly – to hear and understand the main idea expressed by the participants of intercultural communication. For this reason, the concept of intercultural communication began to be explored in different parts of the world. The thesis pays special attention to intercultural contrasts, which are reflected in various linguistic pictures of society. They are considered through the prism of the Ukrainian worldview.

One of the main components of human existence is communication. In a broad sense, this definition takes much more than just the transfer of information between people. Information is subordinated to media sources in which machines and mechanisms work, artificial intelligence and social networks, applications in Google Play or App Store, etc.

In the narrow sense, communication is the main means of communication, the most necessary form of life. It is an unconditional and at the same time latent way of maintaining various relationships between speakers and large groups of people, even entire nations. In addition to our usual language of words, intercultural communication is manifested in nonverbal ways that coexist with language, complementing it in the process of communication. In addition, communication can be considered as a separate degree of existence of language along with the language itself as a system full of language structures, as well as rules and, above all, speech.

The subject of intercultural communication is the interaction between representatives of different national and linguistic and cultural communities, and the object – accepted in national communities certain speech stereotypes and norms of manners and behavior, communication, models of perception and comprehensive evaluation of objects and phenomena, habits, traditions and certain rituals, prohibitions, etc.

Knowledge of a foreign language is one of the most important components of intercultural communication and the first level for establishing successful contact with speakers of different nations and cultures. Quite often there are situations that make it impossible to communicate between representatives of different cultures before it begins, due to ignorance of the communication of another culture. Ignorance of the system of metaphorical and symbolic meanings can lead to

misinterpretation. Misuse of word formations contributes to misunderstandings, comic situations, and conflicts.

Mass world globalization adjusts not only the political and economic processes, but also the nature and structure of communication, which will take new forms. Popularization of world contacts, learning a foreign language – all this causes interest in intercultural communication (as a scientific field that is developing rapidly around the world). The leading symbol of intercultural communication is its interdisciplinarity, which provides the need to address a number of common areas. The main such fields are: linguistics, culturology and social psychology. The interdisciplinarity of world communication preserves and guarantees the effectiveness of its use among the masses: from the study of foreign languages to diplomatic activities.

Thus, the main task of intercultural communication is the development of knowledge about different cultures and peoples in order to avoid intercultural conflicts, as well as to establish conditions for intercultural communication in different areas and situations.

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## **INTERCULTURAL COMMUNICATION IN THE CONTEXT OF GLOBALIZATION PROCESS**

At the turn of the XX-XXI centuries, significant changes took place in the national composition of many countries, which led to the mixing of peoples, their languages and cultures. In this regard, the views of the general public and professionals on the study and command of foreign languages have changed. Today modern society needs more than just good translators and specialists with knowledge of several foreign languages. Today there is an urgent need for broad-based specialists in international and intercultural communication [2]. Under the current circumstances, knowledge of foreign languages is clearly not enough, since communication between people in the modern world goes beyond linguistic limits

Today, no field of activity is complete without the widespread use of language resources that have combined the experience and knowledge of previous generations of a particular linguistic community. However, the purpose of various linguistic units is far from being limited to the accumulation of life experience and the transfer of information [2]. The most valuable achievements of our civilization are not always passed down only from generation to generation, i.e. in the diachronic dimension, but also in the synchronous dimension, namely, between representatives of different linguistic communities living in the same historical period [1].

At this stage, in order to ensure social stability, a tolerant attitude towards foreign languages and cultures, as well as the discomfort that inevitably arises during their contact, acquires particular importance. That is why today's generation of all peoples of the world pays special attention to urgent issues of intercultural and international communication. In this regard, today every foreign language lesson is a crossroads of cultures based on intercultural communication, since every foreign word reflects a part of the foreign language world and foreign culture.

The task is not an easy one – to teach people to communicate adequately both orally and in writing in different languages, for the simple reason that communication today is not limited only to the verbal process. Along with knowledge of the language, its components are also factors such as the conditions and culture of communication, the rules of etiquette, knowledge of specific non-verbal forms of expressed behavior, facial expressions and gestures, as well as background knowledge, and much more. The culturally colored components in the study of foreign languages include the following:

- traditions, customs and rituals of the linguistic community, as well as everyday culture closely related to traditions;
- everyday behavior and codes that unite the cultural community;
- national pictures of the world, reflecting the specifics of the perception of the surrounding world and the national peculiarities of thinking of representatives of a particular culture;
- artistic culture reflected in works of art.

Based on these factors, it becomes quite obvious that intercultural communication is a process of communicative interaction between individuals, bearers of different cultures, who have their own language code, behavioral conventions, value attitudes, customs and traditions.

Today, teachers of foreign languages and translators are facing increased demands due to extremely intensified contacts between people, peoples and cultures. For a better understanding of the ethical foundations of the theory of intercultural communication, one cannot ignore the fact that between language and the real world there is always a person who perceives and understands everything with the help of the senses and, on their basis, creates a system of ideas about the world.

Having passed through his consciousness and comprehended the results of such perception, a person transfers them to other members of his linguistic community with the help of language. The close relationship between language and thinking is especially noticeable against the background of their relationship with culture and reality. Thus, each word reflects not the object of reality itself, but its vision, which is provided to the native speaker by the idea and concept of a certain object [3]. The path from the real world to the concept and verbal expression is different for different peoples, which is due to differences in history and geography, as well as the peculiarities of the life of these peoples and, accordingly, the specifics of the development of their social consciousness.

Due to the fact that our consciousness is based not only on the collective, but also on the individual perception of the world, reality is reflected not directly, but through two different paths – from the real world to thinking and from thinking to language [4]. Both of these paths are not direct, since they are due to the speech culture of the community, its mentality and its own vision of the world. Speech, thinking and culture are so closely interconnected that they practically form a single whole: none of these three components can function without the other two. Together they relate to the real world, oppose it, depend on it and at the same time shape it in the following varieties:

- a real picture of the world;
- cultural (or conceptual) picture of the world;
- linguistic picture of the world.

The cultural picture of different peoples has differences associated with geography, climate, natural conditions, history, social structure, beliefs, traditions, lifestyle, etc. The linguistic picture of the world reflects reality through the cultural

picture of the world, since language is an ideal, objectively existing structure that subordinates and organizes the perception of the world by its carriers.

Today in the theory of intercultural communication new areas of interest have emerged that cover the diversified study of communication in the context of the globalization of culture. Along with the urgent problem of mass intercultural communication, the Internet and other electronic means are on the agenda. In terms of the degree of impact on human civilization, the development of electronic means of communication can be compared with the emergence of writing and the invention of the printing press [3]. Although computer specialists and ordinary users have a positive attitude towards the further development of the Internet, media ecologists have a more cautious approach, calling for a balanced analysis of both the positive results and the unpredictable consequences of this phenomenon. The main danger lies in the fact that electronic means become an independent uncontrollable force with which a person is forced to share the world around him.

The new concept is based on the analysis of intercultural communication in the context of culture globalization and the problems associated with the use of the Internet, the ideological and epistemological consequences that these processes have for the ecology of cultures, the search for an optimal balance between linguistic diversity and integration along with the creation of a global linguistic ecosystem that would take into account the diversity and uniqueness of individual linguistic cultures.

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## **FEATURES OF STUDYING BUSINESS ENGLISH**

At the heart of globalization, universalization and multiculturalism is intercultural communication, which is mainly carried out in the international language, English. English is especially widely used in business communication to solve business problems. The expansion of Ukraine's ties with foreign partners makes there an urgent need for highly qualified specialists. Training of specialists who would be able to take an active part in business communication in a foreign language becomes relevant. Future specialists must acquire skills of practical mastery of a foreign language in various types of speech activities in the scope of topics due to professional needs; obtaining the latest professional information through foreign sources; use of oral monologue and dialogic speech within domestic, socio-political, general economic and professional topics. Thus, the purpose of teaching a foreign language to future professionals is to form the necessary communication skills in the areas of professional and situational communication in oral and written forms, development of communication skills, speech activity in a foreign language and improving the general culture of the student.

The concept of "Business English" is considered by most researchers as "Business English", intended for professional communication of economists, managers, bankers and more. At the same time, the analysis of conversational topics offered to specialists in the above-mentioned professions shows that some of them are necessary for specialists in other fields. English is an integral language of business. It should be noted how general English and business English differ from each other, in addition to the fact that ordinary English is widely used in everyday life, and business English is studied and used for work moments. Here are a number of differences to consider:

1. Business English is not so much about learning a new language from scratch, but about its practical application in business;
2. The study of business English involves a comprehensive, in-depth approach to writing business letters and negotiating. That is, the development of new knowledge and skills on the existing foundation of English, but not the development of the foundation itself;
3. When it comes to general English, all students must be of the same level. While useful, there is not always a need to learn business English, as the emphasis is on acquiring specific communication skills that can be applied at different levels;

4. Difference in approaches. If different methods and approaches can be used during the study of general English, the approach to the study of business English is based on solving specific problems, on-the-job training. The student is given a specific task in the form of an exercise, for example, to write an e-mail with a given purpose, in which he has the opportunity to apply their new knowledge of English in practice;

5. Business English, unlike general English, has a number of specializations, including legal English, technical English and English for various other specialized industries, such as tourism, oil and gas, banking and finance, accounting, construction, military industry and aviation. Depending on the scope of your work, hobbies, you will study the topic you need.

Business English has a number of features that may seem insignificant if you know them and very noticeable in the process of communicating with business partners if you have lost them. Let's turn to them:

- the meaning of duty and the verb must, to be and to have;

Business communication in English assumes that you will use the verb must only in relation to your subordinates or in relation to common tasks that need to be performed. This verb is used to formulate orders, so it should be used with caution:

Example:

*You must decide to Monday if you stay at our office or not. You are to prepare all the papers to sign them on Tuesday.* – Ви зобов'язані підготувати всі документи на підпис до вівторка.

In communication with partners, it is better to abandon this verb altogether, using to have and to be. In this way, you will be able to get rid of unnecessary categorical statements.

Example:

*Do you have to meet them at the station?* – Вам потрібно зустріти їх на станції?

And even in the case of using to have, remember that even this verb can add a shade of undesirableness to the sentence: "So we have to work with you."

- expression of request;

The most common verbs with which you can make a request in the course of business communication are can (could), would, may, will. These verbs are usually used in the same situations:

*Could you hold on a minute please?* – хвилинку, будь ласка

*May I pay in cash* – можна розрахуватися готівкою?

*Would you mind waiting?* – вас не утруднить почекати?

Therefore, the teacher's efforts should be focused on learning students the communicative skills of business communication, reproduction of language situations that would contribute to effective lexical material, learning the basics of business correspondence. In addition, the teacher must convince the student that a foreign language is a real tool communication through which he can express himself as personality.

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## TENDENCIES IN USING FEMINITIVES IN MODERN ENGLISH

The thesis is devoted to the use of feminitives and the problem of language representation of the gender category in modern English. The investigation is intended to trace the trend of using a gender-fair language in English and find out how society relates to this phenomenon. The relevance of the research is attributable to the growing interest in the intention to be more politically correct and gender-tolerant. Also, the ongoing social changes and the need for women to be represented stimulate scholars to elucidate the issue of means of representing gender in a language. The increased activity of women in the areas of social life requires the emergence of new language units. In this regard, two trends of language changes are developing in the media sphere: gender neutralization and gender specification. The empirical basis of the study is the English- and Ukrainian language online publications that cover relevant socially significant issues and a wide range of problems. The materials are compared for two types of online editions: business media and entertaining media. The conclusion is drawn about the trends in the use of feminitives in socio-political publications and possible problems that impede the use of gender-marked expressions.

Nowadays, feminitives are significant as a modern part of life with gender important facts of our existence. In first case, using feminitives proof our attitude to equality in world.

In feminist linguistics two directions have been marked out: the investigation of the language for eliciting gender asymmetry and speech behaviour of men and women. Asymmetry directed against women is called language sexism. A research of feminist linguistics is guided by the hypothesis of Sapir-Whorf who claimed that a language is not only the means of communication in a society but it also participates in forming the way of thinking in a society. That's why all people being the bearers of a "man's" language live in a "man's" world picture.

In 1999 UNESCO issued Guidelines on Gender-Neutral Language in which it is recommended to use gender-neutral words instead of words with suffixes of feminine gender: poetess – poet, steward/stewardess – flight attendant, pl. cabin crew [11, p. 13–14]; to avoid gender markers like woman doctor – doctor or to use them only if it is necessary in a concrete context [11, p. 12].

Sure, in Guidelines on Gender-Neutral Language Oxford Dictionary calls to change the part of the word – man in compounds on gender-neutral – person (pl. – people) or any other alternative gender-neutral variants: barman – bar tender – bar tenders, instead of spokesman to use spokesperson – (pl. – spokespeople).



Moreover, a word man in reference to any person is recommended to be changed to human being.

Thus, According to aforesaid people are trying to be fair for both genders. Even if it seems quit worthless it have sense. We hope the discussion presented here will be a topic of further research and valuable asset in establishing equal opportunities for every individual of human race.

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## **FOREIGN LANGUAGE OF PROFESSIONAL ORIENTATION AS A MEANS OF ACHIEVING PROFESSIONAL IMPLEMENTATION OF FUTURE LAW ENFORCEMENT OFFICERS**

Modernization of law enforcement agencies, in accordance with European and world standards, in the context of changing the priorities of the police, taking into account new approaches to relations with the population requires the formation of a conscious national-linguistic personality. The high level of formation of both native and foreign language communicative competence is especially important for law enforcement officers, which is due to several factors.

Paying attention to the specifics of law enforcement, it should be said that it requires him not only the ability to properly stack a bunch of documents, but also look good during oral communication (be able to discuss, set the interlocutor to his side, appeal to feelings, inspire confidence, persuade, etc.) . Hence, fluency in the state language in its oral and written forms is the key to the success of law enforcement in the profession.

Today, the question arises how to learn a foreign language and what material to teach in order to meet the goals and requirements of vocational training. One of the features of studying the language of professional orientation is that it should be as close as possible to the real professional activity of the future specialist. Therefore, it is very important to carefully select educational material that would complement and deepen the knowledge of cadets and students in specialized disciplines and promote the development of skills in working with professionally-oriented texts.

There are several criteria for selecting professional texts. First, it is the theme and content. The text, which fully corresponds to the topic, helps students and cadets to expand their knowledge of the specialty, to reveal the meaning of terms, which in turn encourages them to participate in the discussion of material or discussions. The content of the material depends on how effectively the teacher can organize students' learning activities during the lesson, create situations for searching and analyzing certain information, involve them in creative activities, both when reading texts and in other types of speech communication.

An equally important criterion for the selection of professional texts is the accessibility and comprehensibility of the material. Lack of slang, rare and outdated terms is the key to well-chosen material. The presence of diagrams, graphs and illustrations significantly improves the availability of material and allows you to more accurately convey the content of educational material. Another important

criterion of authentic professional texts is their relevance and modernity, which determines their cognitive value. This text arouses students' interest and encourages them to search for additional information on their own. But the question arises where to find a text that would meet all the criteria and needs of the educational process and ensure the implementation of educational, educational, developmental and educational goals of teaching a professionally-oriented foreign language. The Internet is an inexhaustible source of information on any subject. However, finding the right texts in the finished form is extremely difficult. Therefore, in order to use authentic texts in the process of learning a foreign language for professional purposes, it is necessary to adapt one or even several selected authentic texts, united by a common theme [2].

Having identified the topics of professionally-oriented texts and selected the necessary vocabulary for learning, you should create a set of lexical and grammatical exercises related to the content of the text, aimed at improving the professional level of adolescents. Such exercises take into account the vocabulary and grammatical features that occur in the text and that need to be worked out in order to better understand the content of the text. Exercises are accompanied by clearly defined tasks, instructions and explanations, which facilitates their implementation both in the classroom and during independent work at home.

For example, lexical exercises are effective, in which students are asked to choose synonyms or antonyms, combine words in English with their Ukrainian equivalents and vice versa, form terms using term elements, explain the meaning of terms, insert missing words in sentences, choose terms for definitions.

Various lexical exercises help to consolidate the acquired knowledge. Gradual complication of tasks contributes to the development of students' logical thinking. To overcome grammatical difficulties when working with professionally-oriented texts and to develop students' relevant skills, there are grammar exercises that correspond to the subject of the texts. Exercises that contain a schematic theoretical presentation of grammatical phenomena are effective. Most grammar exercises in textbooks contain vocabulary of previous practical classes, which allows you to achieve maximum repetition. It is suggested to perform exercises both in writing and orally in order to involve different types of memory [3].

In the formation of foreign language communicative competence must take into account: language set of knowledge, skills and abilities to be implemented in typical situations of educational, labor and cultural spheres of communication, read and understand texts of different genres and types with different degrees of understanding their content; socio-cultural competence, which includes background knowledge (a set of information about the socio-cultural characteristics of the people whose language is studied, and about the standards of communicative behavior) adopted in this cultural community; language and speech material necessary for the disclosure of socio-cultural information, realities, free and stable phrases, forms of speech etiquette; skills and abilities to operate with background knowledge and language and speech material of the socio-cultural plan; professional competence, which includes skills and ability to find and operate in foreign

language professionally relevant information, knowledge of professional terminology, the ability to read and distinguish the main of specialized texts [4].

The system of training specialists in higher educational institutions of the Ministry of Internal Affairs of Ukraine should also include practical work on voice, diction, intonation, volume, timbre and tempo, which will contribute to the mastery of skills and abilities of professionally oriented language and communication competence [5].

Thus, the formation of professional foreign language communicative competence requires the subordination of the goals of foreign language learning to the goals of higher professional education and, accordingly, the development of a training system focused on the practical needs of future law enforcement officers. Knowledge of a foreign language of professional orientation will provide an opportunity to fully work with foreign information sources, get acquainted with new world technologies and trends in a particular field, establish contacts with foreign partners in the professional process, promote entry into the world professional community and ensure its successful operation.

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## **STUDY OF THE POLISH LANGUAGE IN THE MODERN ECONOMIC UNIVERSITY**

*Relevance.* Qualitative possession of professional foreign language professionals in economics and finance is a prerequisite for successful work and career. Ukrainian business is increasingly integrated into the world economy, and knowledge of a foreign language, at least one, is becoming as basic a skill as the ability to work with a computer. Businesses and firms try to refuse the services of translators, especially translators of European languages (German, French, Polish) and are more willing to hire employees who speak a foreign language and can translate narrow literature and documentation. General knowledge of a foreign language is often not enough for a free orientation in business and professional information for effective communication with foreign experts in the field of economics and finance. In a globalized economy foreign language, especially English, generally, everyone should know, and other foreign languages, such as Polish, which will be discussed, are important information product. Language helps to objectively assess the situation in the world economy, to develop a strategy to increase the efficiency of the economy for their enterprise. In connection with the development of the partnership between Ukraine and Poland, there is an urgent need to learn the basics of the Polish language, new concepts, and categories for young Ukrainian economists. Knowledge of the Polish language at a high professional and economic level, the ability to combine fluency in the chosen language and a deep understanding of economic issues in business, society, and public life, provide modern economic schools in Ukraine, including Kyiv National Economic University named after Vadym Hetman.

*Formulation of the problem.* Universities define foreign language proficiency as one of the priorities and main mechanisms for implementing the processes of Ukraine's integration into the world scientific, educational and cultural space. The organization of the process of learning foreign languages is based on the Recommendations of the Council of Europe, according to which the teaching of foreign languages should be based on common goals, content, and teaching methods, aiming to achieve commonly recommended qualification levels that ensure communication and effectiveness and world space. In the process of learning the Polish language, much attention is paid to professional orientation. The professional-oriented approach involves the formation of students' ability to communicate in foreign languages in competitive professional, business, scientific fields, and situations, considering the peculiarities of professional thinking. In the

daily professional activity of specialists who plan to cooperate with Poland in the field of economics and finance, the Polish language is necessary for: studying the theory and practice of foreign economic activity, international business; possession of a dictionary of economic Polish terms, expansion of knowledge in the field of economics; reading special literature and materials with the extraction of the necessary information, acquisition of abstracting skills, annotation, which is necessary for future work in the Polish top company; processing of large arrays of information in a foreign language; free professional communication with colleagues both in Ukraine and in Poland; for business correspondence, record keeping; intercultural communication, broadening horizons, rapprochement of cultures of different peoples.

*Research results.* Learning Polish is carried out in an interdisciplinary collaboration with the scientific-pedagogical staff of the department professionally oriented and special disciplines. For instance, the research and teaching staff of the Department of Business Linguistics of Kyiv National Economic University named after Vadym Hetman not only provides students with knowledge of the Polish language but also contributes to special training of future professionals, taking into account the specifics of his main future profession. The classes involve students and teachers, discuss current news and trends to develop and study modern rather than outdated vocabulary. The Universities of Economics offer intensive language training that prepares students immediately for study, work, and life abroad, where you can further improve your linguistic skills and expand your understanding of the political and economic structures of the host country. Students have the opportunity to combine theoretical knowledge with observations based on the experience of teachers, and thus young people are more aware of the problems facing societies around the world. Emphasis should also be placed on the practice of communication and language skills in universities. Practical linguistic training is of great importance because it includes a significant part of specialized linguistic courses and is mainly focused on practical issues in professional life.

Kyiv National Economic University offers students online and offline internships in Polish. Not everyone can afford a full bachelor's or master's degree at a foreign university, so an internship while studying is a really good option to replenish the treasury of professional knowledge with information about global industry achievements. A big advantage of international internships is meeting interesting people who can later become your friends or business partners. Due to the pandemic situation, online practices have become a trend for young people. From now on, you can listen to a lecture by a native Polish speaker on various online platforms, such as Zoom, Google Meet, Skype and others.

In 2016, KNEU offered students-economists a new project “Certification Course” Modern Polish-language business communication” for students majoring in “ International Economics” and “International Business”. The purpose of the certification course “Modern Polish-language business communication” is to update the knowledge acquired during the study of the basic course of the Polish language in a specific area of business communication. Teachers try to involve students

whenever possible, so that everyone gets a unique experience. For example, higher economic education institutions, in cooperation with Polish scientists or leading economists, organize conferences for those ambitious student leaders who want to learn more than the university program and at the same time improve Polish vocabulary. By studying economics with the Polish language and professional skills, students receive a high degree of preparation for an international career in many sectors. Besides, each participant in the lectures, especially those who actively participated in the discussions, receives a certificate confirming the level of knowledge and language competence of the student. Current economic universities are always distinguished by their internationality and the wide range of languages they offer. Knowledge and study of the Polish language from an economic point of view not only improve employment opportunities, but they are also personal enrichment. Depending on the field of study and the curriculum at the university, you can choose a semester or year program, and in recent years internships in the best universities in Poland are becoming increasingly popular and accessible – so without the Polish language, today can not do. Having mastered the course “Modern Polish-language business communication” at KNEU, for example, students gain not only knowledge of modern Polish economic terminology, but also real practical skills of using the Polish language in business, which is indisputable advantage for further economist-career growth of European level.

Due to the fact that there are many specialties and specializations of higher education in the field of economics and finance, they provide for an increased level of teaching foreign languages, including Polish. In particular, the program in “International Economics and Management” includes even two or three, if desired, foreign languages, and graduates have the qualification of “economist with knowledge of foreign languages”. Not to do without knowledge of a foreign language at a good level in such specializations as “Accounting, analysis, and control of foreign economic activity”; “Commerce in the foreign market of goods and services”; “International Statistics”; “Investment Affairs”, “International Economic Relations” and others.

As already mentioned above, Ukraine and Poland are working together on economic, scientific research, including energy, projects. Thanks to the cooperation, Ukrainian graduates in the field of economics and finance with a good knowledge of the Polish language have every chance to get a job in an international Polish company as an economist, financial manager, analyst. Another employment option is the representation of a Polish company in Ukraine. Knowledge of Polish adds a certain percentage to the salary of a specialist in this field, in contrast to knowledge of English. After all, the national language has a higher priority in communicating with foreign investors to raise funds for its organization's projects. Superior knowledge of the Polish language in such a rapidly progressing field as insurance will be very useful. University teachers will teach the future specialist the main types and forms of international insurance; rules for negotiating with contractors; work with foreign documentation; using their professional knowledge to protect the interests of the state, organizations, and citizens in the international arena. The most

important thing that Polish teachers can give for such an occasion is the ability to solve any issues in the workplace without the help of an interpreter. Far-reaching is the knowledge of professional terminology in Polish because of the nuances of translation sometimes depends on a correct interpretation of the insured event. Thanks to the highly qualified teaching staff, Ukrainian students of modern economics universities, in particular the Kyiv National Economic University named after Vadym Hetman, have the opportunity to study economic aspects and simultaneously study the Polish language to work with developed top companies in the neighboring country.

*Conclusions.* Summing up, it can be stated that the study of the Polish language in modern economic universities, in particular at the Kyiv National Economic University named after Vadym Hetman is carried out at a professional level. The faculties of economics and business are taking effective steps towards standardizing the teaching of special disciplines. And this is a confirmed fact that in order to effectively interact at various levels with members of the international community, much attention must be paid to both foreign language teaching and standardization of its results. And due to the fact that Poland supports Ukraine's aspirations for the Western world and the preservation of its territorial integrity and sovereignty, and thus supports experts from Ukraine. That is why universities with Polish funds are currently introducing semester and annual student programs, special scholarships for gifted youth and their startups, and holding free conferences and lectures. All this work is free of charge in order to involve young people in learning the Polish language and modern economic processes. And in general, today the fact of proficiency in several languages is considered a priori, and proficiency in them should reach a level where content dominates over form, that is, when a person thinks what to say, not how. That is why the process of learning Polish at the Department of Business Linguistics KNEU is focused on the formation of students' professionally oriented communicative competence – the ability to communicate in a foreign language in the professional sphere – and organized according to the level model. It is based on the Common European Levels of Language Proficiency (A, B, C), adopted in the EU and introduced into the system of learning foreign languages in Ukraine.

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## **PROBLEMS OF FULL-FLEDGED FORMATION OF COMMUNICATIVE ABILITIES IN FUTURE LAW ENFORCEMENT OFFICERS**

The problem of acquiring and forming the communicative abilities of future police officers has always been quite relevant in modern society.

It follows that we must pay close attention to the formation of communicative competence of students and staff of the Ministry of Internal Affairs.

The process of absorbing the values of the Ukrainian people is much more serious in educational institutions with specific learning conditions.

These special conditions contribute to the formation of a large number of positive traits of future law enforcement officers, which are extremely important for their official duty performances in the near future [1].

Police officers with a low level of language competence often make serious mistakes that cause some difficulties in resolving certain issues.

It is obvious that this can easily lead to an escalation of the conflict and as a result, there will be more tense relations between the two sides. Due to the existence of such cases, a negative attitude towards the police is formed. The modern image of a law enforcement officer can be tarnished precisely because of elementary ignorance, poorly developed language skills.

We all know that a person becomes intellectually advanced and cultural only in the process of education.

Every day we must work fruitfully on ourselves, improve our level of culture and learn something new. In turn, educational activities should promote this and encourage students in all possible ways [3].

Therefore, the most important task of educational institutions of the Ministry of Internal Affairs is the full formation of communicative abilities of cadets as well as taking into account the specific conditions of training and using them to achieve the best results.

In our opinion, the solution to the problem of low level of language competence is the constant practice of future law enforcement officers. The most suitable one is the modeling of communicative situation with the offender, the teenager, etc. Foremost, such classes make the learning process more active, promote the acquisition of skills, abilities and knowledge [2].

Due to the fact that the law enforcement officers are direct representatives of the authorities, they are constantly in the spotlight. Their actions, appearance and culture are subject to constant evaluation. Any deviations from the standard of behavior can cause a negative public reaction. [3]

In this way, the acquisition of communicative competencies by future police officers and the improvement of the general level of language culture should be given much more attention. These measures could minimize misunderstandings and improve the overall image of the modern police officer.

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### LINGUISTIC MULTICULTURALISM AS A GLOBAL TREND IN THE CONTEXT OF GLOBALIZATION

The defining characteristic of the modern world is cultural diversity, and the importance of this category will only increase in the future. Today, almost every national society can be considered multicultural. The only difference is that for some multiculturalism is the result of historical development, and for others – modern macrostructural processes, intensification of transnational movements and interethnic contacts, migration processes. In a short time, multiculturalism has become one of the most significant concepts, which plays a key role in explaining modern global processes taking place in the macro and microworlds.

The importance of this problem is evidenced by the report of the United Nations Development Program (UNDP), which states that almost a billion people (every seventh inhabitant of the Earth) belong to a group that in one form or another falls victim to ethnic, racial, religious or, more broadly, “cultural” feature [3].

Discussions about cultural equality do not stop – some consider this equality something that is beyond doubt, others – are critical of such a dialogue of cultures, considering it impossible and unnecessary. Increasingly, not only scholars but also politicians and ordinary citizens are becoming critical of the possibility of “intercultural dialogue” and “unity in diversity”, which is the essence of multiculturalism.

The concept of multiculturalism explaining the processes taking place in Western Europe, began to be actively used in the last decades of the twentieth century. The impetus was the study of ethnic differentiation of Western European societies, which was due to three groups of factors [5, 45–46].

Multiculturalism as a socio-cultural phenomenon presupposes the coexistence in society of many ethnic, national and religious groups, the implementation of the principle of cultural pluralism; recognition of equality of all ethnic and social groups; non-discrimination of people on the basis of nationality or religion, gender or age [1, 408].

In a multicultural society, the interaction of cultures in principle does not lead to conflict, but on the contrary, enriches every culture. Although it is possible that cultural differences generate confrontation, antagonism and even conflict.

The American philosopher John Dewey discovered the connection between a multicultural democratic society and educational institutions. The philosopher wrote: “Mixing children of different races, religions and traditions in school creates a new and wider environment for all. The common subject teaches everyone to unite views on a wider horizon than that seen by members of one group in isolation” [2].

This is confirmed by the “soft power” language policy, which enables a bilingual (multilingual) learning environment in educational institutions, especially in regions where representatives of different ethnic and linguistic groups live. Bilingual and multilingual education improves relations between different groups of the population and promotes the spread of translanguism in various spheres of public life. Translanguism arises in a communication situation in which an individual uses several language systems, moves from one language code to another, resulting in: 1) merging of several linguistic cultures while fully preserving the linguistic and cultural identity of native speakers and 2) the formation of mixed discourses [4]. Translanguism presupposes the penetration of one language into another, the emergence of a new quality of enriched linguistic culture.

Such a policy must strive for full respect for the rights of persons belonging to national minorities, for peaceful interaction between people of different ethnic and national backgrounds and for the creation of equal opportunities for the participation of every human being in society. All members of society can safely use their native language without fear of discrimination, and where at the same time everyone can speak the same common state language. The formation of a common identity does not necessarily lead exclusively to the use of one language. A common identity can be built on other, more inclusive values, such as shared traditions, shared citizenship over linguistic and ethnic differences, a shared vision of the future, and a recognition of diversity as a source of prosperity, collective resilience, and trust.

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## **LANGUAGE LEARNING IN THE CONTEXT OF INTERCULTURAL COMMUNICATION**

In modern times everyone agrees that knowing more than one language has become crucial. It gives us an opportunity to understand other people and discover new things. People who know not only their native language have more prospects. However, it is not so easy to learn foreign languages. It is a long and difficult process that takes a lot of time and effort, but the learner can only benefit from language mastering. In his article 'Why Bilinguals Are Smarter' Y. Bhattacharjee states, 'the collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function – a command system that directs the attention processes that we use for planning, problem solving and performing various other mentally demanding tasks.' So, leaning more than one language is useful for health as it improves the work of brain [5].

Languages are a part of culture. In connection with the processes of globalization and the development of IT technology, interest in the issues of intercultural communication has increased. Intercultural communication is defined as an adequate mutual understanding of two representatives of communicative interaction who belong to different national cultures.

According to Mughan, intercultural competence (awareness of different cultures, their differences) prepares the learner for exposure to all cultures, not just

the one whose language is being learned. By developing intercultural communication, learners are expected to be able to recognize the existence of different ways of viewing the world, to reflect upon their own culture and to realize that their own way of thinking is neither the only nor the best one.

Today, the motives for learning foreign languages have changed. People are not interested in either theory or history of the language, knowledge of a foreign language is required only functionally, for communication. In connection with current trends, the main task of foreign language teachers is to develop students' communicative skills [1].

Knowing the language is not enough to communicate with representatives another country. It is necessary to learn about the norms of behavior, which are universal for culture, the rules of etiquette that make up the content of multicultural competence. As S. Ter-Minasyan notes, 'every lesson is the intersection of cultures, the practice of intercultural communication, after all every word reflects a foreign culture' [4].

There is a certain and obvious link between foreign language learning and intercultural communication, as every foreign language is a practical collision with another culture through the language [3].

To sum it up, culture is inevitable and inseparable from language learning process. There is an urgent need to use any foreign language as a means of real communication with native speakers of other cultures. As a result, the view of foreign language learning is changing dramatically, with more emphasis on intercultural communication. Therefore, the main task is to teach the functional side of a foreign language and the more practical application of it. Students should study not only a foreign language, but the world of this language: its culture, lifestyle and national character of the people who speak it.

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### **SPECIAL FEATURES OF PROFESSIONAL AND AMATEUR LINGUISTICS**

Freedom of the press and the advent of the Internet are the great achievements of our era. But any steps of progress also have their own shadow sides. Now such a shadow side has turned out to be the rapid development of dilettantism and the decline in the prestige of professionalism. This is said by representatives of various sciences and arts. For example, Alexander Shirvindt writes bitterly in his memoirs about Zinovy Gerdt: “In the era of the widespread victory of dilettantism, any manifestation of high professionalism looks archaic and implausible”.

Amateurism in the field of reasoning about language is more widespread than in other areas — because of the illusion that no special knowledge is required here. Everyone knows that there are such sciences as physics and chemistry; but many people do not even suspect that there is also a special science of language — linguistics. Try to imagine an amateur book about the heavenly bodies, which would discuss the question of the Moon size — is it the size of a plate or a coin. Meanwhile, amateur essays on a language of exactly the same level circulate in considerable numbers and are readily read and taken seriously by a fairly wide audience.

A particularly sad indicator of the state of our education is that among the authors of amateur essays on language, and among their readers and fans, we meet quite educated people and even holders of high academic degrees.

Linguistics today, as it is not unfortunate, is divided into two areas — professional and amateur linguistics. And although amateurs do more harm than good to this science, they still exist. School tradition, unfortunately, is such that all such questions remain outside the scope of education. The school teaches grammar and spelling of the native language and elements of the foreign language, but does not give even the most basic ideas about how languages change over time. As a result, in order to satisfy a lively interest in language-related issues, most people

have to settle for random information that they have read or heard on the radio or television.

Many people try to get answers to these questions by their own reflection and guesswork. Fluency in their native language gives them the feeling that all the necessary knowledge about the subject has already been given to them and it remains only to think a little to get the right answer. Thus is born what may be called amateur linguistics.

How can we determine which statement is professional and which is amateur? A professional linguist will never claim that:

- The “A” sound can simply change to the “B” sound. A professional with such a statement will necessarily indicate the language of the transition, and most importantly the time when such a transition occurred.
- Only the backbone of consonant sounds matter, and vowels can be “omitted” in principle. After all, vowels are no less important than consonants.
- An ancient inscription found in any country in the world can be read in Ukrainian. This is far from the case, and such reading may completely lose the meaning of the phrase.
- The name of any city, river or country is nothing but a distorted word. This is not always true.
- Many languages that we speak today have evolved from the one common language. This is a completely erroneous opinion. Rather, any language originates from the languages of the peoples who inhabited the territory in the distant primitive times.

As you can see, it is very easy to recognize a professional linguist. The main thing is to be thoughtful about what the linguist tells you.

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## **LANGUAGE PROCESSES IN UKRAINIAN SOCIETY**

Language is not only a means of communication, but also a major factor in the consolidation of the nation, as it ensures the unity, free and cultural development of the national community, guards national identity, healthy spiritual and mental development, and therefore acts as a powerful means of strengthening national consciousness.

The information function is that language is a means of cognition, collection and design of all the knowledge that people have accumulated in the process of their conscious activity. Varieties of this function are the function of information storage, contact function, the function of registration of cultural values. The communicative function is realized in communication, conversations, dialogues, polemics. It creates society as a society. The communicative function can act as a self-expression of personality. Expressive (expressive, emotional, modal) function covers a huge range in human speech behavior. This function of language is realized in fiction, oratory, in debatable speech – debate, controversy, song, opera, and so on. Cognitive function – memories, reflections in moments of rest, preparation for oral statements and the formation of a written text, creative activity, and others.

In the field of communication, the leading function is communicative. In speech activity it is realized in one of three possible ways:

- individual-regulatory function (influence function);
- collective-regulatory function (radio, newspaper, public speaking) – is realized in the conditions of “mass communication”, there is no feedback;
- self-regulatory function (when planning one's own behavior).

At the same time, potential characteristics of speech can be realized in speech activity, which are not always inherent in any speech act, i.e. optional. They seem to be layered on the functions of language. Each speech expression, in addition to communicative, “intellectual”, etc. orientation, may have additional specialization.

Ukrainian is the language of the indigenous population of Ukraine, the state language of Ukraine. According to the 2001 census, the majority of the population (67.5%) considers Ukrainian their mother tongue. The current language situation in Ukraine is the result of a long war against the Ukrainian language, Ukrainian identity and Ukrainian statehood, which Russia began after 1654 and which continues today in the form of linguistic and cultural expansion. Therefore, the current language situation in Ukraine should be seen as the result of an incomplete assimilation process of forced transformation of the Ukrainian-speaking community into a Russian-speaking one, which was carried out in order to completely dissolve the Ukrainian ethnic group in Russian and destroy Ukraine. The process



of ousting the Ukrainian language from many spheres of life and the progressive reduction of Ukrainian speakers did not stop even the granting of the Ukrainian language the status of the state language in 1989 and further consolidation of this status as one of the elements of the country's constitutional order. Instead, the introduction of the Ukrainian language as the state language in the public sphere was not completely consistent and was not accompanied by systematic measures aimed at overcoming the difficult legacy – the centuries-old deformation of the country's language environment.

The current and deformed language situation in Ukraine is indicated by the ratio of Ukrainian and Russian speakers, which does not correspond to the ratio of ethnic Ukrainians and Russians on its territory. According to the 2001 All-Ukrainian Census, Ukrainians make up 77.8% of Ukraine's population, while only 67.5% recognize Ukrainian as their mother tongue.

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## **BIARRITZ PARTNERSHIP AND THE NEW POSSIBILITIES FOR UKRAINE**

Official accession of the Biarritz Partnership at the official level of Ukraine has gained a large-scale resonance.

*What is the Biarritz Partnership?*

The Biarritz Partnership was launched by G7 leaders at a Summit in Biarritz (France) on August 25, 2019 under the chairmanship of President of France Emmanuel Macron. The purpose of the initiative is to strengthen the responsibility of the G7 and to consolidate efforts of other countries to achieve gender equality.

The report of the Advisory Council on Gender Equality was presented during the G7 meeting on 25 August 2019 in Biarritz, France.

On December 10, 2019, the wife of the President of Ukraine, Olena Zelenska, spoke at the third Ukrainian Women's Congress with a statement on the initiative to join the Biarritz Partnership. During her report, Ms. Zelenska appealed to the President and the Cabinet of Ministers to support her initiative.

Regarding the commitments on law in the framework of the Biarritz Partnership, the Council recommends creating synergies with the monitoring of SDG Indicator 5.1.1, which monitors progress in this area through an independent expert review process.

### **Education and health**

Equitable and quality education and health are fundamental human rights, central to gender equality and women's economic empowerment, and to overall well-being and prosperity. The Council calls on the Leaders to guarantee, through their legislative frameworks, policies and programmes:

- 12 years of free, quality, and compulsory schooling for all children in safe, supportive, and secure learning environments;
- Universal Health Coverage with a stronger gender lens;
- Gender-responsive and inclusive education and health systems, including collaboration between these sectors;
- The end of child marriage, discrimination, and school-related gender-based violence.

### **Economic empowerment**

Ensuring women's equal participation in the economy is essential for empowerment, and increases inclusive economic and green growth. The Council calls on Leaders to ensure, through their legislative frameworks, that:

- Women have equal access to all financial services.
- Women have the right to own assets.
- Women's participation in economic decision-making is enhanced, through special measures such as quotas.
- Unpaid care work is recognized, reduced and redistributed evenly between men and women
- Paid parental leave is established for all workers, as well as access to quality, affordable childcare, including for single parents.

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## **ACTUALITY OF STUDYING AND USING A FOREIGN LANGUAGE IN THE ACTIVITIES OF THE NATIONAL POLICE OF UKRAINE**

Learning foreign languages is an activity, as language communication is carried out through language activities, which, in turn, serves to solve the problems of productive human activity in terms of “social interaction” of people.

According to V. Kyryklytsia, the purpose of mastering a foreign language for cadets should be interpreted from the standpoint of the special place occupied by

this discipline in non-language specialties, because without its knowledge in modern conditions can not do any specialist in any field [1].

In real life, learning a foreign language involves communication and the ability to spontaneous, including professional, communication. So, in my opinion, a foreign language for professional communication helps the self-improvement of the cadet in his professional orientation, the application of acquired skills and abilities in their activities to address professional issues.

Today requires knowledge of foreign languages for successful professional and scientific activities, and the level of mastering it is one of the indicators of the professional culture of a lawyer and a citizen [3].

Learning English by the National Police of Ukraine is currently an extremely important task, because in the political views of our country, which stands in the way of European integration, one of the conditions for Ukraine's accession to the European Union will be to provide executive bodies with English-speaking employees.

The study of foreign languages and their use in policing is linked to the citizenship of the European Union, which is determined by the citizenship of one of its member states and gives the holder of such citizenship freedom of movement and residence anywhere in the Union, and the police is the first authority, which will provide assistance to the victim of the offense, who can speak English [2].

The needs of the modern world advance their priorities and force us to reconsider and improve their priorities and areas of training of police officers and legal professionals to form the necessary skills, among which a special place is the study of a foreign language.

To implement the study of a foreign language at all levels of activity, law enforcement officers need to apply the right approach to create an appropriate system of learning English, and this task expresses the need to implement English in the genesis of the law enforcement system.

This will allow the future specialist to perform a number of actions, namely:

- read texts or electronic sources of a professional nature, extracting from them with the help of skills of review, search and introductory reading the necessary information;
- to hear the message on professional topics and to extract information according to the set goal;
- express their own opinions in the form of oral and written texts, demonstrating knowledge of grammar and special terminology;
- to conduct a dialogue of an argumentative nature;
- ask clarifying questions and questions of a polemical nature, supplement what has been said, express one's own point of view, support or refute the arguments of the interlocutor, etc.

Extraordinary attention should be paid to the study of English among law enforcement officers. It is easier to do this in higher education institutions, because there is an assessed form of knowledge control, so cadets spend time studying the

subject and preparing for practical and seminar classes, and vice versa, it is much harder to encourage working police officers to learn a foreign language. Therefore, it is necessary that every law enforcement officer has an extremely strong motivation, because with the accession to the European Union, all law enforcement officers must equal pay, for example, a police officer in Ukraine will receive 1,200 euros, as a police officer in France [4].

Thus, from the above material it can be concluded that a foreign language will be necessary for communication in real situations in order to communicate effectively with representatives of other cultures of the European Union. This goal is the main one in law enforcement agencies. The process of learning a professional intercultural foreign language should be aimed at accelerating the socialization of the individual.

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### RETENTION OF THE STYLISTIC FEATURES DURING THE TRANSLATION OF IAN MCEWAN’S LITERARY WORKS INTO UKRAINIAN

Ian McEwan is a British writer of the second half of the twentieth century, a representative of the “new angry youth”, known primarily for his stylistic

innovation, which manifested itself in a peculiar manner of literary work organization, which combines different styles, stylization and parody of traditional literary genres, in excessive specification of scenes related to violence or encounters with death, the use of epigraphs, clear sentence construction, a mixed manner of narration. His most famous literary works include the novels “Atonement”, “Amsterdam”, “On Chesil Beach”, “Saturday”.

Currently, the work of the Booker Prize winner (the novel “Amsterdam”) attracts the attention of researchers, especially in terms of stylistic features. However, not many scientists have researched the writer’s works in the translation aspect. The creative work of the writer was studied by such scientists as J. Morris, R. Boylan, D. Malcolm, A. Borisenko.

However, Ian McEwan’s literary works remain unsearched by Ukrainian linguists despite the popularity and relevance of his novels. His literary works also may serve a great field for researching stylistic features and the peculiarities of their retaining during the Ukrainian-English translation process. Therefore, the study is relevant due to the insufficient number of researches related to retaining the features of the author’s individual style (and Ian McEwan’s style in particular) during the translation process.

In view of these peculiarities, the translation of literary works in general and the problem of pertaining the features of the author’s individual style during the translation process, we decided to determine the purpose of the study, namely: to analyze the features of the author’s individual style, specifically, the syntactic features and to define specific syntactic features in Ian McEwan’s novel, as well as the ways of retaining these syntactic features as a result of the translation process.

The object of the research is the English text of one of the McEwan’s novels and its translation into Ukrainian, the subject of the research is the stylistic features of the author’s individual style and possible ways of retaining the features during the translation. The fact that there may be some difficulties in retaining syntactic features while translating an English text into Ukrainian, which are caused by differences in grammatical structures pertaining to both languages, is also taken into account. To achieve this goal, we chose as methods of the research a comparative method (contrast of lexical and grammatical phenomena in English and Ukrainian), a descriptive method, and a method of observation.

As a research material we used one of the McEwan’s famous novel called “Amsterdam” and its Ukrainian translation (made by Olha Smolnytska) [2, 4].

“Always look for ways to make the novel shorter”, perhaps it has been the main rule that Ian McEwan follows throughout his work. The sentences in his novels are clearly spelled out, the characters are few, and each detail added is similar to a clearly applied stroke of the artist to give volume to the image. Interestingly, McEwan himself has repeatedly complained about the difficulty of choosing words and a certain lack of them.

However, the syntactic organization of the writer’s novels is represented mainly by complex sentences with a great number of predication, a combination of

conjunctive and subordinate clauses within a single sentence. It can be particularly observed in the syntax of the novel “Amsterdam”.

Structural types of complex sentences are determined based on the types of their syntactic connections. English compound sentences, the clauses of which are connected with the help of conjunctions or without conjunctions, are distinguished by the types of connection between their parts [5, p. 391–400]:

1) complex sentences with free (neutral) relationships between their clauses. Changing the positions of parts of such a sentence does not affect its semantic structure or communicative purpose. In Ian McEwan’s novels, the following relationships are presented mainly asyndetically: *He appeared to have grown an inch or two, his back had straightened, his voice had deepened, a new dignity had narrowed his pleading, greedy eyes* [2, с. 7] – *Він виріс на дюйм-два, спина у нього випросталася, голос поглибився, віднайдене почуття гідності звузило його благальні пожадливі очі* [4, с. 9]. The use of translation transformations did not affect the structure of this complex sentence, the translator applied zero transformation to the sentence as a translation unit, which allowed to retain the structural unity of the sentence as a separate communicative unit, each of which characterizes the writer’s style.

2) Complex sentences with opposing relationships between the parts. The position of clauses is fixed due to their semantic dependence, the nature of the conjunction itself and the presence of conjunctions other than the main one. The formal expression of such connections is a conjunction *but*: *No champagne trays, no restaurant walls to throw back the sound, but otherwise one might have been at one more gallery opening, one more media launch* [2, с. 12]. – *Не було ні таць із шампанським, ні відлуння голосів од ресторанних стін, але все інше нагадувало відкриття галереї або ще один репортаж для ЗМІ* [4, с. 14]. During the translation of this sentence, the translator also applied a zero transformation to the structure of the sentence, which allowed to retain the communicative intention of the author. The use of other transformations (including grammatical: addition and omission) did not affect either the structure or the tone of the sentence.

During the translation of this sentence, the translator generally ensured the retaining of the syntactic integrity of the sentence, but there were some changes in the tone of the sentence: *His extremities had been numb for half an hour but it was only now that Clive felt the chill finally envelop his core* [2, с. 20]. – *Його кінцівки залякли вже півгодини тому, але тільки тепер Клайв відчув, як холод сковує і серце* [4, с. 22]. Thus, the translation unit *had been numb* is translated as *залякли*: the translator used a grammatical substitution, which was due to the peculiarities of the grammatical systems of both languages. The application of this transformation made the sentence more concise. Also, the translation unit *core* is translated as *серце*, but, given the context, it would be appropriate to translate *core* as *єство*, *сутність*, and not just *серце*. Another change, which, however, does not violate the communicative intention of the sentence, is the appearance of the object clause (*відчув,)* *як холод сковує і серце*.

The individual style of the writer also involves the use of complex sentences, which consist of independent clauses and at least one subordinating (dependent) sentence, connected by subordinating conjunctions or relative pronouns. [5, p. 409–418]. The author uses all types of complex sentences, including subject clauses, predicative clauses, object clauses, and attributive clauses. It allows him to fully express all contradictory topics and problems he is concerned with (and wants the society be concerned with, too). For example, the sentence *Molly, restaurant critic, gorgeous wit, and photographer, the daring gardener, who had been loved by the foreign secretary and could still turn a perfect cartwheel at the age of forty-six* [2, c. 5] translated as *Моллі, ресторанный критик, розумниця і фотограф, безстрашна садівниця, коханка міністра закордонних справ, яка була здатна бездоганно пройтися колесом у свої сорок шість років!* [4, с. 7] is a complex sentence with an attributive clause adjoint with the help of the linking word *who*. The process of translation hasn't influenced the structure of the whole sentence, the relations between clauses are retained in the Ukrainian translation, but there is again a slight difference in the tone of the sentence. In the source language we observe here an affirmative sentence, but in the target language we can see an exclamatory sentence, which conveys stronger emotions than the one in the source language. It may be due to the emotionality and affectivity of the Ukrainian people in general, while the McEwan's style is somewhat distant, the lines of the novel don't convey strong and overwhelming emotions. The translator also used some grammatical substitutions (*had been loved* – *коханка*, *turn a cartwheel* – *пройтися колесом*), applying of which hasn't influenced the sense of the sentence, but brought more laconism and made it more comprehensible for a Ukrainian reader.

Thus, the richness and variety of syntactic constructions in Ian McEwan's novels shows the depth of the writer's style. This article describes the stylistic organization of only some types of sentences in the works of the writer. The author uses complex syntactic units, including clauses of different types, and sentences of different communicative and stylistic types to describe the realities and relationships of the modern world, their expression and dynamism, which is a distinctive feature of Ian McEwan's style. It is also has been observed, that the retaining of the main syntactic peculiarities is not an impossible venture; a translator should just *feel* the intention and emotion of an author and convey them in an appropriate way.

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## **LANGUAGE AS AN INSTRUMENT OF INTERCULTURAL COMMUNICATION**

Communication is very important for everyone, no matter where you are and what you do. International communication opens up the unlimited resources for learning new, developing already existed skills and sharing the knowledge you have with others. Different cultures have different languages thus causing a language barrier, so that it makes international communication pretty hard. Of course there are many other things what make communication to be difficult like traditional habits of the nation, religion, educational level, etc., but the language comes first. Without speaking the same language it will be difficult to explain your point or been understood by others.

Different cultures actually have different ways of communication. Some cultures are informal, some cultures use a whole series of ritual greetings before having a conversation, and some cultures consider it rude to show up to a meeting on time. Well, for one, you can offend each of them if you don't understand their communication practices. To avoid that we learn to communicate! We need to learn how to communicate all over again, just like when we were children. This requires learning language as well as learning behavioral norms for good communication. However, this will be a bit different since we're adults learning how to communicate in someone else's culture, not our own.

Intercultural communication is a discipline that studies communication across different cultures and social groups, or how culture affects communication. It describes the wide range of communication processes and problems that naturally appear within an organization or social context made up of individuals from different religious, social, ethnic, and educational backgrounds. In this sense, it seeks to understand how people from different countries and cultures act, communicate and perceive the world around them [1].

Intercultural communication is the verbal and nonverbal interaction between people from different cultural backgrounds. Basically, “inter-” is a prefix that means “between” and “culture” is an umbrella term which encompasses the social behavior and norms found in human societies, as well as the knowledge, beliefs, arts, laws, customs, capabilities, and habits of the individuals in these groups [2]. Well, from these terms we can say that “intercultural communication” is the communication between cultures. Sometimes, this is used to describe a single person trying to interact in a foreign environment but more often there are people from both cultures are trying to improve their communication.



The target is to learn the way of communication with people of another culture, not abandoning your own culture, not joining the other culture, not becoming a member of another society. Otherwise it would be assimilation and not intercultural communication. Verbal communication is the spoken or written conveyance of a message. Human language can be defined as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word “language” also refers to common properties of languages.

Communication requires the ability to understand language, but it is not all. A big part of communication is non-verbal, like our body language, our attitudes, the cultural habits like hand-shaking, stink eye, etc. Non-verbal communication explains the processes of conveying a type of information in a form of non-linguistic representations. Examples of nonverbal communication include haptic communication, chronemic communication, gestures, body language, facial expressions, eye contact etc. Nonverbal communication also relates to the intent of a message. Examples of intent are voluntary, intentional movements like shaking a hand or winking, as well as involuntary, such as sweating [3].

Learning the language gives the chance to read the books, newspapers, magazines, watching movies, programs on the TV, search in Internet, and that way learn another cultures and develop your communication skills on the international level. Learning language is the first step to the way of learning new culture and exchange the knowledge, experience and develop any branch of science, culture, and profession. For the would-be lawyer intercultural communication is very important. Understanding the language and culture is the key to build up opinion about participant of the process, and situation they become to and find the best solution for solving the situation as good as possible for the both parties, especially when there is foreign element involved into the legal process.

The problem in intercultural communication in foreign language is very actual nowadays and need to be studied more.

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## SPECIFICITY OF PHRASEOLOGICAL PICTURE OF THE WORLD

The concept of the linguistic picture of the world and the phraseological one are interrelated, for the phraseological picture of the world is a part of the linguistic one. The linguistic picture of the world reflects how people see the world that surrounds them and feel their role there. The linguistic picture of the world also reflects the diversity of the historical and social conditions of people as representatives of a certain nation. The characteristics of the linguistic and the phraseological pictures of the world are anthropocentrism, universality, historicism, and evaluation. Expressiveness is also referred to the main characteristics of the phraseological picture of the world, since it is capable of evoking emotions, influencing the addressee, and evaluating what is happening [2, p. 114].

The national-cultural information that can be found in the phraseology is of various types and concerns different levels (conceptual, verbal, etc.). As mentioned above, phraseology is a verbalized part of a system of stereotypical and prototypical reflections and assessments of a certain society, indicated by signs guiding a person in their activities (probably, those managing a person). Phraseological material is a key to the explication of prototypical representations of certain objects, phenomena, processes, abstract concepts, etc., as well as a language level containing a specific branched system of symbols [1, p. 26].

According to some researchers, structurally, the phraseological picture of the world should be divided into two parts:

- 1) the first one formed by figurative and symbolic means, by the initial meanings of the components of the original message (it contains elements that reflect history, everyday life, traditions, morality of the past).
- 2) the second formed by modern significant meanings of phraseological units which are a part of the modern linguistic picture of the world.

Agreeing that the national worldview and national everyday consciousness are better reflected in the phraseological picture of the world, linguists study it and its units from different positions. Linguistic-cultural, contrasting and cognitive approaches are distinguished in such studies.

The linguistic-cultural approach emphasizes the background knowledge of native speakers, the identification and classification of extralinguistic factors (for example, cultural realities) influencing the formation of phraseological units and their meanings, while conducting etymological analysis to identify the situation influencing the formation of phraseological units.

The contrasting approach is used to compare phraseological units in different languages, to identify in them some common, universal, international, and peculiar

features which have an ethno-national and national-cultural connotation. Within this approach, phraseological parallels in different languages are analyzed, the reasons for the appearance of such parallels are considered, the types of translation equivalence of phraseological units and types of phraseological equivalents are distinguished. The interlingual type of equivalence is established depending on which component of the meaning of phraseological units (denotative, structural, evaluative, emotive, stylistic, motivational) retains and which gets lost.

Since one of the basic concepts of cultural linguistics is the concept of cultural connotation, one of the aims of the linguoculturological analysis of the phraseological picture of the world is “to identify and describe cultural and national connotations that usually accompany meaning in the form of figurative associations with standards, stereotypes and other cultural signs and relate to each other through cognitive procedures that give these connotations the meaning”.

The cognitive approach in the study of phraseological units and phraseological picture of the world is based, in particular, on the theory of conceptual metaphor. This approach allows people to explore conceptual metaphors that are encoded by units of the phraseological fund of a certain language to reveal their universal and ethno-specific character. It also should be noted that these approaches are very important in the study of the linguistic picture of the world and its units [2, p. 114].

Phraseological units reproduce, in contrast to lexical ones, not a picture of the world, but its fragments, which are especially relevant for native speakers. Phraseological units in their meanings partially overlap with vocabulary and, in general, enlarge the picture of the world created by lexical units [1, p. 23].

Phraseologisms have their own sphere of application; they divide the world into small fragments taking into account their importance for the speakers. Many phraseological verbalizations are based on rational assessment, which gains emotional embodiment. It is known that basic emotions, such as joy, fear, are also natural for the anthropoids, however, intellectual abilities are considered to be acquired by humans in the process of ontogenesis.

The units of the lexical and phraseological levels are different in nature, as pragmatics explains. Considering the fact that the phraseological system consists of idioms, phrases and paremias, it is possible to single out the proper nominative phraseological units for which the expressiveness is not relevant. Most of the units of the phraseological system are secondary reproductions of the picture of the world, the deepened knowledge of the world. Nevertheless, there are cases when the nominative function dominates, and not the expressive one. In phraseological units we can observe even a complete lack of expressiveness, although they are figuratively, metaphorically motivated. These are some examples of nominative function: *when pigs fly* – a way of saying that something will never happen; *a dark horse* – a person who keeps his/her interests and ideas secret, especially someone who has a surprising ability or skill; *to break the ice* – to make people who have not met before feel more relaxed with each other.

Comparing the number of lexical and phraseological units indicated by expressiveness, it can be confirmed that there are more expressive units in the phraseological system than stylistically neutral ones. If words, idioms, phrasemes name and characterize an object, phenomenon, situation, then paremias are only about a situation or are the result of thinking operations (judgments, inferences). Moreover, such a result is an established opinion of society, a typical result that develops into a stereotype [1, p. 24].

The phraseological representation of the world differs from the lexical one in the greater number of archaisms, even mythologization. The fragmentation of the phraseological system and the picture of the world represented by it compensates the high level of discretization of certain areas, different from those categorized by the vocabulary [1, p. 26].

As it has been mentioned above, the phraseological representation of the world people live in bases on the national stereotypes gained throughout the whole history of different nations. Observing a single phraseologism, one cannot understand it completely; nevertheless, it can give so much knowledge about the mindset, attitudes and habits of people using it that, in some way, this very characteristic would be hard to describe in other words but using the phraseologism. One of the main steps to understanding and perceiving of the other culture is to have the background knowledge, to know the basics of its history and crucial events, as those have a huge impact on the shaping of a phraseologism. On that level of knowledge they can understand much more than others, for now they know and comprehend even the emotional part of a given word or a phrase. In general, that very characteristic makes simple English learning fluent and influential.

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## GENDER IN THE LANGUAGES ACROSS THE WORLD

The use of gender in the Romance languages is just the tip of the iceberg. French, Spanish, Portuguese and Italian, along with the other minor Romance languages spoken west of the bugone Iron Curtain, all use a masculine-feminine noun classification; that is, all nouns are either masculine or feminine. Romanian uses a masculine-feminine-neuter classification, which, as the name implies, has an additional category of neuter nouns. Finally, some languages use an animate-inanimate classification which we will discuss in further detail.

Just like Romanian, German famously employs a neuter gender. Masculine nouns in German often end with *-ismus* (corresponding to English *-ism*) while feminine ones frequently end with *-ung* (*-ing*), *-schaft* (*-ship*), *-keit* or *-heit* (*-hood*, *-ness*), and it is typical for neuter nouns to be diminutives ending in *-chen* or *-lein*. In addition, the neuter gender is used across most of Eastern Europe, as the Slavic languages all employ it. It used to be in widespread use all throughout Western Europe as well – it was a fixture of Latin – and seems to be a favorite of classical languages – Sanskrit uses three genders too.

The Germanic languages which are not German (or English) historically had the same three-gender system as the flagship language of their linguistic grouping; however their standard versions have more recently merged the masculine and feminine genders into a “common” gender. The neuter gender remains, creating something similar to the animate-inanimate classification system used in Basque and many Native American languages. In these latter languages distinguishing between animate and inanimate nouns doesn’t require analyzing the noun ending and is usually quite intuitive. In Ojibwe, *inini* (man) and *inikwe* (woman) are both animate, while *waakaa’igan* (house) and *adopowin* (table) are inanimate. Noun endings do become important when it comes to plurals – animate nouns are pluralized by adding a vowel plus *-g* while inanimate ones take a vowel plus *-n*.

Finally, there is one very important category of gender classification which we have not yet discussed – the genderless languages. From Bengali to Persian and from Japanese to Turkish, there are a significant number of languages for which identifying the grammatical gender of a noun just isn’t a problem.

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## **FEATURES OF LEGAL LINGUISTICS**

Nowadays language and law are very closely linked. The purpose of legal linguistics is to avoid misunderstanding the case of their interaction. Linguistic means play an important role in the implementation of foreign language communication. Discussion is a two-way process, as a result of which there is an exchange of phrases, sentences, phrases that interact with each other. Thus, the result of the discussion depends on the ability to logically express their opinion, the correctness of language design.

The first studies of language and law began in Russia in the previous century. The aim of the researchers was to develop general rules for compiling laws so that there would be no discussion about their application. Representatives of English legal linguistics study the language and legal documents of ordinary people who do not understand enough in the field of law.

Ukrainian scholars also look at the issue of legal linguistics differently. For example, AF Shebanov believes that the state and law, categorically opposes the fascination of lawyers with problems that go beyond the doctrine of state and law. D.A. Kerimov, on the contrary, considers it necessary to go beyond the traditional boundaries of legal science.

Legal linguistics is a new branch of linguistics. If linguistics is the science of language, its structure, development, etc., jurisprudence is the science of the laws of functioning of the state and law, their place and task in public life, then legal linguistics is the interdisciplinary science of the duty and functions of language in legal practice. The object of legal linguistics is the interaction of language and law. The importance of this science is confirmed by the fact that in 2001 there was a specialty “Linguistics” at the Altai State University. Researchers note that jurisprudence studies the relationship between language and law. Jurislinguistics deals with such problems of the laws of language that they are the basis of the content of the law. Two years later, the first monograph on legal linguistics in Ukraine: “Conceptual apparatus of the Special Part of the Criminal Code of Ukraine” Z. Trostyuk, which describes the conceptual apparatus and its symbolic designation, defines their relationship with each other and with similar categories, formulates requirements and principles for conceptual apparatus. Five years later, O. Krasovska's monograph “Judicial Communication” was published. This is a comprehensive study, the purpose of which is to analyze judicial communication within the framework of civil proceedings. The paper describes the specifics of

judicial dialogue, genre features, judicial etiquette of the main participants in civil proceedings.

There are two problems that underlied to be studied by legal linguistics. The first problem is the relationship of language norms with legal laws. The second is the relationship between legal and natural language.

The above considerations give reason to say that legal linguistics is a young interdisciplinary science that is in its infancy in the world and in Ukraine. The urgency of further research is due to the need for work of Ukrainian and foreign scholars in the field of research to substantiate the level of legal linguistics as a separate science, the relationship of object and subject of legal linguistics, clarification and detailing of the main areas of research. , effective use of linguistic knowledge in lawmaking, practice and justice.

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## THE RELEVANCE OF PROFICIENCY IN A FOREIGN LANGUAGE IN THE MODERN WORLD

The relevance of knowing a foreign language as one of the conditions for successful adaptation to the modern world. In recent decades, the study of foreign languages has caused increased interest, because if you do not know the language, you will not get success in personal and professional communication. As a result of world globalization and integration, there has been a rapid growth of intercultural contacts in all spheres of our life: a wide variety of situations of intercultural communication has appeared, such as studying at school and university for exchange, internships for scientists, international conferences, joint ventures, tourist trips, exhibitions, etc.

Knowledge of the foreign language is an integral part of the education of successful people. This item can now almost always be found in the questionnaires

of personnel departments of state and commercial organizations. Those who know apart from his mother tongue can speak at least one more, will make a more favourable impression on employers. The ability to communicate with representatives of different cultures contributes to the development of horizons and allows you to climb the career ladder, make useful contacts [1].

English is the official language of international business and trade, the Internet and Technology, Science and Arts. 80% of the business language space is occupied by it. Each of us is everything more often encounters it in communication with partners at work and on vacation. English used in filling out questionnaires, resumes, business and private correspondence. Knowledge of English is no longer an amazing skill, but a necessity. Now she is taught in kindergartens, schools, universities, not to mention the numerous courses and training. And in some countries, even math and some other school subjects are taught in English. German is the language of technology and finance. Over the past five years, demand for it has grown significantly, many German partners and investors appeared. Intensively imported goods from Germany, for example, plumbing, furniture, electronics, cars. So, we need people who can deal with these importers to communicate. Knowledge of German is also welcome in German offices banks. At the same time, it is difficult to say what role Italian business plays in the world. It has become fashionable to wear clothes and shoes from Italian designers, swim in the Italian jacuzzi and dine at the Italian table. In our world there are less relevant languages such as Arabic, this language is not relevant especially for women because most Arabs prefer to hire men. In Turkey, there is no such discrimination at all, knowledge of Turkish gives excellent earnings in trading companies and, especially, in travel agencies. It is also obvious that the relevance of Japanese and Chinese is rapidly gaining momentum. Many Eastern firms open branches in other countries and are looking for professionals who are fluent in the language. And find such is not easy. Besides, learning Japanese, as well as Chinese, is an incredibly complex and time-consuming process, to do it in vain, without an absolute hearing and good visual memory. Slightly fewer fans in Polish, Bulgarian and Scandinavian, but work such people are always waiting for a translator [2].

Until recently, not many people showed an interest in Chinese culture and the Chinese language. But today the situation has changed so much that many educational institutions in the United States have introduced Chinese language courses. Many educational institutions believe that learning foreign languages is one of the components of quality education. Today, the main foreign languages studied in the United States are Spanish and Chinese. Moreover, Chinese is included in another "strategic" list: Chinese is expected to become one of the most widely used languages in business in the next 30 years. Both of these facts led to the decision that today's American students should, in addition to Spanish, pay attention to the study of Chinese. So, the number of foreign students in China has been growing steadily recently, now ranking third in the number of foreign students admitted to the world, ahead of the United States and the United Kingdom. However, the ambitions of the Chinese government are very large and aimed at increasing the



number of foreigners. Today, residents of almost all countries of the world, including Ukrainian citizens, study in China. There are many students from Russia and the United States in China. Of course, it is worth noting that the vast majority of foreign students are not Europeans. These are representatives of South Korea, Japan, Vietnam, Thailand[4]. It is noticed that students who are fluent in foreign languages are more actively involved in scientific work, are accepted into various student organizations, trust to represent the institute at international conferences and are allowed to participate in grants, which further allows them to receive financial support in the education system (which in the future can also affect their professional activities), which raises not only their authority but also the authority of the university they represent [3].

*Foreign language plays an important role in Ukraine. According to the results of an online survey by TNS, 89% of respondents studied English, but only 18% speak it above average. This was announced on its Facebook page by the Public Initiative Ukraine Speaking. Ukrainians, in turn, understand the need to know languages – 2/3 of respondents said they plan to learn them. The most popular among foreign language is English – half of the respondents plan to learn it, and 97% would like children to learn it, “– said Ukraine Speaking. Knowledge of foreign languages opens up several new opportunities for people. More than half of the respondents believe that a foreign language can provide them and their children with the opportunity to communicate freely with other people. At the same time, 43% believe that knowledge of a foreign country allows you to get a better-paid job in Ukraine. In Ukraine, knowledge of a foreign language is increasingly becoming a mandatory requirement for employment. According to the recruitment portal rabota.ua, 12% of vacancies posted on the site require English language proficiency [5].*

We clearly see that nowadays more and more people want to know foreign languages. They understand the importance of studying them. They do not consider this desire only a tribute to fashion and think about the benefits that knowledge of foreign languages gives to any cultured person. Learning any foreign language opens new opportunities for us, makes our spiritual world richer. Knowing a foreign language, a person automatically moves to a higher social level, as he becomes a competitive candidate for a high-paying position. English is the most widely spoken language in the world today: more than 400 million people speak it as their mother tongue, but the number of people who speak it as a foreign language is three times higher. And now Chinese is advancing not only in language but also in technology, so we note that at the moment most people are thinking about learning Chinese.

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### **THE RELEVANCE OF LEARNING A FOREIGN LANGUAGE BY STUDENTS OF NON-LINGUISTICS SPECIALITIES IN HIGHER EDUCATIONAL INSTITUTIONS**

The thesis considers the problem of learning a foreign language by students. Non-language specialties in a higher pedagogical educational institution. The purpose of the article. There is an analysis of scientific and pedagogical literature that highlights the relevance. Learning a foreign language by students of non-language specialties. Methodology the study involved the use of theoretical research methods. The basic theoretical provisions of teaching foreign language communication are determined,

Components of teaching an intensive foreign language course for professional communication. Approach to learning foreign languages – this is the basic category of methods of teaching foreign languages that implements leading, dominant idea of learning in practice in the form of a strategy and using a particular method of teaching; in a broad sense approach acts as a general methodological basis for learning and as a methodological basis for the development of methods of teaching foreign languages.

Learning foreign languages is an activity, as language communication is carried out through language activities, which, in turn, serves to solve the problems of productive human activities in terms of «social interaction» of people. In the classroom, students who are participants in communication, try to solve real and imaginary tasks of joint activity with the help of a foreign language. Activity the essence of learning foreign languages at this stage of learning is realized through «activity» tasks, techniques and exercises.

Situational orientation of learning, according to N. Konik, opens wider opportunities for optimizing the learning process and achieving the main goal is to teach students to read original literature on the specialty and express their own opinions on professional issues. This will allow future professionals to communicate in a foreign language and give more opportunities to improve their professional level. In real life, learning a foreign language involves communication and the ability to spontaneous, including professional, communication. In order to create a speech situation, it is necessary to form appropriate conditions. This type of work is possible only at the stage fixing the material. When studying texts on domestic and local lore topics of the possibility of using speech situations are great. It is also possible to ask and create numerous speech situations on the topic of student life, as all these topics are familiar to students. Another thing is the future profession. If a foreign language is studied in the first – second courses of non-speakers University, we can't talk about professional awareness of students since special disciplines are studied in senior courses. Speech ability in the native language has four levels: 1) information; 2) syntactic; 3) lexical; 4) sound. This is a natural process speech development. Learning a foreign language, a person internally tries to follow the natural way of learning a language. In ours in the same case, the first level drops out. Therefore, according to N. Konik, it is desirable teaching a foreign language for professional communication in III-IV courses, because senior students are ready for professional perception oriented texts and speech situations. Students are offered situations and tasks to motivate them use the accumulated lexical and grammatical material from a certain topics. Since a foreign language is a means of exchanging information, it is thematic texts, dialogues, TV programs on topical issues, movies as educational, and artistic and documentary, information contained on the Internet, must contain and contain information by which it is implemented the complex purpose of learning a foreign language at this stage of learning. The effectiveness of teaching a foreign language to non-speaking students specialties is achieved through the use of various forms and ways of problem-based learning, the introduction of systemic organization individually-differentiated communication, in which simultaneously variations of the maintenance and dosage of degree of complexity of educational are provided tasks. Particular importance is attached to the formation of lexical skills, since the priority is the task of forming and expanding the vocabulary of business and conversational orientation. Much attention is paid to work with terminology, because without knowledge of terms communication in a foreign language and the solution of any professional and household issues will simply be impossible. Comprehensive goals of learning a foreign language as a means of communication students of non-language specialties contribute to their own learning communication: formal-business, professional-oriented, informal- business, every day. In recent years, the production sphere of communication has become much more complicated. Widespread and developed were economic, managerial, commercial, legal field of professional activity, which determines the need for future professionals to master professional skills culture as a significant component of professional intercultural communication.

We believe that the main theoretical provisions of teaching foreign language communication is:

- the need to implement communicative technology of formation skills and abilities in all types of speech activity;
- mandatory use of comprehensive training for all types speech activity;
- taking into account the individual interests and characteristics of students, and also taking into account the various actions, steps or techniques of performing that activity used by students to increase the efficiency of learning material;
- mandatory use of truly communicative tasks that contribute to the formation of communication skills and adequate work regimes conditions of real communication.

So, we think believe that a foreign language helps for professional communication student development, his professional orientation. She has a great educational and developmental potential. All this can provide solving problems facing the teacher and students within profile-oriented foreign language teaching.

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## **FEATURES OF TRANSLATION OF LEGAL TEXTS FROM POLISH INTO UKRAINIAN**

**Topicality.** Translation of legal texts is an extremely important form of studying foreign legislation, as it provides new opportunities to get acquainted with other interpretations of legal entities by legal entities, with the structure, mechanism, form and features of the legislation of another country.

**Problems.** The study of foreign law makes it possible to analyze the functioning of legal concepts in another country and to formulate new ideas and rules for domestic law, ie to take a positive experience of legal regulation of legal relations.

**Presentation of the basic material.** Strategies for translating the Polish legal text on the example of the terminology of the criminal process are the subject of research of many leading Ukrainian scholars, including N. Artykuts, Yu, Zaitsev, S. Kravchenko, Yu Pradid and others [1].

Polish jurisprudence is strongly connected with historical phenomena, demographic, sociological and political features of the country. Therefore, the translation of legal texts from Polish into Ukrainian is extremely difficult, because it

is worth realizing that it is necessary not only to translate legal terms and concepts, but also to analyze and translate features of the socio-cultural sphere of one country to another.

One of the biggest problems in translation is that some legal terms cannot be translated into Ukrainian, because there are no such concepts in domestic terminology.

Sometimes Ukrainian legal acts do not use the legal terms used in the Polish scientific legal community. Such terms include: “wniosek o sprostowanie protokołu”, “wywiad środowiskowy”, “list żelazny [1].

To avoid this problem, many international legal institutions have been created, documents that are common to all countries of the world, and therefore, which analyze the legal case not from one country, but subject the case to an international court, which at one time focuses on international law. .

Today in the European Union there is an idea of the need to create a single legal framework, which will combine legal concepts and terms, and thus necessitates the creation of harmonization between Ukrainian and Polish legal vocabulary in accordance with international legal standards.

Another equally important problem is how to find a specialist who could translate legal texts. Such a specialist must have a good knowledge of philology, to know the laws and features of translation from one language to another, and jurisprudence to properly use legal terms in translation and understand the functioning of legal institutions [2].

A translator must not only know the language, its style, grammar and vocabulary, of course, such a translator must also know the laws of Ukraine and Poland to use words correctly in translation and create the right legal systems to use the necessary legal lexical items. Knowledge of the legal systems of Poland and Ukraine will allow the translator to find the correct equivalent of the legal term when translating from one language to another, which is not used in the regulations of another country [3].

The translation of legal texts is extremely difficult, because it is very different from the translation of ordinary artistic, journalistic texts. Another problem is that the laws are clear, in which every word has a meaning.

An example is any law or regulation of Ukraine, where you can see that even the conjunction plays an important role in the legislation. Incorrect translation of only one conjunction can completely change the meaning of the law and as a result it can be misinterpreted. As a result of one inaccuracy in the translation of legal texts, you may suffer material damage, and in the worst case, get a court summons.

Since not all Polish legal concepts have their analogue in the Ukrainian language, the transfer of content may not be entirely correct and will entail an inadequate understanding of the legislation of another country. As a result, this may be the result of incorrect application of legal terminology and misunderstanding of the rules of the articles.

There are certain terms that can be freely translated from one language to another, but their meaning may have different assessments and meanings in Poland

and Ukraine. Such terms, which do not have a clear definition in either Polish or Ukrainian law, include: “ściśle zwi zek z czynem” – “close connection with the act”, “w miarę potrzeby” – “as necessary”[1].

Another problem may be that the specialist will literally translate Polish legal texts, then the translator will reproduce the text without free and abstract from the details of the translation. Legal texts from Polish into Ukrainian must be clear and logical, because in translation it is extremely important to understand the essence of the concept.

An example is the Polish expression “obrońca z urzędu”, which is literally translated into Ukrainian as “defender of the institution”. But, given that legal concepts must have a certain essence and clearly defined the functioning of legal institutions, then we must obtain a translation that complies with Ukrainian procedural law, and it is a “defender by appointment”[1].

**Conclusions.** In order to obtain a perfect translation of legal texts from Polish into Ukrainian, it is necessary to create a translation that is similar to the original, but allows a minimum number of changes, so that the legal document does not lose its essence.

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**THE PECULARITIES OF PROPER NAMES TRANSLATION  
 ON THE EXAMPLE OF JOHN R.R. TOLKIEN'S NOVEL  
 "THE HOBBIT, OR THERE AND BACK"**

The relevance of studying the peculiarities of translation of proper nouns (exemplified on the example of John R.R. Tolkien's novel "The Hobbit, or There and Back") is explained by the need of intercultural integration in many spheres of modern life. Nowadays, the cross-cultural component is of great importance for the successful interaction of specialists and, so far, for the development of international projects.

Despite the existence of the global languages that allow representatives of different countries to exchange information, the need to translate correctly remains unquestioned. In the context of modern global society, a huge amount of information about international projects requires professional translation. Such a translation should deliver not only specific data, but also content, emotional and semantic coloring. This is especially significant for social, environmental and charitable projects.

Also, despite globalization and the development of the high-speed communication, the cultures of states and peoples (остаються удивительно разнообразными) remain remarkably diverse. This explains the existence of a large number of culture-bound terms – phenomena of the surrounding world that have no analogues in other cultural or everyday circumstances.

We will focus on the method of translation of such units in this article. Fantasy literature and, in particular, the work of J.R.R. Tolkien have been chosen as the basis for our research, because it includes a large number of charactonyms – names and titles, that describe additional information and semantic load of the characters.

Having said, that J.R.R. Tolkien created an article designed for the future translators of his works, which explains the nuances of translating the proper nouns into other languages. The main task of translation is called the preservation of semantic meaning and a certain perception of the word by its readers.

Creating the onomasticon of "The Hobbit or There and back again", the author had used the following methods of creating fictitious names:

1. Grammatical onimization with the:

A) affixation – the composition of one's own name with the help of service morphemes – the surname Baggins;

B) compilation the foundations – forest – the Mirkwood ("mirk" + "wood");

C) formation of phrases – the Battle of the Green Fields

2. Semantic conversion of common nouns into proper nouns (onimisation):

A) simple one - formation of a one-word proper name with zero homonymous formant – the Wood, the Hedge, the Hill; B) metaphorical one – transfer of a name from one object to another at actual or supposed similarity of these objects – the Sting (for a blade) [1].

In view of the need to translate a large number of charactonyms, while preserving their meaning, the translation method of calque to the novel “The Hobbit, or There and Back”, is peculiar. This method helps to preserve the semantics of the original proper nouns or realities through literal translation and functional replacement (similar translation). When applying the method of calque, in the target language a lexeme is selected. It does not coincide in meaning with the original proper name, but has similar semantics with it [1].

The Calque method is fractionalized into six groups (the terminology is not universal):

1. Phraseological calques: idiomatic phrases, which are translated word for word.

2. Syntactic calques: syntactic functions or constructions of the source language which are imitated in the target language in according to their meaning. Example: Ukrainian “Просто підеш – довго йтимеш” for English “Short cuts make long delays” [2].

3. Loan-translations: words are translated morpheme by morpheme, or component by component, into another language. Example: Ukrainian «Самотня (Самітня) Гора» for English «Lonely Mountain».

4. Semantic calques (also known as semantic loans): additional meanings of the source word are transferred to the word with the same primary meaning in the target language. Example: Ukrainian (Торін) Дубошит for English (Thorin) Oakenshield [4].

5. Morphological calques: the inflection of a word is transferred. Some authors call a this a morpheme-by-morpheme translation [5].

6. Phonological calques: the pronunciation of a word is imitated in the other language. Example: Ukrainian Більбо for English Bilbo [3].

From our point of view, this method of translation is very relevant, according to the tasks of modern translators described by us.

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## **PROFESSIONAL COMMUNICATION OF POLICE PATROLS WITH DIFFERENT CATEGORIES OF CITIZENS**

Nowadays, one of the most pressing problems of increasing public confidence in the police is considered to be communication between police officers and citizens of different social status. Most researchers have already studied the issue of communication between police officers, but, nevertheless, there are still issues that need to be analyzed in more detail for a full study.

Today in Ukraine there are a number of regulations governing the professional communication of patrol police officers, among which are: the Law of Ukraine "On the National Police", the order of the Ministry of Internal Affairs of Ukraine "On approval of the Rules of Conduct and professional ethics Affairs of Ukraine", Disciplinary Statute of the National Police of Ukraine, Oath of an employee of the National Police of Ukraine, etc [5].

Of course, not everyone behaves according to generally defined social norms, traditions, laws approved by society. Therefore, whether the patrolman remains polite in various conflict situations related to their activities, whether they show tolerance, whether they do not respond rudely to rudeness even in very difficult situations, these criteria will determine the culture of communication of patrol officers.

The policeman, joining human relations, takes on the role of an arbiter in conflict situations between people, so as not to exacerbate the conflict. One of the responsibilities of a police officer is to maintain decent behavior and correctness. One of the most important factors in educating citizens to respect the National Police of Ukraine is to serve the people of Ukraine [3].

The patrolman uses communication with citizens in the performance of his duties. The police officer often communicates with children and adolescents. With this category of people, the policeman shows psychological abilities and pedagogy, communicates friendly and smiles. A smile helps to communicate, reduces

psychological barriers that may arise between them. The police patrol uses an individual approach to each [5].

Every day the patrol policeman is in constant contact with citizens. There are already many algorithms for the work of a police officer, which are defined by law. For example, in the event of a vehicle being stopped, the police officer must: approach the driver, identify himself, present his ID and inform the driver of the reasons for stopping it. Since during communication a person perceives not only by ear but also visually facial expressions of gestures, it is necessary to follow the rules of general culture of the police officer so as not to provoke the offender to conflict [5].

Also, it should be noted that during communication of the patrol policeman with the criminal in order to convince persons to stop offense, it is necessary to try to communicate in the manner usual for them. In such cases, the patrolman must overcome his own excitement and reduce the aggressiveness of the detainee. However, sometimes people with certain disabilities have an aggressive perception of the police. In such cases, the patrolman may demonstrate determination to act in order to exert psychological pressure. However, it is desirable to resolve absolutely all issues through dialogue in a peaceful context [1].

Thus, public opinion on the entire system of the Ministry of Internal Affairs depends on the way a particular law enforcement officer communicates. Tolerance, the ability to communicate with people, correctness, friendliness, impeccable knowledge of the law and the purity of speech of the patrol officer – these are the main signs of decent behavior of the representative of the National Police of Ukraine.

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## **BASICS OF PROFESSIONAL ACTIVITY OF A TRANSLATOR**

A translator is a person without whom there is no communication at the interlingual level in oral or written form. The evolution of the translation profession has taken place over millennia. Gradually there were requirements for the identity of the translator, his ethics, culture, morals and professional linguistic training. Nowadays, not everyone, even if they are fluent in a foreign and native language, can work as a translator. This requires special professional education.

The importance of translation and the activities of a translator of oral and written texts is indisputable. But there is a question that is more important for modern society, work on interpretation or writing. This simple question is not easy to answer. On the one hand, the translator provides written works of various genres, styles, allowing modern and future generations to get acquainted with certain works. On the other hand, there are a number of situations for which actual, timely or urgent translation is more important today. More and more issues (work, household) need discussion, consultation, advice, attempts, which can not be organized and ensured without interpretation.

If we compare the translator with the interpreter, the translator's activity is more conservative. It requires the ability to concentrate and work indefinitely, patience and endurance, the ability to stylistically edit the text, the selection of the right word, the skills to work with different dictionaries and more. The interpreter must, first of all, have a significant vocabulary, the ability to concentrate in any working conditions, have developed skills of sequential and simultaneous translation, different types, be an erudite person, be able to show their polyglot erudition, update any necessary knowledge for to ensure an immediate and correct understanding of the original message. In any case, translation specialties are not easy. They require from future professionals both physical fitness and excellent translation and language knowledge, skills, abilities and knowledge of the basics of human psychology, diplomacy, etc.

The profession of translator is very responsible. It is the competence of translators to create texts outside cultural and linguistic barriers (including texts about other texts). It is translators who act as consultants and referents to their supervisors and translation clients. Specialists are real specialists, experts in their field and are responsible for their activities. Translators perform actions that customers cannot do without their help. The conditions of a translator's professional activity are determined by its purpose and the nature of the materials used:

translators work with texts, “supply” texts for intercultural communication and “sell” their translations.

The translator must be able to “specify” his future text, clearly and perfectly explain to the customer the possibility of using this text and its functions (under what conditions, for what purpose, in what field, what style of translation, etc.), the structure of the translated text according to its functions. To do this, he must as an expert be able to analyze the communicative goals of the customer.

The translator must be able to “design” texts. To do this, you need not only to have language competence, but also to know how in another culture they speak and write in a given case, what topics can be touched upon in the conversation, and which are better to avoid, what arguments should be given to achieve a certain goal, what means communication is better to use.

The translator must be able to conduct research work, acquire the knowledge necessary for functionally correct, meaningful speech. All this knowledge must be developed in the process of training future translators.

It is noted that all translation activities are characterized by a certain structure, which necessarily includes the following role factors: the nature of the operation that takes place (who does what), the position of the operation in time and space (where and when), the function of the operation (why and why it is performed), the professional aspect of the operation (how and with what it is performed). When creating a text, the translator tries to build its structure correctly in order to achieve the goal set by the customer.

The path of a translator is not easy, thorny, because the object of translation is not only an autonomous word or sentence. The object of the translation process can be a verbal / nonverbal situation. Therefore, it is legitimate to use the definition of philologist-translator to denote the subject of the translation process. The modern translator must be familiar with the theories and principles of modern translation studies, understand the methods of analysis of background information, linguistic and cultural aspects of words, non-textual structures, ethnolinguistic component, individual style of translator, image reproduction in poetic translation, conceptual information in translation text, pragmatic transformations in translation process, types and functions of translation, functioning of symbol in continuous text structure, contextual and stylistic desemantization of words categories, etc.

Thus, depending on their own abilities, the future translator must decide for himself what specialty he should choose, and purposefully move closer to his goal.

Therefore, training translators is not an easy task. It needs to solve many problems. The training of translators must be systematic, holistic, comprehensive, and in line with today's requirements. The professional skill of a translator is determined by the skills of adaptability to different working conditions.

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## **LANGUAGE LEARNING IN THE CONTEXT OF INTERCULTURAL COMMUNICATION**

Language is influenced by culture and culture is influenced by language. It follows from this that intercultural communication is increasingly becoming important in the study of foreign languages. Human communication involves the use of language, although it also involves the use of non-verbal signs and written symbols. To be able to communicate, one has to develop a vast repertoire of skills, such as observing, listening, speaking, questioning, analyzing, gestures and evaluating, all of which enable collaboration and cooperation.

The term intercultural communication derives from 1959 when Edward T. Hall first used it in his book “The silent language”. Hall is considered to be the founder of the field of intercultural communication. The term intercultural communication involves interaction between people whose cultural perceptions and symbol systems are distinct enough to alter the communication event. Communication does not involve only the language, but it also involves understanding the distinct cultures, customs of people from different countries and cultures. In order to communicate successfully with people from distinctive cultures, one has to develop intercultural communicative competences.

Intercultural competence comprises of five components: world knowledge, foreign language proficiency, cultural empathy, approval of foreign people and cultures, ability to practice one’s profession in an international setting. Language is the basic tool for the society function. According to Gudykunst (2004), we use language for three reasons: informative, expressive and directive. First, we aim to give information, provide others with knowledge (informative use); second, while using words in a certain way, we give out our emotions, feelings and attitudes (expressive use); and third, we use language to cause or prevent some kind of action, to direct others (directive use). Language is important in communication and how we use it, defines our communicative competence. Furthermore, we learn about people through what they say and how they say it. Language is the primary means of preserving the culture and is the medium of transmitting culture to new generations. It reflects the personality of one’s culture, as well as one’s own personality. Language allows one to develop “human” qualities by learning from experiences; it helps one formulate thoughts and convey them to someone else. In other words; language serves in culture development. Culture and language are highly interrelated. Culture influences the language we use and how we use our language influences our culture. Learning languages helps people in being accepted in a

society. However, having learned the language of a dominant group is not enough to accommodate. Behaviour plays a major role in accommodation. And behaviour stems out of one's culture. Therefore, culture plays a significant role in language learning and language learning plays an important role in intercultural communication. How one communicates with other cultures is very much defined by how one learns the second language.

In order to become fluent in a particular language, one must not look at language only as a communication tool. As Bennett (1997: 16) said, this kind of thinking leads to becoming a "fluent fool, someone who speaks a foreign language well but doesn't understand the social or philosophical content of that language". It is not just a set of words put together by certain rules. It is far more than that. Speaking a foreign language, but not understanding the social and philosophical content of it, could lead to trouble, even negative opinions. Therefore, one should understand the cultural dimension of language to be able to become fluent in it.

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## **SOLVING PROFESSIONAL ISSUES USING A FOREIGN LANGUAGE**

Learning a foreign language was and is compulsory in high school. Teachers' efforts were aimed at ensuring that students master oral phrases and basic grammatical phenomena, be able to read and translate. Today, the requirements for proficiency in a foreign language have changed significantly. Ukraine's integration into the European Union, the introduction of the Bologna system in the educational process, the expansion of international contacts – all this has influenced the process of training future professionals. The growing role of a foreign language is the main means of international communication. Particular attention is paid to the foreign language of professional orientation, as it allows to implement all aspects of professional activity, namely: participation in international projects, establishing foreign contacts, exchanging information and experience, giving presentations, searching for information on the Internet or any other foreign language. Increasing the flow of information every day inevitably leads to the fact that graduates of higher education institutions will face the need for intensive use of a foreign language in professional activities. Therefore, professional orientation should be the main feature of teaching foreign languages in non-language higher education institutions, as it is based on the needs of future professionals and is the key to success and a successful career.

In real life, learning a foreign language involves communication and the ability to spontaneous, including professional, communication. To create a speech situation, it is necessary to create appropriate conditions. This type of work is possible only at the stage of fixing the material. When studying texts on everyday and local lore topics, the possibilities of using speech situations are great.

You can also ask and create numerous speech situations on the topic of student life because all these topics are familiar to students. Another thing is the future profession

In our opinion, one of the methods of speech approach is effective in teaching a foreign language – the method of visual thinking (Visual Thinking Strategies), developed by teacher F. Enavin and psychologist A. Hausen, and which is based on this learning, as in children, begins with a natural ability to observe with the help of imagination. Thus, the teacher, drawing students' attention to the image suggested on the slide, asks open-ended questions such as: What is happening in the image? What made you think that? What else can we see? Justify your answer, etc. Students think and give answers. The very process of discussing the image can develop

critical thinking, foreign oral and written speech, confidence, cooperation, as well as visual literacy.

In the process of solving a problem posed by a teacher, students, for example, by looking at pictures or watching educational videos, try to present their ideas and thoughts, listening carefully to the opinions of classmates.

When teaching a foreign language, professional orientation is important as an interactive method of learning, where the student is an active creator of the educational process, capable of interaction and active communication. It is interactive technologies that create the necessary prerequisites for the formation of students' speech competence, the ability to think critically, make decisions, improve the professional and general culture of communication. In the process of implementing the interactive method in practical foreign language classes for professional purposes, it should be remembered that its main principle is the principle of collective interaction, according to which students achieve communicative goals through interactive activities: discussions and dialogues, role-playing games, imitations, improvisation, debate. The use of interactive technologies in the educational process increases the range of terminological vocabulary in the speciality, makes the educational process cognitive and professionally oriented. Interactive learning technologies activate language and speech material in students' foreign language communication, develop their creative abilities and professionally-oriented skills in close to real conditions.

Learning a foreign language for professional communication ensures the development of students' potential. This feature of the content of education follows from the requirement of their motivation. Numerous studies have shown that in the field of professional motivation, the most important place belongs to a positive attitude to the profession because this motive is related to the ultimate goals of learning. Learning a language is, of course, a creative and cognitive process, but for some reason, students often do not achieve their goals in learning, and soon they get tired of the language itself, and of culture, and learning in general. Therefore, the content of education must meet the interests and needs of students. This feature of the content of teaching foreign languages is manifested primarily in the model of the specialist, which includes professional knowledge, skills, and abilities to carry out professional activities, components of the qualification requirements for the specialist. Thus, the specialist model acts as a result of mastering the content of learning in general and the content of learning a foreign language in particular. Because effective professional communication in the framework of international cooperation is impossible without knowledge, as well as skills and abilities in the field of technical and special disciplines and the ability to communicate not only in the native language but also in a foreign language.

The effectiveness of teaching foreign languages to students of non-language specialities is achieved through the use of various forms and methods of problem-based learning, the introduction of systematic organization of individual-differentiated communication, which simultaneously provides variations in content and dosage of learning tasks. Particular importance is attached to the formation of



lexical skills, as the priority is the task of forming and expanding the vocabulary of business and conversational orientation. Much attention is paid to working with the terminology because without knowledge of the conditions of communication in a foreign language and the solution of any professional and domestic issues will be simply impossible.

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## THE MOBILE PHONE AS A TRAINING PROGRAM FOR FOREIGN LANGUAGES CLASSES

Without a doubt, the presence of mobile technologies is becoming more alleged in the field of education, which can be judged from numerous publications of recent years in domestic and foreign language literature. Globally, this problem is considered in the work of Bikova V.Yu., Gurevich R.S, Jadmy M.Yu., Kozary MM Kremeniy VG, Nikacho N.G., Sysoeva S.O., Mayanova V.A, M. Ally, A. Kukul-Galm, J. Trkexler and others.

Since the modern specialist does not conceive without knowledge of a foreign language, its in-depth study became one of the most important tasks of the system of training specialist of developed countries. In our time, it is not possible to achieve proper success without the use of mobile technologies in this process. Abroad, they will conquer all the more conclusive positions in foreign education, while in Ukraine, this topic is insufficiently studied, and therefore, there is a significant scientific interest to us and identified the purpose and objectives of this publication, namely: to analyze the foreign experience of using mobile phones in the study of a

foreign language with the further implementation of it in the system of training of a future specialist in our country.

Today there are several types of mobile technologies, namely: wireless laptops, portable MP3 players, personal digital assistants (PDAs), electronic dictionaries, as well as mobile phones – technology that attracts special attention to scientists and practices in education. One of the reasons for the growth of popularity of mobile phones is the fact that when using mobile phones, there is no need to create a new educational room, the purchase of new equipment or assign a separate teacher to provide the implementation of a component of mobile training in the learning process. In addition, mobile phones are much cheaper if you compare their costs with the cost of laptops, although the same features as PC (for example: Internet browsers). Most modern mobile phones have either e-mail, or a short message service (SMS) (and SMS), and this means that the teacher and the student can be shared by information. Mobile phones connected to the Internet allow students to immediately connect to the server and upgrade information or get a new one, and teachers are to have access to bloggings. Circle of research on the use of mobile phones in foreign learning languages is constantly expanding. For example, P. Carena and K. Izawa describe the use of mobile phones for the exchange of students with electronic messages in order to study certain structures [4]; Then how R.P. Taylor and S. Hitsaki demanding their disciples using the mobile phone browser functions to search the World Internet Network [9]; M. Levi and S. Kennedy recommend sending students with a message with information on the new material based on the classes, or details of television programs for obligatory review of students for educational purposes, etc [3]. Each of the named research is built on the use of a particular characteristic of a mobile phone and illustrates the huge potential of the latter as a learning tool. Recently, more often, research is being seen in which the use of mobile phones to be considered to increase the vocabulary of students in the process of studying a foreign language, while emphasizes on various aspects of the problem. For example, S. Brown and B. Kuligan provide a thorough review of the environment in which students create vocabulary flash cards on a computer, and then use them on their mobile phones in the learning process. These authors indicate the benefits of such study of vocabulary, as it is available at any time and anywhere [1]. Another example of using mobile phones describes P. Thorton and S. Gauzer: Students are invited to download video lessons on the English theme, studying them, and later, during class in exercise, perform exercises in which these idioms are used. Such materials are extremely positively perceived by students, they are not considered only useful, but also interesting [10]. The issue of using mobile phones was investigated, as well as NS Chong, S.V. Gseeg, A. Khyskuk [2]. They offered their students with means of SMS-flash card to study the colors of four species: only English word, English word with written annotation, English word with a picture, and the English word with written annotation and a picture. These flashlights were viewed in the classroom, and then students were 50 minutes during which they had to study 24 words. During the test carried out immediately after the processing, it turned out that the picture especially

significantly helped by the students who have the best visual memory. The problem of using mobile phones outside the classroom for sending messages to students was also investigated, as well as P. Thornton, S. Gauzer, M. Levi, S. Kennedy [3; 10]. All of them believe that teachers should control the frequency and time of sending the message to students. P. Thornton and S. Gauzer sent an e-mail to the mobile phones of students in miniatures for the purpose of assimilation of vocabulary three times a day, using the new words in different contexts, so that students can understand their meaning. Similarly, students of M. Levi and S. Kennedy, about 9-10 times a week received a message in which the words were used in new contexts, and new words – in well-known contexts. Further analysis showed that these messages really helped students to learn new words, although individual students have noted that the messages were too often. To determine the effectiveness of such activity, P. Thornton and S. Gauzer compared the results of studying new vocabulary with students who received new words in the printed form, and those who received messages on their mobile phones.

The latter had much better results during the current testing. Use mobile phones outside the class may also be used to perform exercises based on listening in the audio material class. As noted in his work J. Stocks, for use mobile phones, it is advisable to develop software using the VOCABTUTOR program designed by PHP and MySQL adapted for Moodle [7; 8]. This program allows you to perform various types of work output for active vocabulary on the mobile phone as well as on the computer, namely: insert the word in English sentence in the context of the context, to replace the word in their native language by the corresponding English equivalent, find one word for the expanded definition of English, write this word correctly, write the word in English in English. At the same time, the words for writing words are built in the case that you can only one word, as required by a simplified active window on the mobile phone. The use of mobile phones in the learning of a foreign language is at the stage of gradual output from the educational environment and entry into the real world. An opportunity to create a mobility environment for students can be created using mobile phones. The benefits of using mobile phones for higher educational activities are obvious: they further solve hands by students in terms of place and time of fulfilling their tasks from the language compared to personal computers [6]. However, the use of mobile phones, also, negative sides, namely: Internet access by means of mobile communication more than via the PC, screen size, keyboard, terms of study, and more. So, M. Kul in the work devoted to the model of Frame (Framework for the Rational Analysis of Mobile Education – the framework for a rational analysis of mobile training) considers that mobile learning is possible when cross-related social aspects, students and phone [5]. In this case, the phone works as an intermediary between the student and its activities. The author notes that the following technical specifications of the phone should be taken as its size and weight, keyboard and screen, audio function, memory volume, search capacity, processor speed, frequency of failures in operation. Of course, you cannot, and neglect the student's skills to use the phone with purposes, its readiness for learning through this device and remember about

psychological barriers as a priority: if students do not feel that the mobile environment promotes learning, then this will significantly affect the fact of its use. Mobile phones are unknown to the mobile techniques, such as computers, but to the past once be visible, presented with traditional forms of study, and they are already discussed by students of different ages. Our task is to encourage students to use mobile phones for educational purposes, adapting educational materials to the use of mobile communications, since mobile phones are extremely promising in Ukraine regarding a significantly lower cost and opportunities that equate the PC capabilities.

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## **LANGUAGE AS A MEANS OF COMMUNICATION AND UNCOVERING CULTURAL REALITY**

Language is the greatest treasure of any nation. For thousands of years, centuries, years, the land of its ancestors cherished it, passed it down from generation to generation, investing more and more the people's soul and at the same time forming it. For more than a century, the problem of the relationship between language and culture has occupied the minds of many famous scientists, but to this day this issue remains debatable: some believe that language belongs to culture as a part of the whole, others that the language is only a form of expression of culture, and still others that the language is neither a form nor an element of culture. The problem of the relationship between language and culture has always aroused the genuine interest of scientists in various fields: philosophers, sociologists, linguists, psychologists, etc. and it is not surprising – each culture has its language system, with the help of which its native speakers have the opportunity to communicate with each other, so the importance of language in the culture of any nation is difficult to overestimate [3].

Language is a multi-faceted phenomenon. N. Chomsky said that the language was the human essence, a mirror reflecting the natural creativity of the mind. However, language, with its rich variation, can also be seen as a mirror reflecting the miscellaneous nature of the society or the distinct locality of a culture. Language is the Social Mirror because language and society are so closely intertwined that is impossible to understand one without the others. The mutual dependence, mutual influence, and mutual shaping between language and society are inevitable. Similarly, language and culture are intimately interrelated. Instead of thinking of language and culture, V. Duranti following for H. Hoijer suggests that we should think of language as a culture [6]. He continued to state that the linguistic system interprets all other systems within the culture. Expanding this idea, we could say that language is in us as much as we are in the language.

This statement reminds us of linguistic relativity contained within the Whorfian Hypothesis, and at the same time suggests that language is a mirror of society as well as culture [4].

Teaching language is the promotion of the understanding of culture: the values, beliefs, attitudes, and assumptions that are shared by a group of people. These cultural characteristics influence the behaviour of each member of that group and their interpretations of other people's behaviour. Language is the way of expressing what has shared due to socialization into current culture. Learning a

language does not include only the alphabet, vocabulary, and grammar rules, but also an understanding of the cultural context within a society behaviour, its customs and norms. Language and culture share this intimate connection, you will not assimilate your cultural understanding without learning the language and vice versa.

The language is an effective tool for forming a human personality. It belongs to the unique phenomena of human and social life. It was formed simultaneously with them and is not only the most remarkable feature but also the most necessary condition for the formation of their essence. Each person, mastering their native language it assimilates the culture of its people from generation to generation, perceiving together with the language songs, fairy tales, jokes, legends, thoughts, history, customs, traditions of the material culture and spiritual life of the nation. So, language is a phenomenon of national culture.

The language is traditional by nature. Its tradition is ensured and supported by the continuity of speech communication between generations. The development of speech is carried out by improving the forms and means of transmitting thoughts, expressing feelings, and perceiving the world already developed by previous generations. Each subsequent generation selects from the speech experience of their parents the best, most perfect, most appropriate for expressing their ideas, their attitude to life, their ideals. This is how tradition is born in the evolution of literary speech, in the use of the language, in the use of it by new generations. Culture, as a phenomenon of the social and spiritual life of the people, is created thanks to tradition. Tradition contributes to the formation of genres of art and literature, the formation of trends and styles in them. It is thanks to the tradition that favourable conditions are created for the formation of scientific research-straight lines, schools, and philosophical trends. Development and cultivation of professional skills, knowledge in a different type of crafts and arts, principles and techniques of scientific analysis are due to traditions. Thanks to traditions, national democratic foundations are maintained art, literature, to exist folklore, folk customs, rituals, approved and fixed-moral norms. The national revival of the people provides for the appeal of the people to traditions that have developed in the national culture. Both language and culture unite people. This is determined by their purpose to collect, generalize, cultivate, express and consolidate in a word, in artistic images, painting, sculpture that is significant for the people [5]. M. Rylsky said that language was a heritage accumulated for us by dozens of generations. And we are obliged to pass it on to those who will come after us, and multiply and beautify this heritage. Each native speaker, using it since childhood, must force the language wealth in the process of its formation, to pass it on to their descendants [1, p. 40].

In this case, the culture concerning human being way of life. Humans learn, think, feel, believe, and seek what is appropriate according to the culture. Language, friendship, custom, practice communication, social action, economic activity, politics, and technology, all were based on cultural patterns. This is all because they have been born or at least raised in a culture that contains these elements. What they do, how they act, a response to cultural functions. Secondly, both language and culture unite people. This is determined by their very purpose to collect, generalize,

cultivate, express and consolidate in words, in artistic images, in paintings, sculptures, in the plasticity of dance, everything that is significant for the people. «Language is the most important national identifier, which depends on each nation differs from others» noted O. Fedik [2, p. 51].

As the result, we can say that language is a mirror of culture because the language reflects the world around us, the national character, mentality, traditions, value system. It is the treasury of culture because it preserves cultural heritage in vocabulary, grammar, phraseology, reflecting them in folklore, fiction and nonfiction. Moreover, the language is the carrier of culture, it is like a repeater that conveys the heritage of national culture from generation to generation because young people learn the generalized experience together with the language ancestors. Finally, language is a tool of culture. It forms the national character of the individual to the speaker of language because the process of using it is inseparable from the worldview, mentality, a set of moral and ethical values of the people.

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## **LANGUAGE TEACHING IN THE CONTEXT OF INTERCULTURAL COMMUNICATION**

Significant changes that occur in the nature of public relations cause a change in the needs of specialists, thus resulting in shifts in requirements for the quality of their training and personal development. The main task of higher education should be to ensure compliance with the quality of training not only modern but also the future needs of society. These should be specialist leaders who along with high professional competence are characterized by high spirituality, moral and ethical beliefs, general culture, innovative nature of thinking and a systematic approach to the analysis of complex production situations.

The close connection and interdependence of foreign language teaching and intercultural communication is so obvious that it hardly needs lengthy explanations. Every foreign language lesson is a crossroads of cultures, a practice of intercultural communication because every foreign word reflects a foreign world and a foreign culture: behind every word there is a national consciousness.

The teaching of foreign languages is currently experiencing the most difficult period of radical restructuring, such as reassessment of values, revision goals, objectives, methods, materials, etc. New times, new conditions require an immediate and radical revision of both the general methodology and specific methods and techniques of teaching foreign languages.

Modern society no longer needs just good speakers of several languages and translators, but specialists of a broad profile in international and intercultural communication. This goes far beyond the mere knowledge of foreign languages. Today it is becoming increasingly clear that no sphere of human activity can do without the widespread use of language resources that have accumulated the experience and knowledge of previous generations of a particular language community. However, the purpose of various language units is not limited to the accumulation, organization and transmission of information and life experience.

The subject of “foreign language” occupies a special place in the general cultural preparation of young people for life and activity in society. This is the only subject that is included in the plans of all subsystems of education. Today it is not only a tribute to tradition, not only obvious, as noted by K. Ushinsky “high educational value”, but also the possibility of implementing one of the leading trends in education – integration into world culture. It is this subject, focused mainly not on the acquisition of knowledge, but on the formation of activity skills, has a huge potential for comprehensive development of personality.



Language does not exist outside of culture as a “socially inherited set of practical skills and ideas that characterize our way of life.” As one of the types of human activity, language is an integral part of culture, which is defined as a set of results of human activity in various spheres of life: production, social, spiritual. However, as a form of existence of thinking and, most importantly, as a means of communication, language is on a par with culture. Teaching existing languages and learning about the basics of international understanding in recent decades is very important.

The level of knowledge of a foreign language by a student is determined not only by direct contact with his teacher. In order to teach a foreign language as a means of communication, it is necessary to create an environment of real communication, to establish a connection between the teaching of foreign languages and life, to actively use foreign languages in living, natural situations. These can be scientific discussions with and without foreign experts, abstracting and discussion of foreign scientific literature, reading individual courses in foreign languages, student participation in international conferences, work as a translator, which is just communication, contact, ability to understand and to convey information. It is necessary to develop extracurricular forms of communication: clubs, circles, indoor lectures in foreign languages, scientific societies of interest, where students of different specialties can gather.

Teaching people to communicate (orally and in writing), to work, to create, and not only to understand a foreign language, is a difficult task, complicated by the fact that communication is not just a verbal process. Its effectiveness, in addition to knowledge of the language, depends on many factors: conditions and culture of communication, etiquette, knowledge of nonverbal forms of expression (facial expressions, gestures), the presence of deep background knowledge and more.

A positive attitude of students to learning a foreign language is the key to successful learning, because a foreign language is not just an academic discipline, but an entire educational field that creates conditions for mastering knowledge in many other subjects: history, geography, literature, geography, etc. The subject of study of a foreign language is not only the language itself, but also the speech interaction in this language, the culture of the people – the native speaker, as well as certain linguistic, linguistic knowledge. The main purpose of a foreign language as an educational field is to master communication in a foreign language, to form the communicative competence.

Thus, narrowly specialized communication through written texts does not exhaust language skills as a means of communication. Maximum development of communicative abilities – this is the main, promising, but very difficult task facing teachers of foreign languages. To solve it, it is necessary to master new teaching methods aimed at developing all four types of language proficiency, and fundamentally new materials that can be used to teach people the effect of communication. At the same time, of course, it would be wrong to rush from one extreme to another and abandon all the old methods: they must carefully select all the best, useful in practice publications.

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## **SPORTS TERMINOLOGY AS THE BASIS OF PROFESSIONAL SPEECH OF SPECIALISTS IN PHYSICAL CULTURE AND SPORTS**

It is known that the basis of professional communication in any field, especially in physical culture, is a special terminology, which is improved along with the development of the relevant profession.

The formation of physical culture terminology in itself is only half of the problem, and the main – its possession and application in direct communication and teaching, which significantly increases understanding and mutual understanding.

The practice of communicating with students of sports higher educational establishments in classes, exams and tests shows that not all future specialists in physical culture and sports are well versed in special terminology, and this significantly reduces the effectiveness of their training, professional development.

Thus, there is a problem of formation of sports terminology as the basis of professional speech of specialists in physical culture and sports of higher educational institutions and faculties of the corresponding direction. The way out of this situation may be in the development of special methods of testing and teaching aimed at forming students' sports terminology.

Sports terminology is a set of terms of a sports field of production, activity, knowledge, which is a special sector most accessible to conscious regulation. A sport term is a word or phrase that means a sport concept in a particular field of sports. The sport term must comply with the internal language laws, be semantically transparent (understandable), as fully as possible correlated with the denoted concept, be concise, stylistically neutral, unambiguous. For example: *attacking player, jumping apart* [2].

Special sport terminology is used in many fields of sports, education and production in order to briefly define objects, phenomena, concepts, processes. In physical education, terminology plays a very important role, because it is the basis of mutual understanding of the specialist with students in the process of specially organized sports activities. Terminology in physical education has certain features, because it is based on a number of related branches of human science (anatomy, physiology, hygiene, biomechanics, sports medicine, sports metrology, biochemistry, theory and methods of physical education, pedagogy, psychology and various sports). In this context, the education of students of higher educational institutions of physical education and sports of professional vocabulary is of great importance in the system of higher education, because the success of professional communication is largely determined by the level of lexical skills that will enable

students to understand and use the lexical unit which accurately and economically conveys the expressed opinion [1].

Modern sports terminology began to develop rapidly during the period of active formation of sport as a social phenomenon, i.e. from the end of the XIX century. It was then that the organizational design of certain sports took place in Europe: sports federations were founded, uniform competition rules were formed, and the theory of sports training as a science was born.

Simultaneously with the spread of sports from Western Europe, the vast majority of sports terms used at that time (*volleyball, ping-pong, basketball, start, and goalkeeper*) came to Ukraine. In the first half of the XX century, Ukrainian industry terminology was supplemented with words and phrases from Russian, German, Polish, Hungarian (*physical education, hockey, racer, physicist, record holder, skier, etc.*) [3].

The period of the 20s and 30s of the XX century was peculiar, when there was an active rise in the field of sports term formation. The main directions of such work were the desire to bridge the gap between scientific terminology and terminology of sports practice, to increase the share of national terms, to develop common approaches to word formation. There are such expressive terms and phrases as, for example: “*corrective gymnastics*”, “*ski stations*”, “*run*” (*race*), “*two-pair rowing with a stern*”, “*racing vessels*”, “*enrollment competitions*”, “*baseball*”, etc. [2].

Along with this, a dynamically developing sport is creating new terminological problems. Many new sports are emerging and gaining wide recognition: *arm wrestling, snowboarding, surfing, curling, windsurfing, freestyle, bowling, taekwondo, karting, stretching, short track, bodybuilding, etc.* Finding their counterparts in the Ukrainian language, or at least their corresponding “naturalization” according to the rules of Ukrainian word formation and spelling, is an urgent need.

Nevertheless, physical culture, like any specific field of activity, has its own well-established system of terms that denote certain concepts and phenomena. Without a clear definition of basic terminological concepts, there may be difficulties in the perception of theoretical material and in practice. Therefore, before their fundamental mastering in lectures on special subjects (theory and methods of physical education, theory and methods of the chosen sport, etc.) it is necessary to conduct a preliminary acquaintance with them. This definition of some of the basic terminological concepts will contribute to the unambiguity of their interpretation [1].

In accordance with the needs of the state in solving a range of socio-economic and cultural-educational tasks, there are new requirements for the education of future professionals. The concept of higher education is based on the principles of conformity of education to the needs of the individual, society and the state, is determined by the formation of professional qualities of the future specialist, among which the possession of speech knowledge and skills has a special place. This issue is especially relevant now, when the number of hours in professional disciplines is

significantly reduced, and the intensity of training is increased, which complicates the professional understanding of the essence.

When teaching students to read professional literature in higher educational institutions of physical education and sports, the teacher faces specific psychological and didactic tasks, the solution of which ensures the development of thinking, memory, imagination of students, forms their skills of self- and mutual control, self- and mutual correction. In the context of these tasks, we can highlight the problem of presentation of sports terms. When developing this system, it is methodically expedient to proceed from the position of the gradual formation of mental actions. Memorizing a new term (as well as mastering its semantics) at the initial stage is associated with its recognition, which is performed effectively if: terms are set by a set of features; known description of the term; a number of reference terms are known [3].

The importance of sports terminology as the basis of professional speech of specialists in physical culture is difficult to overestimate. It is a necessary condition for successful professional activity, professional development, and exchange of experience.

Teaching and learning terminological concepts traditionally takes place in the process of lectures, seminars and laboratory classes when teaching a series of special subjects in the curriculum. But the effectiveness of such work is frankly low, because up to 90% of senior students identify the concept “*Physical development*” and “*physical fitness*”; the term “*physical training*” is used as a definition “*Physical fitness*”, etc. By the way, this can be read even in scientific journals, collections, programs, manuals, authored by experienced professionals.

Thus, we can state two problems in the terminological training of future professionals in the field of physical culture and sports: incomplete formation of the terminological base; low efficiency of traditional approaches to terminological training of students.

The solution to these problems is to develop a broad discussion at specially organized meetings of experts on the interpretation and application of special terminology, as well as the development of modern educational technologies and methods for assessing the terminological readiness of students for learning sports terminology as the basis for their professional speech as specialists in physical culture and sports.

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## **LANGUAGE AS CONNECTING LINK IN INTERCULTURAL COMMUNICATION**

Over the past centuries, knowledge of foreign languages has become important and obligatory part in all areas of life both at work and in study. The views of specialists focused on the fact that not only knowledge of the language is needed, but also a deep study of culture and traditions. That is why much attention is paid to intercultural and international communication.

Started to learn foreign languages, you fall into a beautiful unknown dream. Getting a new information, you draw a picture of some states, learn about unique traditions and draw a parallel, what you know at the moment. It is impossible to learn foreign language and don't learn the culture of this language. Your native language becomes more understandable and nearer, you see the differences between two cultures. Only in foreign language lessons you will have a clear view of native and foreign languages, of people and the teacher will be the starting-point of getting it.

Every foreign language lesson is an intersection of cultures, because every foreign word reflects a part of the foreign world, a foreign culture. To teach people today to communicate both orally and in writing in different languages is not an easy task. During the lesson such factors as culture of communication, rules of etiquette, facial expressions and gestures should be viewed along with language skills. Since our consciousness is based on both collective and individual worldview, the world reflects reality not directly, but through two different paths – from the real world to thinking and from thinking to language.

Language, thinking and culture are so closely intertwined that they have become practically one united thing: neither of these three components can function without the other two. Together, they relate to the real world, and form it in the following varieties:

- real picture of the world;
- cultural picture of the world;
- language picture of the world

Thus, it is clear that a participant in intercultural dialogue, paints a picture of his own world by means of his language. Language is the result of the collective creativity of the people who speaks it. Each new generation absorbs a ready-made set of principles, ideas, characteristics and views on the internal value system. Therefore, linguistic difficulties in intercultural dialogue are inevitable.

Prospects for the development of this scientific field are the study of language systems, their comparison, in providing foreign language experts with correct practices and integration of culture knowledge in the process of learning a foreign language.

It brings me to the conclusion that learning second, third language gives us the chance to learn a new culture and new people. I am sure that the expression of Johann Wolfgang Goethe: “He, who knows no foreign language, does not know his own one“ will live forever.

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## **THE ACTIVITIES OF INTERNATIONAL YOUTH ORGANIZATIONS IN UKRAINE**

In Ukraine, youth public organizations are defined as the associations of citizens aged 14 to 35, which ensure the protection of their rights and freedoms and the satisfaction of political, economic, social, cultural and other common interests [1].

Today in Ukraine there are very few international organizations involved in attracting and supporting the younger generation. Most of them pursue involving young people in European integration, educating Ukrainian youth on democratic values and ideals, as well as cooperation with the state in shaping the priorities of Ukraine's international policy. In modern conditions, the goals of international youth organizations are the formation of a positive image of Ukraine abroad through adequate representation of the country during international events are relevant for Ukraine [2].

AIESEC (originally a French acronym for “Association internationale des étudiants en sciences économiques et commerciales” (English: Association International of Educatees Studying in Economics and Commerce)) is the world's largest youth organization that develops leadership among young people. The organization accepts students and young professionals who become leaders, speakers at national and international conferences while working in the organization. After graduation, the graduate receives theoretical and practical knowledge of project management, gains experience in various projects and team management. AIESEC brings together 86,000 young people in 124 countries and works with more than 2,400 universities. More than 30,000 people receive volunteer leadership experience as a project team leader or AIESEC office in their city every

year, as well as participate in an international internship program. AIESEC has existed in Ukraine since 1994. Every year more than 1,500 volunteers work in Ukraine, more than 500 volunteers from Ukraine work abroad. In total in Ukraine the organization has 620 active participants and 14 divisions [3].

In addition to internships, the organization participates in the following projects:

- “World's Largest Lesson” is a global initiative in 100 countries that aims to teach and introduce children around the world to the Global Sustainable Development Goals. The UNICEF has been implementing this initiative in Ukraine since 2015, in partnership with other NGOs and youth organizations. This year, in 2021, AIESEC in Ukraine will join the project.

- YouthHack Bootcamp – a three-day intensive for young people to develop social entrepreneurship ideas. The winning project will receive financial and mentoring support to get launched.

- The Global Host program is designed for those who want to develop their city and who are interested in learning about foreign culture first hand. By providing a place to live for a foreign volunteer, the program enables them to practice English and make a significant contribution to the development of volunteering in their city.

- Language School is a project that gives the opportunity to practice English with foreigners live, discussing world issues and cultural features of different countries. It is also an opportunity to learn foreign languages such as French, Chinese, Arabic, Turkish and more [3].

YMCA (Young Men's Christian Association) is a youth volunteer organization. It became famous due to the organization of children's camps. The YMCA is one of the world's oldest and largest youth-oriented movements. Founded in London in 1844 by George Williams (1821-1905), nowadays it has about 64 million members in more than 120 countries [4].

Although the YMCA is a Christian organization by its “origin” and purpose, it has no official affiliation with any church, government, or state. The goals of the YMCA programs are to strengthen the moral and physical health of young people, unite them for socially useful activities, and foster respect for universal values. YMCAs has deep roots in their communities and offers a variety of programs and services based on local priorities and issues affecting youth and their communities. The YMCA promotes empowerment, social justice and peace for young people and their communities through four key areas: health, employment, citizen engagement and the environment. These program areas cover all 17 UN Sustainable Development Goals [4].

The YMCA of Ukraine, like most national movements, works for the benefit of the community. The main goal of YMCA programs is to make the lives of young people more interesting and meaningful. The organization conducts various programs for different categories of people. The main activities of the association are:

- prevention of HIV/AIDS and drug addiction;
- development of spirituality;

- sports;
- summer camps;
- leadership development;
- scouting;
- anti-bullying program “Don't laugh at me” (DLAM);
- organization of events with clowns in hospitals;
- work with youth: international exchange, cultural events, etc [4].

On October 8, 2020, the Council of Europe's Youth for Democracy in Ukraine project was officially launched in Kyiv. The hybrid format of the event (online and offline) brought together more than 150 people, mostly from representatives of national authorities and youth NGOs, as well as local authorities from different regions of Ukraine. The project should promote the public involvement of young people, including young people with disabilities, young people from minorities, as well as young migrants, refugees, IDPs and those affected by the conflict. It will focus on developing the capacity of youth policy stakeholders and improving youth policy and youth work based on Council of Europe standards [5].

The project is implemented within the framework of the Council of Europe Action Plan for Ukraine for 2018-2022, and it is based on bilateral cooperation between the youth sector of the Council of Europe and the Ministry of Youth and Sports of Ukraine [5].

Rui Gomez, project coordinator at the Council of Europe, presented three components of the project:

- young people, full citizens, supporting the youth policy based on human rights, the youth participation and civil activism at the local level;
- rehabilitation of youth centers and youth work;
- dialogue and youth programs of social solidarity and empowerment of minority groups to take part in local and regional life [5].

In summary, it is necessary to note some characteristic features of the development of modern youth organizations in Ukraine. Every year the activities of youth NGOs become more diverse (impact on the legal system, European integration), and their number is growing. The number of international youth projects and programs in which Ukraine participates only increases as young people become more active in the political and social life of the country, which is an indicator of the growing level of civic consciousness among Ukrainian youth.

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## **LEARNING LANGUAGES IN THE CONTEXT OF INTERCULTURAL COMMUNICATION**

The thesis presents a general understanding of language and communication between representatives of different cultures in the modern world. The role and place of language in the system of intercultural communication and ensuring intercultural harmony are analyzed. Here are some rules aimed at using language to ensure successful intercultural communication.

In the 21st century, intercultural communication is an integral part of everyone's life. This is due to the processes of globalization of economic, political and cultural aspects of cooperation. In this regard, the study of features and factors that contribute to effective intercultural communication is a promising and relevant area of research. First of all, it is necessary to ensure effective communication between people of different cultures for common development and to promote cooperation.

In the modern world, the interaction of different cultures acts as a means of preserving cultural differences and cultural diversity. None of the cultures of our world exists by itself and in isolation. Throughout historical development there has been a continuous exchange of cultural achievements between representatives of different nationalities. In this regard, a well-known domestic scientist – Koksharova, notes that intercultural interaction is bilateral in nature, ie is a mutually conditioned bilateral process, which changes the state, content and functions of one culture, under the influence of another.

Nowadays, intercultural communication is understood from different points of view. Thus, intercultural communication is understood as interpersonal communication in a special context, when there is a cultural difference between its participants. Intercultural communication is also defined as communication between

carriers of different cultures, when their differences lead to certain difficulties. Moreover, a well-known understanding of intercultural communication is its understanding in terms of the totality of relations between representatives of different cultures [2]. The classical definition of the phenomenon of intercultural communication is revealed in the book by E.M. Vereshchagin and V.G. Kostomarov "Language and Culture", where it means adequate mutual understanding of the two participants in the communicative act belonging to different national cultures [1]. One of the complex and multifaceted, and yet relevant problems of our time is the problem of the relationship between language and culture.

The relationship between language and culture is a movement in one direction, because if language is designed to reflect reality, and culture is an integral component of this very reality, then language is presented as a simple reflection of culture .

In this case, any changes in reality lead to mandatory corresponding changes in culture, which in turn is reflected directly in the language itself. In this regard, we can say that in the event of a change in reality, national and cultural stereotypes, as well as language, are subject to change.

This approach does not take into account the significant problem of the influence of language on culture. The following approach considers several inverse effects of language on culture. In particular, W. Humboldt systematized the existing ideas about language as a picture of the world, which contributed to the development of numerous theories, including the theory of linguistic relativity. Initially, the main provisions of this theory were formulated by the American anthropologist F. Boas, who studied the relationship between language and culture. As a result of many years of research, the scientist came to the conclusion that culture cannot be understood without knowledge of its language. In his view, knowledge of languages is an important guide to a full understanding of the customs and beliefs of people, and a purely linguistic study is an integral part of a careful study of the psychology of the peoples of the world [3].

From the point of view of Ter-Minas language is an instrument of cognition, transmission of information, acts as a carrier of culture, as it reflects the world, preserves and transmits knowledge about this world, forms a native speaker .

The main means of communication is language, in which most researchers see the most distinctive feature of culture. There is no culture outside of language, and culture at each stage of its development is symbolized, finds its expression, primarily in language [4].

Some summarizing the analysis, we can note that in the culturological literature, the value of language is assessed primarily as [5]:

- a mirror of culture that reflects not only the real world that surrounds man, but also the mentality of the people, its national character, customs, traditions, system of norms and values, as well as the picture of the world as a whole;
- a storehouse, a treasury of culture, because all the knowledge, skills, material and spiritual values that have been accumulated by the people for centuries, are stored in its language system

- folklore, books, oral and written language; - the bearer of culture, because it is with the help of language that its transmission from one generation to another is ensured. Thus, children, in the process of inculturation, together with mastering the language, learn the generalized experience of previous generations;

- a tool of culture that provides the formation of personality, which through language perceives the mentality, traditions, customs of the people, as well as a specific cultural image of the world.

Due to the fact that language is a leading means of communication, through which there is contact between individuals based on knowledge and understanding of two languages and cultures. Summarizing this statement, we have the right to say that without knowledge of the secondary, cultural environment, no communication is possible at all.

In this regard, in the implementation of intercultural communication should follow some language rules that will ensure its effectiveness. First of all, it should be noted that in the framework of intercultural communication it is unacceptable to use slang concepts and idioms, the selection of words should be carried out so that they convey the most denotative meaning. It is necessary to pay special attention to the interlocutor, the representative of other culture, to find out and explain words which are not completely clear to him. In addition, it should be borne in mind that in some languages incorrect emphasis and incorrect intonation can radically change the essence and meaning of the sentence [1].

Thus, language occupies a leading place in the system of intercultural communication, ensures the success and effectiveness of intercultural communication. The analysis allowed us to see a noticeable parallel in the communicative interaction between people and to say that language imposes on a person his vision of the world, the culture of another ethnic group and plays a decisive role in ensuring intercultural harmony.

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## **DOCUMENT AS THE MAIN TYPE OF COMMUNICATION**

To acquaint the reader with the concept of document science and documentary communication in legal activities, especially legal norms. Documentary communication is one of the main subsystems of social communication, in system of information exchange between two or more people. Social communications are usually divided into informal and formal. All documentary material moves through formal channels of communication. The concepts of Documentary communication, Documentary communication system, are basic for document science. Documentary communication is the process of disseminating information in society, which is carried out with the help of documents. The document originated in the document communication process, in the communication in which documentary information is transmitted from one subject to another. The process of transmitting documentary information in society is called social documentary communication.

There are three main elements take part in the process of social documentary communication: the communicant, the communicator and the recipient.

**Communicator** the sender of a documentary message that begins the act of communication.

**Communication** a message document. Documentary communication can be considered as having taken place only in the case when the recipient received the information encoded on the material carrier sent by the communicator.

**Recipient** its recipient, receiver. A communication channel is established between the communicator and the recipient, without which communication cannot take place.

The place of a document in social documentary communication is due to its function of transmitting a message from the communicator to the recipient. Document and communication system serves without exception all areas of human activity. In every type of communication there are barriers that prevent its movement. Barriers are divided into objective and subjective. Subjective are divided into: barriers created by the source, and barriers arising from the receiver of information. Up to ten information barriers are distinguished in the literature, namely: spatial, regime, departmental and bureaucratic barriers, state-political, ideological, psychological, technical, semantic, economic barriers.

From the point of view of the concept of communication it is mostly justified to define the document as a channel of information transmission in the usual process

of social information communication. The need for artificial communication channels and means arises when the communicator and the recipient do not have direct contact. The first artificial channel was the channel of symbolic documents, which appeared, if not simultaneously, then relatively soon after the formation of neoanthropes. The mastery of primitive people of general abstract concepts, which were expressed in living language, served as a prerequisite for the creation of the first documents, which were semantic symbols: amulets, ornaments, ornaments. With the development of society, the process of its informatization is developing – enriching social communication with new communication channels and means, first of all, computer ones. Along with traditional ones, machine-readable documents appear, traditional e-mail is supplemented by electronic ones, and global telecommunications is becoming commonplace.

The document communication channel ensures the distribution of documents in society, provides access to users. Communication channels are the material side of document and information communication. Nowadays, no sphere of social production, no area of socio-political activity, no branch of culture, no aspect of everyday life can do without recourse to documents, without their various uses. The functional essence of the document is that it is a special form of information transmission channel in the system of documentary information communications, a form in which the transmitted message is recorded on a tangible medium remote from both the communicator and the recipient, providing time transmission and allows transmission in space. A document is a means of transmitting information if it is considered as an element of the communication process. For the consumer of information who accesses the document, it is a source that stores information until its use. A document as a stable object is a very convenient means of spatial communication. The material form of the document involves its transportation over any distance. Thus, the need for a document arises during the transmission of information in time and space. In the practice of communication services, the terms “primary document”, “primary document flow”, “channel of primary documents” and – accordingly – secondary documents, flows, channels have become widespread.

Primary documents are often called source documents, which are used to create a derivative document, in secondary. Primary documents contain direct results of research and development, new scientific information or a new understanding of known ideas and facts. They are a direct result of the professional activity of the creators of primary information – scientists, writers, journalists, composers, artists, etc. A secondary document is the result of analytical and synthetic processing of one or more primary documents in order to adapt information to the information needs of the consumer. Secondary documents contain systematized information about primary documents (published, unpublished, unpublished) or the result of analysis and synthesis of data contained in primary sources. Documentary communication coexists with non-documentary social communication. In non-documentary communication, information (message) is transmitted in a form not fixed on a tangible medium – in oral speech, radio or

television transmission, etc. the same information (message) can be presented in both documentary and non-documentary form. However, non-documentary communications have a significant disadvantage – the information cannot be stored and used unchanged in the future. This shortcoming is practically absent in documentary communications that store and transmit documentary (fixed) information in space and time. Non-documentary communication stored only the amount of information that a person could remember, insignificant information was lost over time. Documentary communication is able to maintain an unlimited supply of information, which contributes to the oversaturation of society with information. The history of human society is associated with the process of continuous improvement of the sign system, methods and ways of recording information (mechanical, magnetic, photographic, optical, electronic), as well as the material basis and media (card, tape, disk). This contributed to the fact that the document became one of the main means of transmitting information. This type of communication provides the movement of social information in time and space by creating, storing and distributing documents. Documentary communication emerged at a certain stage of social progress of humanity and now covers all spheres of public life. In documentary information as a means of communication is a document – a material (material) object on which social information is recorded, which allows it to be stored and transmitted in time and space together with the material medium. The process of social communication is considered as having a structure characteristic of any communication. The document can be considered both as a message, but as such, that it is inseparable from the channel of its transmission. From the document, the consumer can perceive as signals the content of the message, deciphering its symbolic form. In the process of communication, the information contained in the document is encoded and decoded. Documentary communication occurs when the recipient (consumer) has received the information encoded on a tangible medium, sent to the commune, and decoded it.

The properties of documentary communication are determined by the fact that the message channel in it is a document. The message is formed in the mind of the communicator and is recorded by him on a tangible medium, separated from both the communicator and the recipient. Fixed message on a tangible medium provides the ability to transmit a message in both space and time. Along with the interpretation of the document as a communication channel through which the message is transmitted, there is another approach, when the document itself is considered as a communication. In this case, the channels of communication are public institutions that provide collection, storage, retrieval and organization of the use of documents. This approach does not contradict the above; it only indicates the possibility of various approaches to determining the place of the document in the system of social information communication. Consideration of the document as an element of the system of social communications allows clarifying the concept of “information” used in the description of the document.

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## **FOREIGN LANGUAGE AS A MEANS OF LEARNING A FOREIGN CULTURE**

Modern concepts of learning consider a foreign language to be a reflection of the culture of a particular nation. Accordingly, the study of foreign languages involves not only the formation of students' necessary foreign language skills and abilities, but also acquaintance through the language with the culture of the country, its traditions, history and modernity.

The purpose of this study is to highlight a foreign language as a means of studying a foreign culture. Among foreign and Ukrainian researchers who have considered this problem, the works of Z. Hasanov, V. Zasluzheniuk, S. Kucherian, V. Miroshnychenko, O. Zhornova, S. Nieto, T. Rulker, etc. deserve attention.

As representatives of our culture, with our own historical heritage, we perceive the world around us through the prism of the principles and guidelines adopted in our culture [3]. Therefore, understanding a text in a foreign language is impossible without understanding the cultural features that create it. It is necessary not only to know foreign words, but also to be familiar with the culture of another nation, because behind each word there is a picture of another world, another language and another culture.

Each foreign language lesson is an intersection of two cultures, as well as a kind of practice of intercultural communication [2]. In the process of learning a foreign language, it is necessary to create conditions as close as possible to real communication (for example, communication at the airport, restaurant, shop, etc.). It is necessary to organize the work of students in the classroom so that everyone has the opportunity to speak a foreign language. When the vocabulary grows, the student will no longer translate every word, but will express thoughts in a foreign language freely.

It is difficult to master the language if you study only by textbooks. You should use every opportunity to communicate with authentic native speakers, also listen carefully to their speech and try to speak. For example, correspondence via e-mail, chat, forum, communication via Skype, etc. It is worth reading publications in a foreign language, listening to various audio recordings, radio programs, watching movies, TV shows. This will give the opportunity to expand the vocabulary, to learn more about another nation's language and culture.

An integral part in the process of mastering foreign languages is the study of phraseology, as it reflects the history, culture, traditions and values of the nation [1]. Phraseological units occur in the press, in everyday conversations, in the business environment and so on. By studying phrases used, for example, in the business environment, the student begins to understand what employees and customers of American or British firms mean when they use expressions the meaning of which cannot be understood from a literal translation. Accordingly, knowledge of foreign phraseology allows to avoid literal translation from one language to another.

In English, for example, there are many phraseological units that have no synonyms (to fall in love with smb., Indian summer), the ignorance of which forces students to resort to lengthy explanations of what they wanted to say. Therefore, without knowledge of phraseological units, the student will not become a full and equal participant in communication with native speakers.

Effective communication in a foreign language is not just knowledge of the language. Due attention should be paid to the non-verbal aspect of communication. Components of non-verbal communication may fill in pauses, shortcomings, or mistakes in verbal communication that, for one reason or another, have been interrupted, misunderstood, or misinterpreted.

Ignorance of a foreign language grammar or insufficient vocabulary can make a conversation incomprehensible, but they rarely slow down the communication process itself. Violations of non-verbal behavior have more serious consequences, sometimes even leading to the cessation of communication, as certain gestures, facial expressions and other non-verbal means acceptable in our culture may be inappropriately perceived or interpreted by a foreigner.

The integration of verbal and non-verbal components when learning a foreign language does not mean that you need to remember the meaning of all gestures or facial expressions. First of all, it is necessary to develop a certain sensitivity to the culture of behavior of foreign languages' native speakers and to form the ability to understand the peculiarities of non-verbal communication. It is advisable to use a variety of exercises that will help to master the specifics of non-verbal phenomena of foreign culture and promote the proper use of non-verbal components in the process of communication in a foreign language. For example, watching movies in a foreign language without sound to analyze and interpret nonverbal components (facial expressions, gestures, etc.) or listening to audio materials to learn to identify the appropriate emotions (anger, joy, sadness, etc.).

Thus, knowledge of a foreign language allows you to share information, experience and is a way to establish contacts. Effective learning of any foreign language involves not only the ability to use grammar correctly or constantly increase vocabulary, but also the correct use of non-verbal components that promote better understanding of a foreign language and help to overcome communication difficulties.



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### PRINCIPLES, INSTRUMENTS AND RESOURCES FOR EU- UKRAINE ASSOCIATION AGENDA IMPLEMENTATION

The Association Agenda is the principal vehicle for the monitoring and assessment of Ukraine's progress in the implementation of the EU-Ukraine Association Agreement as well as for the monitoring and assessment of the achievement of the overall objectives of political association and economic integration in general, in particular regarding Ukraine's track record in ensuring respect for common values, and progress in achieving convergence with the EU in political, economic and legal areas. The implementation of the Association Agenda will be subject to and part of annual reporting, monitoring and assessment. Progress made will be reviewed within the structures created under the Association Agreement, the Partnership and Cooperation Agreement or other relevant Agreements. In this process the Parties will aim to reach, so far as is possible, an overall common assessment of annual progress made. The following common principles will guide the implementation of the Association Agenda:

- The Association Agenda is a practical instrument aimed to prepare and facilitate the full implementation of the EU-Ukraine Association Agreement as well as the achievement of the overall objectives of political association and economic integration;
- The priorities for action of the Association Agenda complement the responsibilities of the Parties to implement the provisionally applied parts of the EU-Ukraine Association Agreement and to implement all its provisions once it enters into force, as well as to consolidate the Parties' common understanding of

actions needed for further deepening of political association and economic integration;

- The priorities for action of the Association Agenda should be defined taking into account the structure of the institutional framework as set out in the EU-Ukraine Association Agreement acknowledging the respective duties and responsibilities of each body, namely as regards Parliamentary Association Committee and Civil Society Platform;

- The Association Agenda should be implemented in full respect of the principles of transparency, accountability and inclusiveness;

- The Association Agenda aims to achieve tangible and defined results through the progressive implementation of practical measures;

- The Parties recognise the importance of supporting the agreed priorities through appropriate and sufficient political, technical and financial means;

The European Union will support Ukraine in implementing the objectives and priorities set out in the Association Agenda. It will do so through using all available sources of EU support, as well as expertise and advice, best practices and know how, the sharing of information, including the provision of advice and a structured process of approximation to EU acquis, support to capacity building and institutional strengthening. As a part of these efforts, the Commission's Support Group for Ukraine, established in 2014, provides technical assistance and advice on the reform agenda to the Ukrainian authorities, in close coordination with the EEAS, the EU-delegation in Kyiv and Member States. Ukraine is also to make full use of the role of the EU Advisory Mission for Civilian Security Sector Reform as part of the overall EU contribution to the reform process. It will also encourage and seek coordination of support from other partners of Ukraine. The relevant EU financial instruments will also be available to help in the implementation of the Association Agenda. Notwithstanding this, the latter is not in itself a financial programming document and does not substitute for the programming or formulation exercises undertaken by the Parties.

EU support will be provided in the context of the overall priorities for assistance in favor of Ukraine, as outlined in the multi-year programming under the European Neighborhood Instrument (ENI) as part of the overall funding available for Ukraine and in full respect of the relevant implementation rules and procedures of EU external assistance. In the period 2007 – 2013, the EU committed EUR 1.0056 billion for bilateral assistance to Ukraine, focusing mainly on Support for democratic development and good governance, Support for regulatory reform and administrative capacity building, Support for infrastructure development (National Indicative Program 2007-2010) and on Good governance and the rule of law, Facilitation of the entry into force of the EU-Ukraine Association Agreement including DCFTA, Sustainable development (National Indicative Program 2011-2013). Several project funded under this framework are still under implementation. The indicative financial allocation for bilateral assistance to Ukraine in the period 2014-2020 is between EUR 828 million to EUR 1.013 billion. As the other ENI countries, Ukraine can also benefit from additional allocations from the umbrella

program. In 2014, in response to the fast moving events in Ukraine and the urgent need to mobilize considerable assistance to contribute to the stabilization and development of the country, the EU adopted a EUR 365 million Special Measure, including a EUR 355 million State Building Contract and a EUR 10 million support program to civil society. For 2015, a possible Special Measure could focus on private sector development and recovery actions. EU bilateral assistance should be included in the Single Support Framework (SSF) as a/the result of the forthcoming multi-annual programming exercise for the period 2016-2017, depending on the situation on the ground.

Civil society, in particular the EU-Ukraine Civil Society Platform, as well as the Parliamentary Association Committee, will also be encouraged to focus their monitoring activities on the Association Agenda. This Association Agenda may be amended or updated at any time as necessary by agreement of the EU-Ukraine Association Council.

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## **THE IMPORTANCE OF FOREIGN LANGUAGE SKILLS FOR INTERNATIONAL COOPERATION**

A high degree of communication competence in one or several foreign languages is an important precondition for successful work in international cooperation. If you can communicate confidently in the foreign language you can more easily foster mutual trust, negotiate joint goals, and master complex situations.

Language impacts the daily lives of members of any race, creed, and region of the world. Language helps express our feelings, desires, and queries to the world around us. Words, gestures and tone are utilized in union to portray a broad spectrum of emotion. The unique and diverse methods human beings can use to communicate through written and spoken language is a large part of what allows to harness our innate ability to form lasting bonds with one another; separating mankind from the rest of the animal kingdom.

The importance of communication is often overlooked. Despite our great prowess in communication, misunderstandings and mistranslations are commonplace. It is arrogant to believe that one can travel the world and expect all of mankind to understand his or her native tongue. In order to travel the world, whether for business or pleasure, a desire and willingness to adapt to new cultures

and methods is necessary. Adaptability, of course, includes the ability to communicate with new people in various dialects. Being unable to communicate in a country is akin to living with a serious impairment; it is very difficult and near impossible, to adapt and get along with new people if there is no way to communicate with one another.

Additionally, the ability to communicate in multiple languages is becoming more and more important in the increasingly integrated global business community. Communicating directly with new clients and companies in their native language is one of the first steps to founding a lasting, stable international business relationship. Being able to do this automatically puts any multilingual person miles ahead of his or her peers in the competition for jobs and high-prestige positions. Language is such a key aspect to setting up children for success in their future professional endeavors that high schools across the nation and in almost every Western country require at least two years of a foreign language. Most institutions offer opportunities to learn a foreign language at even earlier ages. In recent years, psychologists such as Agnes Kovacs have studied the intelligence and mental capacity of young bilingual children in comparison to monolingual children. As noted in the article Why Bilinguals Are Smarter by Yudhijit Bhattacharjee of the New York Times, the author states, “The collective evidence from a number of such studies suggests that the bilingual experience improves the brain’s so-called executive function — a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks.” Furthermore, by instilling a reverence for foreign language at a young age, parents put their children miles ahead of their future competitors.

The impact of multilingualism can be traced to even more fields. A doctor who can communicate with his or her patient in their native tongue is much more likely to have success at diagnosing them. A scientist or engineer capable of explaining his findings and ideas to his peers will be able to expedite and perfect their work, even if his peers could not understand him in his first language. Any hiring manager in any company in the world would tell you that the ability to speak a foreign language is a prized commodity. Learning to communicate fluently in multiple languages provides additional job security and advancement opportunities in uncertain economic times.

In order to prepare our nation’s children to be the next generation of future entrepreneurs, doctors, scientists, engineers, or whatever influential job they choose, we must foster an environment from a young age that promotes multilingual learning. Through this we are setting up ourselves, our children, and our children’s children, for growth, success, security, and ultimately, prosperity.

Therefore, it is up to you to create a warm and comfortable environment in which your child can grow to learn the complexities of language. The communication skills that your child learns early in life will be the foundation for his or her communication abilities for the future. Strong language skills are an asset that will promote a lifetime of effective communication.

The creation of a language paracede within the educational prepare could be a definitive condition for the arrangement of communicative competence. The varying media etymological environment contributes to the creation of conditions for the digestion of the dialect in contact with the culture, which is modeled in this para-environment. You'll be able moreover utilize the Web as an available implies of instructing and learning, getting data, communication. The proper utilize of computer broadcast communications, data assets and Web administrations will permit for a in a general sense modern approach to learning, which: - is based on wide communication, rapprochement, deletion of boundaries between person social orders, on the free trade of conclusions, information; - starts wide contacts with the culture of other people groups and their experience - fortifies the securing of a outside dialect when it comes to universal projects. Intercultural participation could be a extraordinary sort of intercultural interaction, which:

- is based on wide communication, rapprochement, deletion of boundaries between person social orders, on the free trade of conclusions, information; - starts wide contacts with the culture of other people groups and their experience - fortifies the securing of a outside dialect when it comes to worldwide projects. Intercultural participation may be a special type of intercultural interaction, which could be a extraordinarily organized joint action to attain a common objective for Russian and remote understudies, centered on understanding critical issues within the field of instruction, culture and social relations within the setting of a discourse of societies.

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### **THE NEED TO STUDY A FOREIGN LANGUAGE FOR A LAW ENFORCEMENT OFFICER**

A characteristic feature of modernity is knowledge of a foreign language, especially English. English can open wider professional prospects for work and professional growth. Learning a foreign language allows law enforcement officers of Ukraine to have an expanded vocabulary, participate at international conferences, seminars and trainings, where there is an opportunity to learn from high-level professionals, and contributes to a deeper study of culture, history and folklore of different countries, customs and values.

The path of any police officer begins with training, so the latter must understand that the country needs highly qualified specialists with knowledge of a foreign language who will perform duties in the UN peacekeeping force. Since 1994, law enforcement officers have been involved in international peace and security operations. UN-sponsored Ukrainian police continue to operate in Cyprus, South Sudan, the DRC and Liberia [3]. Law enforcement officers who speak foreign languages are indispensable in stabilizing the situation in the hot spots of the planet.

Learning English as a language of international communication will help to perform the basic functions of the police. In cities with a large number of English-speaking citizens, there are many foreign guests who need the help of law enforcement officers in various situations every day, as learning a foreign language will help remove all language barriers between Ukrainian-speaking police and English-speaking tourists. Police officers must be able to speak professional English, as well as be able to interpret rights, explain rules, and ask about health to provide home care. There are many ways and methods to study and improve their knowledge, effective and incredibly interesting of which is such an approach as learning a foreign language through reading foreign poetry [1].

The poetry of Britain has given some outstanding poets to the world who have made their huge contribution to poetry by presenting wonderful works. There are just some examples of such works: Sonnet 18 by William Shakespeare, “Daffodils” by William Wordsworth, “A Psalm of Life” by Henry Wadsworth Longfellow, “On His Blindness” by John Milton, “Ode on a Grecian Urn” by John Keats.

The method of learning a foreign language through poetry has many advantages among all other ways, for example, the fact that poetry contains expanded vocabulary. While working with the original text with its further translation, we begin to understand how images, words and rhythm reproduce pictures of reality.

There are approaches to the study of poetry that are effective in learning a foreign language. It is desirable to read poems on English-language sites of poetry with audio accompaniment, so it is more convenient to train pronunciation and intonation. In addition, information that is presented both visually and orally is better remembered. You should not only read, but also memorize. There are many benefits to this activity: pronunciation, memory training, and erudition improvement [2].

Summing up the above mentioned, it can be concluded that foreign language training of law enforcement officers is associated with deepening and broadening of the horizons of the police.

Knowledge of a foreign language is very important in the work of a police officer. This knowledge will be a significant advantage for any police officer who has an intention to get a promotion. There are some practical applications of the knowledge of English for law enforcement officers: ability to get requests from foreigners that are helpful in revealing the crimes committed. One more example is a request for proper parking and compliance with valid traffic signs or provision of

any necessary assistance, suggestion how to get to the right place. Usually in these cases you have to speak English.

We should not also forget about such an important aspect as the Law of Ukraine regarding Civil Service and Group A Civil Servants, for whom knowledge of the English language (one of the languages of the European Union) is mandatory [3]. This is one of the steps on the way to improving the staff of the law enforcement system, and at the same time raising the positive image of both the police and the Ukrainian state.

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## INTERNATIONALISMS AND THEIR TRANSLATION FROM DIFFERENT LANGUAGES INTO UKRAINIAN IN THE ECONOMIC SPHERE

**Formulation of the problem.** There is no nation without a language. The famous Ukrainian writer of the XIX century Panas Myrnyi wrote: “The greatest and most precious good of every nation is its language. Despite such love and respect to the Ukrainian language, it can’t be almost created from its unique morphemes and words. The process of borrowing or internationalization of terms does not indicate poor vocabulary or language independence. The presence of international assimilated terms in the language is better to interpret as a consequence of the process of globalization of the world and the result of the rapprochement of languages and people.

**The purpose of the article** is to analyze the phenomenon, causes and process of emerging internationalisms in economic terminology, as well as to consider this phenomenon on specific examples.

**Presenting main material.** The process of internationalization currently covers all areas of our life. This concept is not new, the term “international” originated in the 18th century. It is believed that Jeremy Bentham is its author. V. Akulenko claimed that internationalisms are words and expressions that belong to etymologically similar languages, closed in historical affiliation to a certain territory or origin. They are an important source of common vocabulary, phraseology and terminology. The main difference between terminology and other layers of vocabulary is that a large number of words is borrowed from other languages. On the one hand, this is a sign of the international status of science and its branches, on the other hand, it is a significant obstacle for people not involved in it. Many scholars view borrowing in scientific terminology as the boundary between artificial and natural languages. However, it is necessary to distinguish internationalisms from borrowings, because the latter is only one way to replenish the vocabulary of a particular country. As for the concepts of internationalism, they are spread and accepted by dozens of countries and therefore become internationally known.

Most of the terms formed long ago are based on Latin and Greek morphemes and words. Every year all spheres of life improve and this provokes the creation of new concepts. Speaking specifically about scientific terms, the strengthening of international scientific processes and research leads to the intensification of terms-internationalisms. Whereas long distances between regions and countries used to be obstacles, now, thanks to high-speed Internet and globalization processes, vocabulary is being mixed [3]. According to calculations in the dictionaries “Leichner’s Fremdwörterbuch” and “Dictionary of Foreign Words” edited by O.S. Melnychuk, the largest number of internationalisms in the financial and economic terminology of Greek and Latin origin; followed by terms from Italian, but some of them were borrowed from Latin; then go terms of French origin and others [1]. Today, English has become the language of international communication, so the tendency to internationalize new English terminology has begun. It is worth noting that most of the international terms-anglicisms comes from the Greek and Latin languages, and the status of internationalisms is due to the worldwide spread of the English language. For example, let’s take the term “economy”, which is included in most languages, it was borrowed from the English “economics”, which in turn comes from the ancient Greek “οικονομία”.

The way to internationalize words in special terminology is that if the term “fits” into the process of internationalization and is known to specialists in a particular field, it increases its opportunities for implementation in international or national terminology. The emergence and dissemination of similar or even identical in sound and spelling concepts facilitates the process of work and research for people of the respective professions. It also allows better understanding for professionals living in different countries to collaborate and understand each other.

Turning specifically to the topic of terms of economic orientation, it should be noted that this area is important and quite common in business and enterprise. In general, no organization can function without an economic background and



specialists in this field, because it is important to study the international market, its trends and, of course, an understanding of its position and economic opportunities. The influence of foreign terminology on the Ukrainian economic system has been growing since the end of the 20th century [4]. Holding conferences, joint research, development, communication between economists from different countries, all these activities leave their mark on specific vocabulary.

Let's consider a group of economic terms that are of Latin origin without much change and have become internationalisms:

Ukrainian	English	Polish	German	French
Трансфер	Transfer	Transfer	Transfer	transfert
Продукт	Product	Product	Product	produit
Агент	Agent	Agent	Agent	agent
Інвентар	inventory	Iventarz	Inventar	Inventaire
Дивідент	divident	dywidenda	Dividende	dividende
Дефіцит	Deficit	Deficyt	Defizit	déficit

The following will be Greek and Latin terms that retain the same basis but change the grammatical form in translation:

Ukrainian	English	Polish	German	French
депозитарій	depository	depozytariusz	Depositar	dépositaire
Інфляція	inflation	Inflacja	Inflation	inflation
амортизація	amortization	amortyzacja	Amortisation	amortissement
Кредит	Credit	Kredyt	Kredit	crédit
Емісія	emission	Emisja	Emission	émission
Квота	Quota	kontyngent	Quote	quota
Індексція	indexation	indeksowanie	Indizierung	indexage
Іпотека	hypothec	Hipoteka	Hypothek	hypothèque

A significant number of modern internationalisms have English, German, French or Italian origins. Example:

The following terms were borrowed and internalized from English:

English	Ukrainian	Polish	German	French
Franchising	франчайзинг	franczyza	Franchising	franchisage
Export	експорт	Eksport	Export	exportation
Import	Імпорт	Import	Importe	importation

From German:

German	Ukrainian	English	Polish	French
Investition	інвестиція	investment	inwestycja	investissement

Kapital	Капітал	Capital	Kapital	capitale
Rentabilität	рентабельність	rantability	rentowność	rentabilité

From French:

French	Ukrainian	English	Polish	German
Accise	Акциз	Excise	Akcyza	Akzise
Arbitre	Арбітр	arbitrator	Arbiter	Arbiter
Accreditif	акредитив	Letter of credit	akredytywa	Akkreditiv
budget	Бюджет	budget	Budżet	Budget
chèque	Чек	check	Czek	Scheck

From Italian:

Italian	Ukrainian	English	Polish	German	French
banca	Банк	bank	Bank	Bank	banque
cassa	Каса	cashier	Kasjer	Kassierer	caisse
netto	Нетто	net	Netto	Netz	nette

**Conclusions.** Analyzing a large base of terms in different languages, namely Ukrainian, Polish, English, German, French and even Italian, one can find many internationalisms, in terms that have the same meaning and spelling, with small changes in endings. As I.M. Kochan very aptly noted: “Terms with international components are easy to recognize, they migrate from one language to another, do not require translation and denote the concept of various fields of knowledge” [2]

However, there is still a need to study the quantitative aspect of the internationalization process, as the language progresses and is replenished with new terms constantly. The process of internationalization of words has not been studied enough. After all, there is no exact data of each language on the distribution of international terms, their distribution by thematic groups and lexical and semantic categories, etymology. In summary, there are international terms in each of the languages we mentioned, whether they belong to a Romance, Germanic, or Slavic group. Their number depends on whether the language fully absorbs these words, or, conversely, abandons them, and seeks to find or create analogues at the national level.

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### **IMPROVING THE PEDAGOGICAL COMPETENCE OF FOREIGN LANGUAGE TEACHERS**

Modern conditions have changed significantly and complicated the work of the teacher. The requirements for the organization of the modern educational process, for the development of the students are no less important than the requirements for mastering the subject. Accordingly, the requirements for the professional training of future teachers are increasing.

The concept of professional skills of a foreign language teacher is, as you know, not only linguistic but also pedagogical competence. To determine the pedagogical competence of teachers and teachers of a foreign language, a questionnaire was used, aimed at an independent assessment of their own pedagogical activities and a scale for self-analysis of difficulties. All teachers experience difficulties in their work, but you need to be aware of them in order to eliminate them. The first group, tentatively called “professionals”, included teachers and teachers who did not have significant difficulties in teaching and upbringing of trainees, and the second – “finding it difficult” – teachers and teachers who had significant difficulties in their activities.

The dominance of motives focused on interest in increasing pedagogical competence in foreign language educational activities indicates the presence of a focus on linguistic pedagogical activity and a tendency to engage in it. Attending refresher courses and seminars, advice from colleagues, recommendations from the management also have an impact on improving pedagogical competence.

The motives for choosing a teaching profession by teachers and teachers of a foreign language are almost the same. In both groups, the majority chose a profession out of a desire to learn a foreign language, to work with knowledge of a foreign language.

Thus, these problems can be considered in the preparation of future teachers, including them in the content of the teaching material, so and in the scientific work of students.

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### **SOME FEATURES OF POLICE OFFICERS' PROFESSIONAL LINGUISTICS**

**Formulation of the problem.** The problem of high-quality professional communication of certain profession representatives, law enforcement officers in particular, has been within the scientific interests of domestic researchers for a long time.

**The state of the study.** A. Kolodko, G. Kudryavtseva, V. Lytvyn, O. Turinska, N. Fedorova and others studied the psychological features of law enforcement officers professional communication. From the standpoint of linguistics, this problem was studied by T. Krasheninnikov, A. Nelyub, A. Skorofatov and others. However, despite certain progress in this area, there are some gaps in the study of this problem, which is expressed in the lack of development of the system of professional communication skills, an integral component of which is the ability to use terminological vocabulary in professional communication.

The purpose of writing is to make an analysis based on scientific publications and provisions of professional linguistics features of law enforcement officers.

**Presentation of the main material.** Mastering the principles and principles of business communication is evidence of professional maturity of the specialist. To ensure a high level of professional communication, namely high-quality transmission of information of professional content, law enforcement officers must know the appropriate terminological vocabulary and use it skillfully [1, p. 277].

Features of professional linguistics are the understanding of the laws of jur. Speech, terms. After all, if a law enforcement officer does not know the linguistics and terminology of the external form of law, it can cause ambiguous application of legal norms. In this case, the rights of citizens and the interests of the state will be harmed.

Therefore, every law enforcement officer should be well acknowledged in legal terminology, speak Ukrainian and English fluently and improve their

professional and business language on a daily basis. In order to improve the professional linguistics, a new direction of linguistics was created, namely – legal. The subject of study is the language used in the field of language of law and law enforcement, justice, legal documentation, legal science and education, legal information and legal journalism [2, p. 376].

Inaccurate or erroneous word usage, logical and grammatical errors, semantic inaccuracies in the formulation of legal statements and legal decisions that lead to vague or ambiguous interpretation – are unacceptable phenomena in legal language [3, p. 126-129]. Ignoring the basic rules of legal technique negatively affects the implementation of the legal requirements contained in them, but also creates contempt for the “letter of the law” and even legal nihilism. Therefore, a law enforcement officer should pay maximum attention to legal terms.

**Conclusion.** So, summarizing the above mentioned, we can conclude that the main feature of professional linguistics of a law enforcement officer is an accurate and meaningful understanding and interpretation of legal literature, use of business language and daily improvement of communication skills in professional activities.

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## **PROFESSIONAL COMMUNICATION: REQUIRES, CHANGES AND THE FOREIGN LANGUAGE ROLE**

The consideration of this topic is determined by the popularity of a foreign language. Professional communication involves learning a foreign language to improve relationships with various companies, firms and organizations. Also to increase our own authority because if we can speak English fluently when talking to a foreigner, it will be convenient and interesting to communicate with us.

In general, learning a foreign language requires a lot of concentration and desire because at first glance it seems that learning a foreign language is very difficult, but it is not. If a person prioritizes properly and shows desire, then learning a foreign language will anyway be real. It is also important to develop the curriculum and introduce new professional ideas to improve communication because every detail in professional communication plays a role. There are cases when it is easy for a person to write in English however there are difficulties in conversation which also significantly affect further learning [1].

Every year our state tries to improve the education of the population so that there will not be any difficulties in professional communication. There are more and more ways to learn English online every day, and there are more and more online platforms to communicate in English with native speakers worldwide. Only conversational practice will help to use a foreign language fluently. The Ministry of Health of Ukraine on its official website encourages future doctors to learn a foreign language and offers online resources with the help of which the dream of learning English will become a reality [2].

There are some significant changes in the study of English in the Ministry of Internal Affairs of Ukraine. Let us recall 2016, when 600 patrol police officers serving in the central districts of Kyiv took an English language course according to the best international standards. The project was aimed at the significant improvement of the level of English language proficiency of its participants [3].

Training of border guards is also aimed at improving communication skills because the SBGS services often communicate with foreigners, so learning and communicating in a foreign language is necessary. In this case communication in a foreign language requires mental balance and clarity. With the help of border guards official communication, one can select such types of communication as:

- daily official communication
- official communication in extreme conditions
- specific communication

- non-verbal official communication

Border guards as well as police officers meet with different population groups every day, so one needs to understand that while communicating with foreigners it is necessary to have a special approach. Therefore, during the learning process a person needs to learn all the necessary skills that will be needed in the future professional activities [4].

An important role in communication and the use of a foreign language is played by the learning program. The main focus in this case should be on the study and improvement of all the language activities. If it is possible, one can use business games in the process of which language learning and communication will be easier. The main task in training is still a set of words, because it differs depending on the type of professional activity. That is why it is necessary for the training to be aimed at the improvement of the vocabulary and consolidation of those phrases required for the future [5].

Thus, we can conclude that a foreign language plays an important role in professional communication. A foreign language is essential in the communication of people from different professions, because a lot can depend on the correct understanding and the information said. A person needs to improve the skills every day by learning new words and phrases. It is necessary to read a lot of English literature and to write out unknown words so that there will not be any further difficulties. It is important to understand that learning a foreign language is not a complicated process when there is a desire and correct approach to learning.

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## **FEATURES OF PROFESSIONAL LINGUISTICS**

Professional language is usually a language used in a particular discipline or field. There are several definitions of professional language in linguistics, but it should be borne in mind that there is no single definition and application of the concept of professional language. As part of the study of professional language, many scholars have conducted a number of theoretical and empirical studies. These studies were necessary given the high demands on foreign languages.

Professional language has a specific grammar, but its distinguishing feature is the lexical and phraseological structure. Professional language is a narrower concept than general literary language, because its functions are epistemological, cognitive, epistemological, informational, logical, intellectual and communicative.

Professional linguists work in many fields and have many successful and successful careers. People with a linguistic degree usually specialize in certain areas and build their careers around these areas. The following is an overview of some popular and widespread careers in linguistics. They may offer only one type of service or may combine several services to best serve a particular group of authors; they often specialize in an area in which they already have previous qualifications or work experience. Linguists use the following terms:

- professional language,
- additional language,
- professional dialect,
- professional language,
- professional style,
- specialized language.

Professional language is another of many metaphors. metaphor is the constant development of a linguistic phenomenon. With a wide choice of functions and meanings of metaphors can be interpreted otherwise.

Linguists Dieter Maine and Robert Pelka define professional language as follows: «Professional language is a common language used today to study and understand special subjects and information about them, as well as the specific communicative needs of the profession. everyone can use it as a friend. As for the characteristics, which may be more or less different, the version of “professional language” has the form of a series of more or less clearly separated forms of expression ...»



In professional language, specific language tools are more widely used, by means of which special language requirements (accuracy, objectivity, etc.) are realized for the expression of scientific thinking. Scientists (a group of people who use professional language) choose language sources. These lexical and grammatical units must meet the communicative needs of this group of people. Signs that are inherent in professional linguistics:

- accuracy – is the relationship to reality and the logical sequence of instructions;
- clarity is the attitude towards the reader;
- objectivity is anonymity;
- complexity.

All these properties are interconnected in a real act of communication, each of them is necessary and adds to the expression of completeness and purpose.

Different situations arise in each sphere of activity. A situation is a set of circumstances and relationships that occur at the time of communication and give it significance.

Professional language is often seen as a terminology system.

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### NAMES OF CURRENCIES IN UKRAINE AND POLAND

*Monetary unit* — a legally established currency of the country, the main element of the national monetary system, unit of monetary counting, which is used to determine prices, tariffs and other cost indicators. The size and name of the currency are set by law in each country. Article 99 of the Constitution of Ukraine stipulates that the currency of Ukraine is the **hryvnia**, and ensuring its stability is the main function of the National Bank of Ukraine.

*Currency* — banknotes of the states used in calculations ( from Italian ‘valuta’ — value, cost. National currency of Ukraine – banknotes in the form of banknotes, treasury bills, coins and other forms that are in circulation and are legal means of payment in Ukraine, and removed from circulation or those that are removed from it, but are subject to exchange for banknotes in circulation, funds on accounts, in deposits in banking and other financial institutions on the territory of Ukraine.

*Foreign currency* – foreign banknotes in the form of banknotes, treasury bills, coins that are in circulation and are legal means of payment in the territory of the foreign state, and removed from circulation those that are removed from it, but are subject to exchange for banknotes, in circulation, funds in monetary units of foreign states and international settlement (clearing) units that are in accounts or deposited in banking and other financial institutions outside Ukraine.

We deal with money every day: when making monetary payments, we use the tokens ‘hryvnia’, ‘kopeck’, ‘currency’, ‘cash’, ‘coin’, ‘bill’, ‘banknote’, ‘dollar’, ‘euro’ etc. Like any other word, these names have a history.

The word ‘**currency**’ is also of Latin origin, although borrowed from the Italian language. Latin ‘valere’ – ‘to have power, price; to cost ‘continues the Italian verb form valuta –’ estimated ‘. Thus, a currency is a stable currency that has power.

This word is included in terminological phrases as main (freely convertible currency; currency with limited conversion; non-convertible currency) and derivative (currency settlements, foreign currency bank accounts, foreign exchange transactions, foreign currency lending, 10 percent per annum in foreign currency, etc.).

***History of the names of Ukrainian money.*** The official national currency of Ukraine is the hryvnia. The coins we use are called kopeck. One hryvnia contains 100 kopecks. For the name of the change coin offered “hundredth”, “rezana”, but in the end preferred “ kopeck “. In 1992, denominations worth 1, 2, 5, 10, 25 and 50 kopecks were issued.

The name of the *hryvnia* comes from the word “*hryvna*”, which in the days of Kievan Rus meant necklace. In the X-XII centuries in the Ukrainian lands the Great Volodymyr minted such currencies as gold coins and silver coins. It They were called ‘zlatnyky’ and ‘sribniaky’. These coins are the first state documents that have saved the image of a trident – the emblem of the Kiev princes.

The modern currency of Ukraine – the hryvnia – was introduced in 1996, when after Ukraine's independence there was a need to introduce its own currency.

The etymology of the word “hryvnia”, which denotes the national Ukrainian currency, is known from the history of clothing, including women's jewelry. For a long time they wore different jewelry around their necks such as necklaces, *gerdans*, *zgartas*, pendants, etc. They were often made of small metal coins; that is why they became known as “hryvnia” – that is, what is worn around the neck. This custom was widespread in Ukraine and in some places has survived to this day. In Kievan Rus, the hryvnia is a silver ingot weighing about a pound (400 g), which was used as a currency and weight unit.

Unlike Western countries, which began minting their own coins, copying the Roman, with foreign portraits and inscriptions, gold and silver coins ( zlatnyky and sribniaky) contain only ancient Rus inscriptions and images of their princes.

After Ukraine gained independence, both rubles and coupon rubles were in circulation for some time. And since November 12<sup>th</sup>, 1992 the only means of payment of Ukraine in cash and non-cash circulation became the Ukrainian ruble( carbovanets ).

From September 2<sup>th</sup> to 16, 1996, monetary reform took place in Ukraine, as a result of which the hryvnia became the national currency. The National Bank of Ukraine introduced 1, 2, 5, 10, 20, 50 and 100 hryvnia banknotes. In 2021 on the territory of Ukraine there are only pennies, denominations of 10 and 50 kopecks. Because on October 1<sup>th</sup>, 2019, 1, 2 and 5 kopeck coins were withdrawn from circulation, and on October 1<sup>st</sup>, 2020, 25 kopecks were also withdrawn from circulation. Instead, coins with denominations of 2, 5 and 10 hryvnias were introduced.

Kopeck is the name of a small coin with a face value of 1/100 of the main monetary unit of Ukraine – the hryvnia. In the Ukrainian language, this name came into use after the spread of money of the Russian state in the Ukrainian lands. In the Russian language appears after 1534, when during the monetary reform of the Grand Duchess of Moscow Elena Glinskaya was introduced a coin that cost 1/100 of the then ruble and metrologically equal to the Novgorod dengue, and therefore was originally called “Novgorod dengue” or “Novgorodka” and only later – a “kopeck” (from the Russian word “копье” – a spear; the coin contained an image of the king in the form of a horseman with a spear in his hand).

Along with Russian coins, Polish and Western European coins were in circulation until the 1930s, and even longer, despite Peter I's order to forcibly withdraw them from circulation. Since the beginning of the XIX century. there was a complete replacement in the currency of Ukraine of all foreign coins by Russian.

However, certain coin names associated with the influence of the Polish language, such as “zloty” (“zloty”), “step” ( shah), applied to certain denominations of the Russian coin (for example, zloty = 15 kopecks, step ( shah) = 1/2 kopeck), have survived in some parts of Ukraine until the 1917 revolution.

***History of the names of Polish money.*** The first mention of the zloty dates back to the middle of the XV century. At that time, the state used another currency – the hryvnia, equal to 48 groszy. But over time, the zloty began to come into use. It was the equivalent of a Venetian ducat worth 30 groszy. In fact, the zloty was then considered the popular name of the gold ducat. In the course of economic reforms from the 16th century, the currency of Poland received official name. It became known as the zloty.

The first zlotys were minted during the reign of Jan Casimir 350 years ago. Although coins were made of silver, they got their name because they used to call gold money with this word. Initially, this currency was equated to 12 groszy, but as the state began to economize on silver contained in coins, the rate rose to 30. Subsequently, its value changed, it became equal to 50 groszy. When Poland

became part of the Russian Empire, the country used both zlotys and rubles, on which inscriptions were made in Polish. The history of the zloty is directly related to the formation of the state. Therefore, the currency of Poland has undergone many tests. The creation and collapse of the Commonwealth, wars of aggression on the part of other states – all this worried about the zloty, then devaluing, then raising its price.

As the zloty does not belong to the world reserve currencies, its circulation is limited to Poland only. Despite the fact that the country is a member of the European Union, all financial transactions within the country are carried out in the national currency – the zloty. It is still equal to 100 coins, which are minted at face value: 1, 2, 5, 10, 50 units. Coins of 1, 2 and 5 zlotys were also issued.

Polish groszy (also grisz, Polish grisz) – the name of the Polish silver coin, which began to be minted in 1526 in the Kingdom of Poland during the reign of King Sigismund I the Old. Grosz of Cracow was his “predecessor”. His contemporary was Lithuanian grisz, which began to be minted a little later. The word money comes from Latin. – grossus – large; nummus grossus denarius, grossus – a large grisz, a large dinar, and associated with a silver coin worth several dinars, which began to be minted in Genoa in the late twelfth century, it was large.

Thus, the currencies of Poland and Ukraine have an interesting history of origin, very closely related to the functioning and interaction of both countries. In Polish and Ukrainian are preserved ancient names of currencies that have survived to our time.

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## **PURPOSE AND SIGNIFICANCE OF EU-UKRAINE ASSOCIATION**

The European Union and Ukraine recognize that their relations have changed in a significant and positive way. Relations between the EU and Ukraine are currently based on those parts of the Association Agreement, which are provisionally applied, on the parts of the Partnership and Co-operation Agreement (PCA) remaining in force, as well as on the European Neighborhood Policy framework. The Parties have also developed and launched a Visa Liberalization Action Plan, the successful implementation of which is a fundamental element underpinning the political association and economic integration of Ukraine with the European Union set out in the Association Agreement, namely regarding the substantial enhancement of mobility and people-to-people contacts.

The Parties began negotiations of an Association Agreement in 2007, and of a Deep and Comprehensive Free Trade Area (DCFTA), to form an integral part of that Agreement, in 2008. The negotiations of the Association Agreement were finalized on 19 December 2011, and the Agreement was initiated on 30 March 2012, followed by the DCFTA-part of the Agreement on 19 July 2012. After signing the political chapters of the EU-Ukraine Association Agreement at the EU summit of 21 March 2014, both parties signed the remaining sections of the Agreement – including the Deep and Comprehensive Free Trade Area (DCFTA) – in the margins of the EU summit of 27 June 2014.

On 16 September 2014, the Association Agreement was ratified by the Ukrainian Parliament and consent was given by the European Parliament, enabling the provisional application of the relevant provisions of the Association Agreement on 1 November 2014, and the DCFTA-part on 1 January 2016.

Action is needed to ensure that the Parties are able to enjoy the full benefits of the Agreement starting with its partial provisional application. The aim of the present Association Agenda is to prepare and facilitate the implementation of the Association Agreement, by creating a practical framework through which the overall objectives of political association and economic integration can be realised and by providing a list of priorities for joint work on sector by sector basis. The fact that it focuses on a limited number of priorities should not affect the scope or the mandate of existing dialogues under the Partnership and Cooperation Agreement, other relevant Agreements or under the multilateral track of the Eastern Partnership, as well as scope and mandate of future dialogues under the Association Agreement, in particular should not prejudge implementation of commitments made in the AA/DCFTA once it enters into force or is provisionally applied.

The following common principles will guide the implementation of the Association Agenda:

The Association Agenda is a practical instrument aimed to prepare and facilitate the full implementation of the EU-Ukraine Association Agreement as well as the achievement of the overall objectives of political association and economic integration;

The priorities for action of the Association Agenda complement the responsibilities of the Parties to implement the provisionally applied parts of the EU-Ukraine Association Agreement and to implement all its provisions once it enters into force, as well as to consolidate the Parties' common understanding of actions needed for further deepening of political association and economic integration; the priorities for action of the Association Agenda should be defined taking into account the structure of the institutional framework as set out in the EU-Ukraine Association Agreement acknowledging the respective duties and responsibilities of each body, namely as regards Parliamentary Association Committee and Civil Society Platform;

The Association Agenda should be implemented in full respect of the principles of transparency, accountability and inclusiveness;

The Association Agenda involves an engagement from both sides in its implementation;

The Association Agenda aims to achieve tangible and defined results through the progressive implementation of practical measures;

The Parties recognize the importance of supporting the agreed priorities through appropriate and sufficient political, technical and financial means;

This Association Agenda is the principal vehicle for the monitoring and assessment of Ukraine's progress in the implementation of the EU-Ukraine Association Agreement as well as for the monitoring and assessment of the achievement of the overall objectives of political association and economic integration in general, in particular regarding Ukraine's track record in ensuring respect for common values, and progress in achieving convergence with the EU in political, economic and legal areas. The implementation of the Association Agenda will be subject to and part of annual reporting, monitoring and assessment. Progress made will be reviewed within the structures created under the Association Agreement, the Partnership and Cooperation Agreement or other relevant Agreements. In this process the Parties will aim to reach, so far as is possible, an overall common assessment of annual progress made.

The European Union will support Ukraine in implementing the objectives and priorities set out in the Association Agenda. It will do so through using all available sources of EU support, as well as expertise and advice, best practices and know how, the sharing of information, including the provision of advice and a structured process of approximation to EU acquis, support to capacity building and institutional strengthening. As a part of these efforts, the Commission's Support Group for Ukraine, established in 2014, provides technical assistance and advice on the reform agenda to the Ukrainian authorities, in close coordination with the EEAS,

the EU-delegation in Kyiv and Member States. Ukraine is also to make full use of the role of the EU Advisory Mission for Civilian Security Sector Reform as part of the overall EU contribution to the reform process. It will also encourage and seek coordination of support from other partners of Ukraine. The relevant EU financial instruments will also be available to help in the implementation of the Association Agenda. Notwithstanding this, the latter is not in itself a financial programming document and does not substitute for the programming or formulation exercises undertaken by the Parties. EU support will be provided in the context of the overall priorities for assistance in favor of Ukraine, as outlined in the multi-year programming under the European Neighborhood Instrument (ENI) as part of the overall funding available for Ukraine and in full respect of the relevant implementation rules and procedures of EU external assistance.

In the period 2007 – 2013, the EU committed EUR 1.0056 billion for bilateral assistance to Ukraine, focusing mainly on Support for democratic development and good governance, Support for regulatory reform and administrative capacity building, Support for infrastructure development (National Indicative Program 2007-2010) and on Good governance and the rule of law, Facilitation of the entry into force of the EU-Ukraine Association Agreement including DCFTA, Sustainable development (National Indicative Programme 2011-2013). Several project funded under this framework are still under implementation. The indicative financial allocation for bilateral assistance to Ukraine in the period 2014-2020 is between EUR 828 million to EUR 1.013 billion. As the other ENI countries, Ukraine can also benefit from additional allocations from the umbrella program.

In 2014, in response to the fast-moving events in Ukraine and the urgent need to mobilize considerable assistance to contribute to the stabilization and development of the country, the EU adopted a EUR 365 million Special Measure, including a EUR 355 million State Building Contract and a EUR 10 million support program to civil society. For 2015, a possible Special Measure could focus on private sector development and recovery actions. EU bilateral assistance should be included in the Single Support Framework (SSF) as a/the result of the forthcoming multi-annual programming exercise for the period 2016-2017, depending on the situation on the ground.

Civil society, in particular the EU-Ukraine Civil Society Platform, as well as the Parliamentary Association Committee, will also be encouraged to focus their monitoring activities on the Association Agenda. This Association may be amended or updated at any time as necessary by agreement of the EU-Ukraine Association Council.

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### **THE PHILOSOPHY OF PERFECT “COMMUNITY” IN IVAN FRANKO’S “ZAKHAR BERKUT”**

People always dreamed of harmony, order, beauty, prosperity, and perfection. They strived to embody the ideas of an ideal society, possessing all these features, in their fantastic projects. But such a society was described in different ways: as the “golden age”, as classless communism, as utopian cities, states, islands, or continents. In the story “Zakhar Berkut”, Ivan Franko created the image of the 13th-century community in Carpathian Rus as the project of an ideal life. The author narrates about the picturesque Tukhlia Region, located in-between Hungary and the Highlands, and which is quite different from other Verkhovyna and Zahirya communities. The perfection of Tukhlia Region is close to utopian ideas: the abundance of food, mild climate conditions, fertile lands, forests, rich crops, people who live joyfully, merrily and happily due to both rigid and humane public orders.

Similar ideas were expressed by Ivan Franko in the article “Thoughts on evolution in the history of humanity.” Ivan Franko portrays the future, would-be social order in the article, whereas he describes the past orders in “Zakhar Berkut”. In the abovementioned article, the writer demonstrates the ways to achieve the perfect social order while, in the story, he depicts the struggle for a well-established social order which has been working effectively for centuries. The common aspect of these societies is “community”. According to I. Franko, the basis of the scientific theory of community is economic equality required for true freedom and brotherhood.

The essential characteristics of “the scientific theory of community” are unrestricted freedom of speech, education, conduct of life, neighborhood and transfer from community to community.

The Utopians (Plato, T. More, and T. Campanella) did not treat their future states as universal societies, their utopian systems were rather separate societies. I. Franko also follows these utopian beliefs. He believes that communities can exist in a hostile environment, as well as in communities of a different nature and mode of life. Therefore, the author assumes that the community will have to fight against external enemies; it may interact with other communities to work together, exchange goods or educational achievements.

In “Zakhar Berkut”, the Tukhlia community made a free union with the neighboring Highland communities. However, the community could avoid the fight against enemies: the Mongol horde of Genghis Khan. Thanks to the wisdom of their leader, Zahar Berkut, the community is able to achieve the victory.



Utopians' views about the ideal are also manifested in the image of a leader. Utopians, like the philosopher, Friedrich Nietzsche, who created the theory of elitism, the exclusiveness of individuals, whom he called "superhumans", believe that social processes are controlled by a superhuman. The ideal person plays a significant role in them, although collective principles serve as the basis of improving the social life.

Zakhar Berkut from Franko's story is such a hero – the founder of a new life. No wonder the author named his work by the name of his favorite character. Zakhar had been an apprentice of an old monk Akyntiy in a Scythian monastery for three years and became "a new man" with a passionate desire – to devote his life to the creation and strengthening of good social orders in his native land.

Thus, Franko's "community" is a utopian ideal social order, where all people are equal, where the common good is more important than the individual benefit. Tukhlia Region is a separate family ruled by the leader – the oldest and worthiest man – Zakhar Berkut.

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## **THE ROLE OF A FOREIGN LANGUAGE IN INTERCULTURAL COMMUNICATION**

What is language? Language is a gift that expands a person's abilities, his thinking, perception, memory and imagination. But why does this gift sometimes turn into our enemy? Because due to misunderstanding – it can lead to quarrels and conflicts. We do not use language as a gift, we think without seeing it, we forget that our thoughts are woven from language. When confronted with a foreign language, we become aware of and express our language and our thoughts. We think in the language we speak and each language reflects the same reality in its own way. Therefore, it must be accurate so that we can understand each other, it must be flexible to allow words to acquire new shades of meaning.

Many foreigners speak several languages, while in our country few people know at least one foreign language, people have no idea what are the advantages and opportunities of knowledge of foreign languages. By learning a foreign language, we begin to better understand ourselves and others, develop our intellectual abilities. With the study of a foreign language, we pay more and more attention to the native language and learn to express opinions in both native and foreign languages.

Globalization is changing education, culture and the economy. The modern world more and more needs people who know how to understand others, think creatively and analyze. A foreign language is one of the best tools for developing these skills.

By mastering a foreign language, we expand our horizon of knowledge, immerse ourselves in another linguistic universe, enrich vocabulary, develop memory, help improve imaginary abilities. Knowledge of a foreign language promotes better integration into foreign and language environments and the fastest possible adaptation to its conditions [2]. The task of higher education is to create conditions for the formation and development of professional qualities of the student. specially created components of the educational process and purposefully organized space for the formation of professional competencies contribute to the development of the student's need for joint activities, developing a strategy of interaction, mastering certain knowledge, skills and abilities [3].

The relationship between foreign language teaching and intercultural communication is obvious. In the field of learning foreign languages there are major changes caused by the unprecedented interest in this subject. Unprecedented demand demanded unprecedented supply. specialists from various fields of human activity demanded immediate learning of foreign languages as a tool of production. They need a foreign language for use in various spheres of society as a means of real communication with people from other countries. New times require an immediate revision of the general methodology and methods of teaching foreign languages.

In higher education, teaching a foreign language as a means of communication between specialists from different countries is not considered as an applied and highly specialized task, eg the task of teaching physicists – the language of physical texts, geologists – geological texts, etc. A university specialist is a widely educated person with fundamental training. The foreign language of such a specialist is both a tool of production and a part of culture. To teach a foreign language as a means of communication, it is necessary to create an environment of real communication: to arrange scientific discussions in a foreign language with the involvement of specialists in a particular field, to use special vocabulary and terminology, to participate in international conferences, etc. Development of communication skills – this is the main task facing foreign language teachers.

The development of modern production is impossible without foreign experience: a specialist of a technical university must be prepared for international interaction and cooperation, both at the language and professional level. On the one hand, the specialist is enriched with the baggage of knowledge and experience in the field of his professional activity, on the other hand, he must be able to establish contacts and transfer the experience and achievements of his country through intercultural communication.

A highly qualified specialist should not be limited only to knowledge of the language, his main task is to obtain a specific result in professional activities through the use of language. Therefore, the main purpose of international

communication and contacts in the learning process is to prepare future professionals to use the acquired knowledge and skills aimed at economic development and production in the region.

In connection with globalization, there is a growing need to develop intercultural communication to understand communicators belonging to different ethnic cultures within or outside their country. The reverse side of globalization is interpersonal, intergroup and intercultural conflicts caused by the desire to preserve their identity and unique culture, and the most important component of intercultural communication is knowledge of the language.

Intercultural communication is a connection between representatives of different cultures, which involves both direct contacts between people and their communities, and indirect forms of communication (language, language, writing, electronic communication). By definition, AP Sadokhina: “Intercultural communication is a set of different forms of relations and communication between individuals and groups belonging to different cultures.”

When mastering a foreign language in educational and professional activities, linguistic, information-cognitive, specifically practical and other tasks are used. The solution of educational problems is widely associated with engineering education, but it can be successfully applied in the study of a foreign language, especially when this process takes place with mastery of dual competence: learning a foreign language and simultaneous acquisition of expertise in technical fields. Productive educational and professional activities in the study of a foreign language take place in conditions of co-creation, when the individual creative work of the student is combined with the work of other subjects of this activity, which does not diminish the importance of individual creative style. On the contrary – teaches students to make in their individual experience the best examples of collective creativity and allows you to hone, improve your professional style and achieve high results in creativity [1].

Creating a language environment in the educational process is a crucial condition for the formation of communicative competence. Audiovisual language environment helps to create conditions for language acquisition in contact with the culture, which is modeled in this environment. You can also use the Internet as an accessible means of learning and cognition, obtaining information, communication.

Intercultural cooperation is a special type of intercultural interaction, which is a specially organized joint activity to achieve a common goal for Russian and foreign students, focused on solving pressing problems in education, culture and social relations in a dialogue of cultures [4].

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### **TRANSFORMATIONS IN TRANSLATION**

Transformations are an integral part of translation. The issue of using translation transformations in texts of different functional language styles is also relevant. When translating texts of different functional styles, preference is given to different types of transformations, and therefore it is appropriate to conduct research aimed at identifying those transformations that are most commonly used and characteristic of texts of a particular functional style of language [3].

Changing the positions of lexical elements in a phrase or phrase in translation causes such a type of translation transformation as permutation or permutation. Such a transformation is still not common in the scientific and technical text, so we have recorded several examples of this type of lexical transformation [4].

One of the ways to adapt specialists in light industry and design to modern market conditions is their technical bilingualism, which opens wide professional opportunities for them and creates conditions for Ukraine's integration into the world system of industrial relations [1]. Therefore, a conscious attitude to the translation of terms, the study of their functioning in a professional-oriented environment (the use of terms in communication on professional topics, analytical study of specialized texts), promotes correct understanding and mastery of professional terms, and further their use in professional language [4].

As you know, the main purpose of translation is to achieve adequacy. Therefore, the main task of the translator is to skillfully apply the necessary translation transformations in order for the translated text to convey as accurately as possible all the information contained in the original text, adhering to the relevant norms of the translated language. Example: заливка – flooding, буферизація – buffering, закладка – bookmark, Новий Південний Уельс – New South Wales.

Thus, the translation of the metaphor from English into Ukrainian in scientific texts causes significant difficulties, because in the English text the use of stylistically colored lexical items is more typical than in Ukrainian. In order for the translation to clearly correspond to the norms of the Ukrainian scientific text, it is

necessary to adapt the original in some way with the help of lexical-stylistic and lexical-semantic transformations, the main of which is the neutralization of emotionally colored elements. For example: All Greek to me, Langdon thought, amused to recall Katherine's – “For me it's like a Chinese script”, – Langdon thought and smiled [2].

When translating texts of different functional styles, preference is given to different types of transformations. Therefore, it is appropriate to identify such transformations that are most common in use and characteristic of the texts of this functional style of language. Among lexical and grammatical transformations, descriptive translation is dominant [2]. By descriptive translation (or explication) we mean such a method of translation, which consists in the description by means of another language of a certain concept. VN Komissarov defines descriptive translation as follows: “lexical-grammatical transformation, in which the lexical unit of the original language is replaced by a phrase that explains its meaning, ie gives a more or less complete explanation of this meaning in the language of translation.”

This tool can be used both to explain the meaning in the dictionary and when translating neologisms in a particular text. In particular, we considered descriptive translation (explication) on three levels: lexical, grammatical and lexico-grammatical.

Example: робочийстіл – desktop, перезавантажити (комп'ютер) –reload, захоплення (зображення) – capture, зависання (системи) – hang, buzz.Replica – точна копія (не репліка),resolution – роздільна здатність (не резолюція),simulation – імітація, моделювання (не симуляція), speculation – роздуми (рідко спекуляція).

Translation practice shows that of the two “parallel” texts in Ukrainian and English, the Ukrainian text is usually larger. One of the reasons for this is the tendency inherent in the English language to conciseness, brevity and compression of language. However, this statement should not be understood as correct in all situations – it simply states the general trend due to the fact that Ukrainian and English belong to different types of analytical and synthetic languages. In fact, the names of these types of languages indicate that in their essence and principle of construction, they are not only different but even opposite. However, this contrast is formal, as it concerns the expression of the same content.

Formal, specific aspects of these languages are due primarily to the peculiarities of their grammatical structure. However, for adequate translation it is important to know not only the common features of the grammatical structure of the source and target language and their differences, but also the features of grammatical elements in speech, ie traditions and norms of their use in source and target languages.

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#### **THE ASPECTS OF THE CORRELATIONAL STUDY OF LAW AND LEGAL LINGUISTICS LANGUAGE**

Linguistics as a scientific category interacts with a great number of knowledge fields. Linguistic knowledge has long ceased to be highly specialized and has merged with the general sciences, and modern linguistics is characterized by a multiplicity of interdisciplinary approaches (theories, concepts), thereby complementing and enriching each other.

Any legal activity, such as resolving disputes, concluding contracts or drawing up wills, presupposes the existence of a complex system of communication, which is impossible without language. To start with it is necessary to describe the law, for another, to conduct business. There is a close relationship between language and law which mankind began to speculate about long ago. The term legal linguistics was firstly introduced into scientific usage by the German scientist A. Podlech in his work “Legal Linguistics” [1]. Scientific provisions on the study of the relationship between language and law are reflected in the works of the following domestic scientists: V. M. Demchenko, I. B. Ivanova S. P. Kravchenko, V. A. Navrotsky.

One of the main tasks of legal linguistics is the legal regulation of vocabulary. Even though at the very beginning of the formation of legal linguistics these lexical units have been traditionally in the focus of attention of “legal linguists”, recommendations of a legal nature have not been elaborated so far.

Both lawyers and linguists have been dealing with the relationship between law and language for a relatively long time. The culture of lawmaking in any state since ancient times provides for a logically consistent presentation of the text of the law: its strictly professional style and language. In legal communication, the legal

text is one of the most important conditions. The cognitive function of the legal text is almost the most important, it has an imperative nature. In this regard, it has its characteristics. When conveying cognitive information of the text of a legal document the main role is played by legal terms. [2, с. 8];

As a branch of science legal linguistics is a relatively new branch of linguistics, it develops thanks to works of lawyers and linguists working together, and lies at the junction of language and law. At present, legal linguistics is called upon to address a wide variety of linguistic-legal problems. Among them we can list the following:

- 1) principles of legal regulation of linguistic conflicts;
- 2) developing a legal language (the language of law) capable of serving special legal communication and ordinary communication;
- 3) creation of recommendations for the development of the texts of laws and other legal acts;
- 4) study and practical development of the legal linguistic aspects of the state language and language policy;

The legal aspect of language is those natural speech manifestations which “in themselves” contain elements of the law. Great importance is given to the ease of understanding legal language and its application by the subjects of law through the analysis of certain articles of law.

To define the relationship between linguistics and jurisprudence, we can give the following example, forensic linguistic expertise, which is exactly where linguistic knowledge and methodology are used to solve factual issues, the solution of legal disputes. Thus, linguistic expertise can help in solving the issue of identity, to name the author of a particular text.

As one of the existing problems of the language of the law, in general, is that due to its language and style, the price of error is high, since a linguistic error (incorrect use of the term, ambiguous expressions, incorrect phrasing, punctuation errors) can significantly complicate the application of the relevant regulations, but the language of the law is an indicator of skill and maturity of its developers. On the other hand, an excessive desire for perfection should also be avoided.

In conclusion, we would like to note that legal linguistics is a relatively young branch of linguistic science, which is currently undergoing a period of development. The problems that legal linguistics deals with are multifaceted and complex. Some of them require both legal and linguistic competence, others require deep and theoretical reflection and practical development.

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## **MECHANISM OF THE STATE AS A LEGAL CATEGORY**

The state is a complex social system which is characterized by certain elements, forms of manifestation, content and functional aim – organizational impact on the society. The urgency of our research work is primarily due to the fact that contemporary state apparatus in Ukraine is undergoing a stage of reconstruction and development.

Today it is very important for our society to be aware of the place and role of all bodies of the state apparatus in governing the state, to specify and distribute its rights. With the promotion of a nationwide goal -creation of the legal state - these issues attract the attention of our theorists of law (V. Kyrychenko, V. Kopeichykova, S. Kotoleichuk, O. Skakun and others).

In modern theory of the state there is no a single understanding of the mechanism of the state. The most common is its definition as a combination of bodies and organizations that implement the functions of the state. The tasks and functions of a modern state are realized through the activities of its mechanism. The mechanism of the state is determined by its essence, it embodies the material force of power, it always exists in a form that ensures the reality of this force. The mechanism of the state is influenced by the state of the economic base, the ratio of political forces, goals, objectives and functions of the state in accordance with which it is created.

However, there are other views on the mechanism of the state: the state apparatus and other state institutions; the system of state bodies and institutions through which the functions of the state are realized; a structural system of means of the influence on the society which consists of government agencies, public services, public decision-making procedures and resource provision; hierarchical system of state bodies that exercise state power and institutions which fulfill state tasks; a system of all state organizations which implement the functions of the state [1, p. 123].

V. Kopeychikov, an outstanding Ukrainian scientist, was the first who included in the arsenal of the theory of state and law the concept of “the mechanism of state” in the mid-60’s of the twentieth century [2, p. 77].

As an independent legal category the mechanism of the state is characterized by such features as integrity and hierarchy. Integrity is ensured by uniform principles of organization and activity of state bodies and institutions, common goals and objectives. Hierarchy means subordination of the lower bodies of the state to the higher ones. Hierarchically subordinated system of state structures which is



built on the principles of subordination and coordination is characterized by common principles of organization and activity, common tasks and goals.

The political and organizational basis of the system consists of state bodies, the territory of the state, the armed forces and other state military formations, state symbols, the capital of the state. The primary structural elements of the mechanism are the formations (bodies, organizations) created by the state which are interconnected by the principles of subordination and coordination.

The main purpose of the state mechanism is the implementation of tasks and functions of the state. The mechanism of the state is an interacting, dynamic and working system by means of which the state functions. The mechanism of the state is the main subject of the state power.

Through the state apparatus, its bodies the state fulfills the tasks assigned to it, influences the stabilization and development of public life, contributes to the deepening of democracy in the country, prosperity and well-being of the population. In certain cases, public functions may be performed by non-governmental organizations if they are authorized by the state [3, p. 61].

Legislative activity is a form of activity of the competent state bodies to establish, change or abolish legal norms. This activity includes preparation of draft regulations, their adoption and publication. Law enforcement activity is a form of activity of the competent state bodies to prevent offences and bring offenders to justice. It is exercised to protect and defend legal norms by applying measures of legal influence to offenders.

The state apparatus is a system of bodies through which the state power is exercised, the functions of the state are performed and various goals and objectives are achieved. It is an important component of any state that ensures the management of the state and public affairs.

Creation and functioning of the state apparatus of any country is based on objective and subjective factors. They determine the features of the internal structure, nature, tasks, forms and methods of the apparatus activity. It should be noted that the state apparatus is not a simple combination of various structures but an orderly, unified, well-organized system.

The category “state apparatus” has an independent meaning and is defined as a separate legal concept. It is characterized by the following features:

- it is a system of structures created by the state;
- availability of powers;
- the presence of officials exercising powers on behalf of the state on a professional basis;
- availability of normatively fixed structure and powers;
- communication with the state, financing from the budget;
- implementation of state functions and tasks of governing a society;
- a system of bodies divided according to the principle of separation of powers into legislative, executive and judicial;
- a system of bodies endowed with logistical and organizational means of exercising powers.

Functioning of state bodies is carried out within the limits and in the manner prescribed by legislature in certain legal forms. It should be noted that these principles are dynamic and arise or change in accordance with the needs of the social development and the stage of functioning of the state.

As a rule, they are enshrined in the constitutionally and have a program-declarative nature. This, of course, does not eliminate the need to implement these provisions in the system of state structures but provide the opportunity to establish the principles to which the state intends to approach in the future.

The basic principles of organization and activity of the state apparatus include: humanism – consolidation of human rights and freedoms as a basic social value and recognition in the activities of state structures of the rule of human rights and freedoms; unity and division of power into three branches – legislative, executive and judicial; Rule of law, legality.

Thus, in the course of studying the concept “mechanism of the state” as a holistic system, we have come to the following conclusions:

1. The mechanism of the state is a system of state organizations through which the state power is exercised, state leadership of the society is ensured.

2. All government organizations are closely connected. Each of them performs the corresponding tasks and is a part of the general mechanism in which all bodies act in concert within a single system.

3. The mechanism of the state is determined by its essence. Such necessary connection can be characterized as a connection of cause and effect which is mediated by the influence of the form of a state.

Thus, under the anti-democratic regime, this mechanism includes a system of bodies and institutions through which political forces in power exercise state power, ensure their economic, political, ideological superiority and exercise the leadership in the society. The mechanism of the state is a system of all state organizations that are created for direct implementation of tasks and realization of state functions.

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### **AUDIO-VISIAL TRANSLATION AS A SPECIAL TYPE OF TRANSLATION PRACTICE**

Audio-visual translation includes some types of translation which are used in films, TV shows, animated cartoon films, video games and so on. We pay special attention to dubbing and subtitling.

Voiceover translation or simply voiceover is a type of sound recording which provides for creating an additional voice track of a film in another language mixed with the original one to give the viewer a possibility to hear both translation and the original recording [3]. It is a special type of audio-visual translation which combines the features of synchronous and written dialogues. In most cases a voiceover translator has an editorial script. However, there aren't any notes, comments or descriptions of characters there, only dialogues. On the other hand, voiceover translation differs from synchronous interpretation having time frames. A translator can prepare to the voiceover translation with the help of an editorial script that is why there isn't any "unexpectedness" which is characteristic of synchronous interpretation. During the voiceover translation there is so-called "voice over". The original recording becomes quieter but nevertheless we can hear it but the translation becomes louder.

Subtitling is an adapted translation of dialogues in films which shows their main content and, mostly, is placed as a printed text in the bottom of the screen [2]. Subtitling has certain restrictions because any text is restricted by certain amount of signs, words and lines. Subtitles are connected to the changes of plots in the shots and any mal-synchronization will impede to percept translation. In the modern world the number of additional demands to subtitles appeared.

Increasingly people watch films and TV shows on their way to work or university or at home from the screens of their mobile phones, which have their restrictions in hardware and software. So, a translator must also take into consideration a framework for watching; adapt video and subtitles to it to make it convenient even though for watching on small screens.

Dubbing is a complete substitution of the original speeches of actors by the speeches in the translating language. Dubbing is a special technique of recording

which provides an opportunity to substitute the sound track of the film by the sound track with the dialogue recording in the translating language [1]. Notably, not only the length of the phrases, beginning and finishing the speech but also, if it is of high quality, the articulation of actors coincides with the new text. Dubbing is the most expensive and the most difficult type of audiovisual translation. At the same time it least spoils the artistic conception of the film. Translation in dubbing is estimated by the translator's skill to "put into lips" the character's text. Translating for dubbing a translator must reinterpret the whole film completely, create a text from scratch based on the parallel sense-bearing currents to match it the situation of another language and another culture [4].

Thus, movies dubbing-in as main type of translation is used in some countries of Europe. However, dubbing is dominated in a lot of countries around the world in different programs and films for children. In Ukraine dubbing is traditionally the most preferred type of audio-visual translation but because it is very expensive and difficult only big studios can afford it, meanwhile, non-professional studios use voiceover translation.

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## **PECULIARITIES OF TRANSLATION IN PROFESSIONAL ACTIVITY**

Professional translation is very important in all spheres of modern life. Nowadays not everyone even being fluent in a foreign and native language can translate perfectly. This requires special professional education. Professional translation is performed by specialists in the field of philology. Of course, any employee working with foreigners must speak foreign language. But not everyone can translate all professional terms perfectly. Thus, the profession of translator is now very important and promising in all spheres of modern man.

A translator is a person without whom there is no communication at the interlingual level in oral or written form. The development of the translation profession has been going on for millennia. Gradually, requirements were drawn up for the translator's personality, ethics, culture, morals, and professional linguistic training. Nowadays, the importance of translation and the activities of a translator or an interpreter is indisputable. But there is a question to be defined, that is the peculiarities of interpretation and translation work. This simple question is not easy to answer. On the one hand, the translator provides written works of various genres, styles, etc., allowing modern and future generations to get acquainted with certain works. On the other hand, there are a number of situations for which actual, timely or urgent translation is more important today. More and more issues need discussion, consultations, advice, attempts, which cannot be organized and ensured without interpretation. The activity of a translator, in my opinion, is more conservative than the often spontaneous work of an interpreter. It requires patience and endurance, the ability to concentrate and work independently in any working conditions, the ability to edit the text stylistically, the selection of the right word, the skills to work with different dictionaries and more. The interpreter must, first of all, have a significant vocabulary, have developed skills of consecutive and simultaneous translation, be an highly-educated person, update any necessary knowledge to ensure an immediate and correct understanding of the original message.

The profession of translator is very responsible. It is the competence of translators to create texts outside cultural and linguistic barriers (including texts about other texts). It is the translators who act as consultants and referents to their supervisors and clients. They are real specialists, experts in their field and are responsible for their activities. The conditions of a translator's professional activity are determined by its purpose and the nature of the materials used: translators work

with texts, “supply” texts for intercultural communication and “sell” their translations.

The training of translators is not an easy task. The modern translator must be familiar with the theories and principles of modern translation studies, study the works of linguistics founders, e.g. Komissarov, Chernov, Minyar-Beloruchev and many others, understand the methods of analysis of background information (V. Vinogradov), linguistic and cultural aspects of the word (E. Vereshchagin, V. Kostomarov), extratextual structures (V. Shore), ethnolinguistic component (B. Azhnyuk), individual style of the translator (M. Novikov), reproduction of the image in poetic translation (O. Cherednichenko, V. Koptilov, P. Bekh), conceptual information in the text of the translation (R. Zorivchak, V. Kukharenko), pragmatic transformations in the process of translation (V. Karaban), types and functions of translation (O. Cherednichenko, V. Radchuk), functioning of the symbol in the structure of the text of MO and continuous text (M. Novikov), contextual and stylistic desemantization of words (I. Kolegaeva), intercontextual categories (A. Popovych), etc. Thus, the training of translators must be systematic, holistic, comprehensive and meet today's requirements. The professional skill of a translator is determined by the skills of adaptability to different working conditions. Adaptive skills are derivative of knowledge and skills that are achieved through hard work and learning. Would-be translators acquire theoretical and practical knowledge in classroom and extracurricular classes. The integration of theoretical and practical tasks, philologization of the educational process, step-by-step control of knowledge is traditional. New forms of work are the creation of a workshop for future translators: the publication of newspapers and almanacs on the aspects of translation, participation in conferences, speeches on radio and television, proofreading, etc.

In any case, translation specialties are not easy. They require from future professionals both physical fitness and excellent translation and language knowledge, skills, abilities and knowledge of the basics of human psychology, diplomacy, etc. Thus, depending on their own abilities, the future translators must decide for themselves what specialty they should choose, and purposefully move closer to these goals.

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## FEATURE OF PROFESSIONAL LINGUISTICS

A linguist is a profession that is at the peak of popularity among applicants. However, most of the entrants make their choice in favour of linguistics, guided by rather vague ideas about their future work. Why universities contribute a lot to substituting concepts and turning linguistics into the usual study of foreign languages.

The linguist researches and describes all existing languages on the planet, studies the problems of the place of language among other phenomena, its connection with human life and thinking as well as the process of speech and its result recorded by memory.

Linguistic education is necessary for a wide range of professions: translator, referent, teacher, intercultural communication specialist, language researcher.

Graduates of linguistic faculties must have a deep knowledge of Ukrainian and, as a rule, several foreign languages. That is why the main requirement for entrants to the relevant universities is sufficient preparation for the profile exam in the language (foreign is, of course, English).

Linguistic education is provided at the faculties of foreign languages as well as at the philological faculties of universities. It's quite difficult to get there. School language skills are not enough so the universities themselves provide applicants with the opportunity to prepare well for admission to the faculty.

The demand for linguists is now growing because of the development of technology and the emergence of new sciences. After all, without a linguist, the process of learning both native and foreign languages is impossible, and any authoritative textbook is created with the participation of a linguist.

PR and advertising are also a field of activity for linguists. It is not surprising that advertising slogans are firmly entrenched in our memory "by themselves": not only the frequency of their repetition is important here but also the correct, from the point of view of a psycholinguist, wording. Linguists must be part of a team of politicians. Their duty is to form a linguistic image, "to hone" all propaganda texts.

Linguistics is closely related to many related sciences. We can easily verify by reading the list of subjects studied. The main areas - practical foreign language courses (at least two and sometimes more), translation practice, and history of Ukraine - here it is easy to trace the connection with the translation business. Much attention is paid to philosophy, the basis of economic theories, the foundations of law because when considering a case of insult to honour and dignity cannot do without linguistic expertise.

To learn the features of the language of a country better, students study linguistics. Moreover, to navigate modern information technology, future linguists attend computer science lessons, learn the basics of programming, probability theory and statistics, the basics of fundamental and applied mathematics, get acquainted with databases and automated translation systems. Also, of course, the list of disciplines includes political science, religious studies, sociology, basics of ecology and psychology.

After reading these items, you will probably say: “Yes, these are prodigies!” Yes, indeed, to withstand the competition of numerous translators and fellow linguists, a linguist must be thoroughly educated and well versed in his field. Moreover, a qualified specialist will be happy everywhere.

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### TRANSLATION OF GERUNDS AND GERUNDIAL CONSTRUCTIONS

Gerund is a specific impersonal form of the verb, expressing a certain process or objectified action. According to one version, the gerund comes from an Old English noun, which in the process of its development has lost some of its substantive characteristics and acquired verbal ones, as a result of which the gerund occupies an intermediate position, possessing the properties of both a noun and a verb.

In classical English grammar, until now there is still no consensus on whether to consider the gerund an independent phenomenon or to consider it in the same paradigm with the first participle. “The first participle and gerund have completely



homonymous morphological forms. This circumstance forces many linguists to consider them as one form, differing only functionally “ [1, p. 83]. This point of view, for example, was expressed by V.Ya. Plotkin and L.S. Barkhudarov.

All these morphological, semantic and functional features, as well as the fact that there is no gerund as a linguistic phenomenon in the Ukrainian language, arouse the continuous interest of researchers in it. It should be noted that at the moment there are many works aimed at describing the methods of translating the gerund into Ukrainian. However, the purpose of this work is to study the specifics of the means and methods of translating the gerund precisely in a work of fiction as part of complex sentences and overphrasal unities.

When translating a literary text, it is necessary to solve a difficult task: to preserve the unique atmosphere of the novel and convey a special author's flavor. V.S. Vinogradov believes: “The purpose of the translation is not to adjust the text to someone's perception, but to preserve the content, stylistic, stylistic and artistic values of the original” [2, p. 20].

Any work of art has its own contextual features. When analyzing a translated version, it is very important to take into account not only the contextual environment, but also the holistic context of the chapter or paragraph. Contextual equivalents undoubtedly play a very important role in creating an authentic atmosphere of the original. Thus, in our work we rely on the point of view of N. G. Babenko and believe that a mini-context is the context of a line or sentence, sufficient to reveal the semantics [3, p. 7]. And the macrocontext is the holistic context of a work of art.

During the translation of gerunds and gerundial constructions, the dual nature of the gerund, that is, the intertwining of verbal and nominal characteristics in it, is clearly evident. And the way the gerund is translated depends on its function in the sentence. And since the Ukrainian language lacks such a form, the complex application of lexical-semantic and grammatical transformations is an inevitable process on the way to creating an adequate translation.

#### Ways of translating the gerund:

1. Gerund = subject: noun or infinitive:

*Swimming against the current is difficult.*

2. The gerund = compound noun predicate: it plays the role of the semantic part of the predicate, following the verb with the conjunction to be (am, is, are, was, were,...):

*His hobby is collecting stamps.*

3. Gerund = compound verb: *I'd as soon die as go on living as I do.*

As part of a compound verbal predicate, the gerund is translated with an infinitive, but the translator quite often uses adjectival sentences, a personal verb and a noun: Was he drunk now, that he kept lurking out there by the door?

4. Gerund = complement: the prepositional and non-prepositional forms are translated by an infinitive, a noun or a noun clause:

*I can't risk repeating this mistake.*

5. The gerund = the prepositional indirect complement:

*I believe in being good because to be good is good in itself.*

6. Gerund = definition: in the function of definition in postposition to a definable noun, the gerund always follows the preposition. It is translated by an infinitive or noun, less often by a personal verb in a subordinate sentence:

*The possibility of going away and starting a new life made her crazy.*

7. The gerund = circumstance:

(a) mode of action: with prepositions in, by d. translated by an adverbial participle and more rarely by a noun with a preposition by (by), a personal verb in a subordinate sentence.

*They spoiled every romance by trying to make it last for ever.*

(b) Accompanying circumstances: with prepositions without, besides, instead of, apart from - a participle in the predicate of a separate sentence.

*Mason had some medical education besides being in the police.*

(c) Time: with the conjunctions on (upon), after, before, since, in - with a noun or a personal verb in the predicate of a circumstantial subordinate sentence with the conjunctions when, after.

*On entering the house he heard some noise upstairs.*

(d) Reasons: with prepositions for, from, through, owing to, because, on account of, for fear of - by a participle, noun with preposition, infinitive or personal verb in the predicate of a circumstantial sentence, introduced by the conjunctions as; because of; because of; for; that.

*Don't break the law for fear of being punished.*

(e) Purpose: with the prepositions for, for the purpose of, for the object of, with a noun or infinitive.

*The city council made a number of decisions with a view to cleaning the city.*

(f) Conditions: by a noun or a personal verb in the predicate of a circumstantial sentence.

*But for your coming and helping...*

With without: a negative form of an adverbial participle, a noun with the preposition "without", or the word combination "without" with an infinitive.

(g) Concessions: with prepositions despite, in spite of - a personal verb in the predicate of a circumstantial sentence.

*In spite of being so very short many Japanese poems.*

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### **MOTIVATION REASONS FOR ENGLISH LEARNING AS INTERCULTURAL COMMUNICATION MEANS**

The paper considers the motivation reasons study for English learning.

In our twenty-first century, English knowledge is always in demand. Although, this foreign language learning process is very difficult and long, but is necessary. It takes a lot of effort to speak and understand English.

Before you start learning language, you need to have a clear idea of what it is for and what opportunities may open up. Language skills contribute to the development of mental potential, broadening the worldview, professional growth, respect and recognition among friends and colleagues.

There are several strong motivating factors that will help a person to start learning English, for example:

1. Success in career growth.

When a person speaks the foreign language, he is more valued as an employee.

Knowledge of English, helps to talk to foreign partners, write research papers and reports.

2. Unlimited access to information.

English is, first of all, an international means of communication. Precisely, that's why, the most conferences, interviews, seminars are held exclusively in English.

3. Traveling around the world.

If a person knows English well, he can easily travel around the world. The foreign language knowledge allows you don't feel uncomfortably, talking to a person from another country. It is also an opportunity to visit museums by your own, learn about culture and traditions from locals, not from guides.

4. Opportunity to expand the circle of communication

Thanks to modern technologies, it is possible to communicate and meet people of different nationalities.

5. Knowledge of a foreign language allows for additional earnings.

When a person understands English without worries, he can work as a translator, help with the articles translation and various documents design.

In general, English learning is a certain stage for a person. The desire to become better for yourself and discover something new is the biggest motivation to study English.

The main thing is to set a goal and know for sure that you need knowledge of the foreign language in your life.

At first it will be difficult to understand everything, but when there is a result, then gradually progress will become more noticeable and further training will take place only for pleasure.

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### ASPECTS OF LEGAL TEXT TRANSLATION

Translation is “a unique sphere of speech activity, which depends upon not only different languages but also different cultures and sometimes different civilizations “ [3, p. 4]. Since the second half of the twentieth century, translation played an important role in establishing scientific, technical and commercial links. Today, Ukraine is rapidly moving towards integration into the world community, developing international cooperation with other states in various fields: industry, trade, culture, science, education. For successful international cooperation in these areas, Ukraine needs specialists who can perform both oral and written translation at high level.

Legal translation is highly important for domestic and foreign relations. Law is undoubtedly a scientific field related to the socio-political and cultural peculiarities of the country. The legal text is characterized by high objectivity, which excludes any translator expression of the subjective opinion. In addition, it cannot contain emotionally colored, figurative, colloquial or jargon vocabulary. Therefore, the

translation of legal texts is quite a difficult task. And inaccurate and inadequate translation creates certain obstacles to the use of a foreign language legal document.

Taking into account the significant differences in the cultural and legal spheres of Ukraine and other countries, a translator should pay special attention to the use of legal terms in legal documents. The language of legal translation must be particularly precise, clear and authentic. We believe that a well-translated legal text promotes effective cooperation between states, their legal entities and individuals at the appropriate level.

The legal texts translation is taking into account certain features. First of all, we want to note that the legal text is characterized by the saturation of special legal vocabulary, the main part of which are legal concepts and realities. Also in such translations is commonly used vocabulary in its usual meaning.

Another special feature of legal translation is the use of synonyms, which denote one concept in order to avoid ambiguity, clichés and constant expressions. The inappropriate use of synonyms can cause misunderstandings between the parties.

Words of Old English origin are used in English-language legal texts [2]. Legal translations are also characterized by special idiomatic expressions and phraseological combinations that are not used or rarely used in literary language. Therefore, the translator must be highly professional and experienced.

When translating a legal text, an important task is to choose an adequate equivalent in one language for another. This aspect is influenced by the factor of the presence or absence of an equivalent in the language of translation. If it exists, the procedure is reduced to the usual substitution of the equivalent, but in its absence - to the careful selection of one of the alternative counterparts, taking into account a number of linguistic and extralinguistic factors [1].

Legal documents should be translated only by professional translators who specialize in such translation. They must have appropriate legal education or at least significant experience in translating legal subjects. Otherwise, translation errors are inevitable. Errors in the translation of the text of the contract may cause the task of material damage and litigation, for which the translator will be responsible.

Summing up, we want to say that the prospect of further research on this issue is in the selection of relevant information for inclusion in the training content of future translators. For their training, it will be useful to select typical clichéd documents and analyze their linguistic and structural features. We also consider it is necessary to develop an algorithm for their translation and a set of exercises for their study.

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## **THE FOREIGN LANGUAGE SKILLS AND INTERNATIONAL COOPERATION**

What is language? Language is a gift that expands a person's abilities, thinking, perception, memory and imagination. But why does this gift sometimes turn into our enemy? Because misunderstanding can lead to quarrels and conflicts. We do not use language as a gift, we think without seeing it, we forget that our thought is woven from language. Faced with a foreign language, we become aware and discover our language and our thoughts. We think in the language we speak and each language reflects the same reality in its own way. Therefore, it must be precise so that we can understand each other, it must be flexible in order to allow words to take on new shades of meaning.

Many foreigners speak several languages, while in our country few know at least one foreign language and have no idea what advantages and opportunities the knowledge of foreign languages gives. Studying a foreign language, we begin to better understand both ourselves and those around us, we develop our intellectual abilities. With the study of a foreign language, we pay more and more attention to our native language and learn to express thoughts in both our native and foreign languages.

Globalization is changing education, culture and economy. The modern world more and more needs people who can understand others, think creatively and analyze. A foreign language is one of the best ways to develop these skills.

By mastering a foreign language, we expand our horizon of knowledge, plunge into another linguistic universe, enrich vocabulary, develop memory, and improve mental abilities. Knowledge of a foreign language contributes to better integration into a foreign and linguistic environment and an early adaptation to its conditions.

The task of the higher school is to create conditions for the formation and development of the student's professional qualities. Specially created components of

the educational process and a purposefully organized space for the formation of professional competencies contribute to the development of a student's need for joint activities, development of an interaction strategy, mastery of certain knowledge, skills and abilities.

The relationship between teaching foreign languages and intercultural communication is obvious. In the field of studying foreign languages, great changes are taking place, which are caused by an unprecedented interest in this subject. An unprecedented demand demanded an unprecedented supply. Specialists from various fields of human activity demanded immediate training in foreign languages as a tool of production. They need a foreign language for use in various spheres of society as a means of real communication with people from other countries. The new era requires an immediate revision of the general methodology and techniques of teaching foreign languages.

In a higher educational institution, teaching a foreign language as a means of communication between specialists from different countries is not considered as an applied and highly specialized task, for example, the task of teaching physicists - the language of physical texts, geologists - geological texts, etc. A university specialist is a well-educated person with fundamental training. The foreign language of such a specialist is both an instrument of production and a part of culture. To teach a foreign language as a means of communication, it is necessary to create an environment of real communication: to arrange scientific discussions in a foreign language with the involvement of specialists in a particular field, to use special vocabulary and terminology in the classroom, to participate in international conferences, etc. The development of communication skills is the main task facing teachers of foreign languages.

The development of modern production is impossible without foreign experience: a specialist of a technical university must be prepared for international interaction and cooperation, both at the linguistic and professional level. On the one hand, a specialist is enriched with a baggage of knowledge and experience in the field of his professional activity, on the other hand, he must be able to establish contacts and transfer the accumulated experience and achievements of his country through intercultural communication. A highly qualified specialist should not be limited only to knowledge of the language, his main task is to obtain a specific result in professional activity through the use of the language. Therefore, the main goal of international communication and contacts in the learning process is to prepare the future professional to use the acquired knowledge and skills aimed at developing the economy and production of the region of the country.

In connection with globalization, the need to develop intercultural communication to understand communicants belonging to different ethnic cultures within their country or abroad is significantly increasing. The flip side of globalization is interpersonal, intergroup and intercultural conflicts caused by the desire to preserve their identity and unique culture and the most important component of intercultural communication is language knowledge.

Intercultural communication is a connection between representatives of different cultures, which implies both direct contacts between people and their communities, and indirect forms of communication (language, speech, writing, electronic communication).

When mastering a foreign language in educational and professional activities, linguistic, linguometric information and cognitive, specific practical and other tasks are used. The solution of educational problems is widely associated with engineering education, but it can be successfully applied in the study of a foreign language, especially when this process takes place in mastering a dual competence: learning a foreign language and simultaneously assimilating expert knowledge in technical fields. Productive educational and professional activity in the study of a foreign language takes place in conditions of co-creation, when the student's individual creative work is combined with the creativity of other subjects of this activity, which in no way diminishes the importance of the individual creative style. On the contrary, it teaches students to bring the best examples of collective creativity into their individual experience and allows them to hone, improve their professional style and achieve high results in creativity

The creation of a language paracede in the educational process is a decisive condition for the formation of communicative competence. The audiovisual linguistic environment contributes to the creation of conditions for the assimilation of the language in contact with the culture, which is modeled in this para-environment. You can also use the Internet as an accessible means of teaching and learning, obtaining information, communication. The correct use of computer telecommunications, information resources and Internet services will allow for a fundamentally new approach to learning, which:

- is based on broad communication, rapprochement, erasure of boundaries between individual societies, on the free exchange of opinions, information;
- initiates wide contacts with the culture of other peoples and their experience
- stimulates the acquisition of a foreign language when it comes to international projects.

Intercultural cooperation is a special type of intercultural interaction, which is a specially organized joint activity to achieve a common goal for Ukrainian and foreign students, focused on solving urgent problems in the field of education, culture and social relations in the context of a dialogue of cultures.



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## OPTIONS FOR TRANSLATION OF THE TERM “LAWYER” IN ENGLISH

For both theory and practice of translation, including professional, the main problem is the problem of equivalence. The term equivalent in translation theory refers to a correctly found match. Equivalents are translational correspondences with minimal dependence on the context, they are complete and partial, absolute and relative. Complete lexical equivalents are words that fully cover the meaning of the whole word, and not one of its meanings, and there are almost no completely equivalent tokens.

Among the few equivalents that refer to the complete, usually called geographical names and terms. However, as practice shows, even they are not always completely equivalent. An illustrative example is the term “lawyer” and its English equivalents, which are words of different semantic scope. This fact creates serious difficulties in translating this word into English. It is no coincidence that the question of how to mark the profession of a lawyer in the English version of their business card is widely discussed on the Internet.

In the Ukrainian language, the word “lawyer” has a large semantic scope and covers almost the entire field of legal protection. The dictionary gives five main options for translating this word into English: lawyer; attorney; (appearing in court) barrister; counselor; (Attorney) solicitor. These sequences already indicate their functional and territorial differentiation. However, the analysis of English-Ukrainian dictionaries showed that the situation is even more complicated: in English, there are several dozen words to denote persons performing certain functions in the legal system, related to the practice of law and corresponding to the word “lawyer” in at least one meaning. . Thus, there is a vector correspondence of these units, when the units of the source language correspond to several units of the language of comparison.

In addition to those already listed, dictionaries offer legal practitioner, litigator, advocate, counsel, jurist; procurator; trial lawyer, counselor-at-law. They differ in function, authority, status and other parameters. Territorial feature is important, because these terms have their own specifics in different versions of the English language. Yes, it seems the equivalent of the Ukrainian word English advocate is thus mainly in the Scottish version of English. It also includes Lord Advocate, a senior official in the Scottish legal system whose role is to appoint new judges, propose new laws or decide to replace old ones.

In British English, the most frequent are lawyers, barrister and solicitor, who are called lawyers, who differ in their functions in the legal protection system. All three terms are covered by a broader term – legal-practitioner (practicing lawyer)[2].

A lawyer is the most general term that refers to a representative of one of the parties in court or gives advice on legal issues ('Lawyer' is the most general word for talking about someone who either represents people in a court of law or advises people about legal problems). He can deal with a wide range of cases and specialize in a particular area of law (family, corporate, criminal, etc.).

Solicitor is a lawyer who provides legal advice, practices law, prepares legal documents. Lawyers in this category work in private companies, government agencies, law firms. They may also represent the parties in the courts, but only in lower courts.

Dictionaries define the difference between these two lawyer titles as follows: 'In the UK, a lawyer who speaks in court is called a barrister, and a lawyer who mainly works in an office is called a solicitor, and these two types of lawyers have different training. There are other differences between them: Unlike solicitors, barristers cannot usually be employed directly by clients but are instructed by solicitors. Solicitors normally form partnerships with other solicitors and work in offices with support staff. Barristers cannot form partnerships but must act as sole traders with unlimited liability. That is, barristers work with clients indirectly through solicitors, do not form legal entities and are fully responsible.

In addition to terms denoting different functions of lawyers in the legal system, there are words that differentiate lawyers in a single case: litigator - a lawyer representing the plaintiff or defendant in court; co-counsel - an additional lawyer, often representing another firm; they may also indicate the status differences: seniorcounsel (lea-dingcounsel), leaderinlawsuit - the main lawyer of the party, pleader - the younger of the two lawyers of one party. [1]

The fact that for the Russian word lawyer English offers many options, which call the various differential features that differ in stylistic and functional features.

Identified lexical and semantic inconsistencies create serious translation problems, which are solved in different ways, depending on the language into which the translation is made. When translating from Ukrainian into English, the method of concretization is used, when translating from English into Ukrainian - generalization. Arising in connection with the expansion of cooperation in the legal field, the need to convey the professional differences recorded in English tokens, led to the fact that the Ukrainian language gradually includes borrowed from English words solicitor, barrister, attorney, which are used in translating English professional terms and already fixed by some dictionaries.

In our opinion, the word lawyer can be the most reliable option for translating the word lawyer into English (for example, when filling out a questionnaire). But to find a more accurate match, a broad context is needed, including education, the status of a lawyer, his functions, position, etc. Since, as has been shown, these terms have their own national and cultural specifics, it is important to take into account the

cultural context, ie the country of destination. Only the context allows you to specify the meaning of the word and find the appropriate equivalent.

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## TRANSLATION OF ANTHROPOMORPHIC METAPHORS IN ENGLISH ADVERTISING DISCOURSE

Today, advertising plays an important role in human life. Advertising has become an integral part of human life. It is everywhere - posters, billboards, shop windows, calendars. Advertising has taken an important place on television and radio, in newspapers and magazines, on the Internet.

Daily advertising is spreading more and more in the media. Attracting attention, it penetrates into all areas of our lives. Modern advertising is mostly informative, so the translation should be informative.

Translating advertising text, it is important to keep the hidden meaning of the content of the advertising message. After all, each social group has its own customs, rules of communication and norms of behavior. Advertising should “sound”, be rich and as short as possible.

One of the possibilities to create an expression is the metaphorical nature of advertising, because it is usually associated with semantic shifts, which lead to additional expressive saturation of the text. Metaphor is the tool which helps the author to build the composition of advertising, giving it meaning.

The urgency of the problem of translating anthropomorphic metaphors in English advertising discourse is that anthropomorphic metaphor in advertising texts has not been studied at a high level. Metaphor is considered as a figurative-functional unit of advertising text, so it should be deeper researched, because it is necessary for translation quality.

The object of study is an anthropomorphic metaphor in advertising texts.

The purpose of work is to study the ways of translation anthropomorphic metaphors in advertising.

After researching various advertisements, we can conclude that there are visual, auditory and visual-auditory advertising. The first group - the most common - is formed by newspaper and magazine, print, design and photo advertising. The second group includes radio advertising and announcements. The third group consists of TV and film commercials, demonstration of product samples accompanied by text. In all these forms of advertising, the word is an effective means of information and propaganda.

There is a lot in common in Ukrainian and English advertising. Example the use of figurative expressions, verbal and visual metaphors, although English advertising is characterized by a greater variety of figurative techniques.

Regarding the differences between Ukrainian and English advertising, it is possible to distinguish more frequent appeals of English advertising to phonetic means of expression. It can be alliteration, which gives special expression to advertisements. Alliteration is not very common in Ukrainian advertising.

Also in both languages quite often different syntactic repetitions are used, which give advertising more imagery and poetics.

To appeal the reader, advertisers often turn to such a stylistic device as metaphor. The process of metaphorization is devoted to the work of many linguists, literary critics, philosophers and psychologists, but still, this problem remains difficult, because it is about processes, which generate knowledge about the world. Metaphorization is not only the replacement of words, it is a mechanism of formation of new content, due to the action of complex cognitive processes. When translating metaphors, the following methods are used: complete translation; addition / omission; substitute; structural transformation; traditional equivalent.

Having researched the process of metaphorization, We can say that in order to understand a metaphor it is necessary to trace the path of its creation to some extent, and this requires mental effort to overcome the incompatibility of meanings and to build semantic harmony. Anthropomorphic metaphor should evoke imagination, because the world of metaphor is the world of figurative thinking. Therefore, through metaphorization, a person acquires new knowledge about the world, using existing names in the language.

Today, the translation of advertising texts is an integral part of the life of translators. Therefore, knowledge of the theoretical foundations of the process is a prerequisite and guarantee of translation quality. Having studied the translation of the advertising text, We can say that it is somewhat different from the literary text, namely in form, language and communication. The translator has to solve linguistic problems, which are due to differences in the semantic structure and features of the use of two languages in the communication process. Today, translators of advertising texts encounter significant difficulties in conveying the pragmatic potential of the original. Therefore, the translator must convey the pragmatic aspect of the content of the translated text using anthropomorphic metaphors by redirecting it to a foreign recipient, taking into account the reaction that will cause the text,

which accurately conveys the denotative and connotative components of the source text.

Analyzing some advertising texts, we can say that there is an interaction of anthropomorphic metaphor with syntactic and phonetic stylistic means. Here are some examples of anthropomorphic metaphors:

Easy On. Double starch. Gives body to fabric. (укр. *Easy On. Вдвічі більше крохмалю. Придає тканині форму.*) (A simple metaphor. When translating this ad text, the metaphor disappeared and only meaning remained.)  
Just like you, he'd rather not stand out. (укр. *Як і ти, він не хоче бути у всіх на виду.*) (A simple anthropomorphic metaphor. Metaphorical has been preserved in translation.)

Summarizing all the above, we can say that the advertising texts are addressed to the intuition and feelings of man. An important requirement for advertising texts is a concise and clear opinion. Metaphorization is a process that involves not only the participation of the mind, the human brain, but also the world. The translator must know the basic requirements for the translation of advertising texts in order for the translation to be adequate and understandable. Several examples of anthropomorphic metaphors from advertising texts were also given and analyzed. Somewhere metaphorical has been preserved, and somewhere has not been preserved.

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## FEATURES OF LEGAL TERMINOLOGY TRANSLATION

The number of the terminological vocabulary is constantly growing. Terminological vocabulary includes all words that are combined in the language under the common name of terms. The term is a special word or phrase used to express accurately a concept in any field of knowledge - science, technology, socio-political life, art, law etc.

The topic is relevant to the number of arising problems. In the modern world the importance of successful communication between representatives of different countries is increasing. This type of relationship is often regulated by legal documents that is why legal translation has become one of the most demanded types of translation today.

The features of the legal language that are most often criticized by linguists are the following:

- use of legal terms that coincide with the words of a natural language, for example, terminological words: possession, item;
- use of “undefined expressions”;
- use of archaisms: hereinabove, hereunder;
- “compact style”: complex nominal groups, passive constructions, confusing syntactic constructions and “blind” complex sentences [1].

Among the features of the translation of legal documents is the fact that the document to be translated is organized according to the legal system of the country in which it was drawn up. Legal language and specific terms reflect the peculiarities of their legal system.

When translating documents, it should be taken into account that text conventions in original language are often culturally. Therefore, the interpreter must be well acquainted with the law of his country and with the law of native speaker country.

Some difficulties arise with ambiguous legal terms. For example is the term “claim”, which can have several translation options depending on the context.

The use of phraseological units in legal speech is rather limited. Typically, fixed expressions of a bookish character are used. Also, stylistically neutral phraseological units are used to avoid expressiveness. For example, “carry authority” means to be influential, to use authority. Another typical feature of the style of legal documents is the use of infinitive constructions and passive voice, indirect speech [2].

Summarizing all above, we can say that the main problem of translation of legal terms and phrases is their ambiguity, not only among different branches of science, but also within the legal field of the text. Due to its specific nature, the legal field requires from translators special accuracy and in-depth knowledge of both terminology and background knowledge.

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## FEATURES OF TRANSLATION OF LEGAL TEXTS

Intensive formation of political and financial relations of our country with various countries around the world, which can be observed in increasing international contacts, highlights a large number of issues, one of the most important is the translation of legal documents from Ukrainian into foreign and vice versa. The correct translation of the legal word ensures successful cooperation of states at a high level.

Legal translation is perhaps the most difficult type of translation. This is because in the process of translating words from Ukrainian into the language of other countries and vice versa, the knowledge possessed by the translator is insufficient. It is impossible to properly translate a legal word without applying narrowly oriented knowledge in a particular field of law, without taking into account the peculiarities of the relevant type of legal relationship. You need to understand and apply foreign legal terminology in a certain context and have a special vocabulary.

Legal translation is considered to be one of the types of special translation, the object of which is the transmission of legal written or oral words by means of another language. An interpreter who works with the legal word understands that translation errors are unacceptable and can lead to lawsuits and even termination of the partnership.

Emotionally colored words, colloquial or slang vocabulary, the use of words in a figurative sense are not allowed in a legal document. As a rule, any legal document is executed according to the same specific model, as a result of absolute inconsistency of details, structural violations in the document, incorrect use of texts can lead to loss of validity of the document, lawsuits and compensation. Therefore, the legal translator is obliged to take special care of the peculiarities of the translation of documents in different countries.

The legal system of different countries contains its own primary sources of law, socio-economic foundations and terminological standards. It is important to note, in fact, that the more similar the legal systems are, the easier it is to translate these words. As is well known, the Ukrainian legal system contains features of socialist and civil law, while England and the USA have common law. As a result, the interpreter must know the terminology of law, have knowledge in the field of law with which his work is associated, and operate with the peculiarities of judicial systems, types of cultures, between which communication is carried out. V. Matezius and V. Prohazka, Czech linguists believe that the translation of a word is

not only a translation from the language, but also an active change in the components of culture [2].

Translation with errors, or with inaccuracies, creates some problems in the use of a foreign language document. As a result, the translation of the legal word causes a large number of problems related to the uniqueness of the legal language, linguistic and cultural differences of the language and the language of translation, differences in legal systems and linguistic traditions of states, features of various types of documents.

A necessary task, which must be clearly studied in the doctrine of translation, is the problem of choosing an adequate ratio in the process of translating legal words from one language to another. The choice of the applicable version of the translation is guided by the presence or absence of an equivalent in the language of translation. The translated word will affect the signing of an important agreement, the outcome of the trial, will affect the foundation of interstate relations [3].

Legal translation is considered to be one of the most popular types of translation at the moment, the demand for offers of translators specializing in this field is increasing every day. This is a difficult process because there are a huge number of legal terminology units that do not yet have analogues in the language into which they are translating, and the translation itself must meet the highest standards of adequacy and quality.

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## **FEATURES OF CONDUCTING CONSULTATIONS BY UKRAINIAN LAWYERS IN ENGLISH**

In our country Ukrainian lawyers are approached not only by citizens of Ukraine, but also by stateless persons, persons with several citizenships, and foreigners. So consultations can be held in English, because it is international language.

Law consultation is one of the form of the legal activity. And it consists of these obligatory elements: establishing a professional relationship with a client, obtaining information about a problem, socio-moral (non-legal) problem analysis, legal problem analysis and forming conclusions about a solution of the client's problem. Stage 1. Establishing a professional relationship with a client.

At first lawyer should find common ground with a person who needs to have a consultation. This stage includes:

- 1) polite greeting;
- 2) acquaintance: a lawyer says his name, asks a name of a client, tells a little about his law firm and gives a business card with contacts;
- 3) giving an information about privacy of the meeting;
- 4) discussion of condition of future cooperation: lawyer shows a contract, says the duration of the first consultation, says the price of the next, for example, it can depend on the client's situation, this information can be written in the contract. If the client agrees to have such cooperation, he/she signs the contract. Also a lawyer may ask if the person wants tea, coffee or water - it is an important part of professional etiquette. So Ukrainian lawyer should know business English vocabulary and the rules of professional etiquette.

Stage 2. Obtaining information about a problem.

This stage is special, because lawyer needs to adjust to the pace of the client's speech, accent, pronunciation. We cannot forget, that every human has his own features of the speech. So in order to quickly understand the client, jurist should know and speak English at a high level. The vocabulary should be tolerant, without obscene lexicon and slang. Legal adviser should ask clear questions, clarify certain information. There are some words and phrases that are necessary for understanding and using:

- Excuse me; I'm sorry
- Did I understand you correctly? Do you mean that...?
- What do you think about ...?
- What did you feel when...?

- Can you give some kind of context of that?
- Rights and freedoms; violation of the rights; privacy; respect;

The main aim of the conversation is to get to the heart of the client's matter. Moreover, a lawyer should in no case offend a person's rights, religion, race or certain ideas or preferences.

During this stage lawyer shows maximum tolerance and attention to the person, interest in his/her problem. So Ukrainian legal adviser should use different grammatical forms to build sentences and listen to the essence of the client's answers.

#### Stage 3. Socio-moral (non-legal) problem analysis.

Firstly, during the entire consultation lawyer should support the client morally. For example, if the person starts crying or screaming, jurist should help him/her to stay calm. Also it is important to explain how this situation can be solve without using a law and why this problem is can be dangerous for state of mind of the client. Sometimes comes aggression, sadness or feeling of frustration and despair. Ukrainian lawyer shall find required words to stop or prevent such sense.

Socio-moral (non-legal) problem analysis should be based on the true moral values, such as respect, happiness, freedom and justice. Lawyer tells the client how his/her rights were violated and why it happens in a society. The highest level of English will enable a lawyer to explain his feelings and thoughts clearly.

#### Stage 4. Legal problem analysis

The main activity of the lawyer is studying legislation. Besides Ukrainian law jurist should understand international law, namely European Convention of Human Rights. There are very specific vocabulary and terms in such documents. For example,

- deprivation, calamity threatening, adequate time, prescribed by, remedy, official capacity [1].

To my mind, these words will be useful for lawyer to:

- crime
- disorder
- plaintiff
- defendant
- claim/lawsuit
- misconduct
- offense/misdemeanor
- judge
- court
- prosecutor
- investigator (V. investigate; N.investigation)
- civil/criminal/administrate law etc.

The hardest part is not to understand the meaning of the words, but to understand how can the meaning of them be changed due to specific legal case. Legal adviser gives a professional legal problem analysis, names, articles of the law etc. This analysis should be clear, client shall understand the meaning of

terminus, words, definitions and the main sense of this telling. Therefore, the lawyer should know and use a big amount of legal terminology, understand both Ukrainian and international legislation.

Stage 5. Forming of conclusions about a solution of the client`s problem.

This stage is about summary of all previous information about socio-moral and legal aspects of person`s situation. The main task of legal adviser is to form an answer on the client`s question: «how can we solve my problem». Here lawyer needs to show his/her skills of negotiation and collaboration with a client, skills of proving professional point and persuading client to make the right decision in his/her favor. These skills are essential for Ukrainian lawyer to do his/her work successfully and effectively.

In conclusion, the main skills that Ukrainian lawyer should have to conducting consultations in English successfully and effectively are:

- 1) ability to speak English and know legal English at the high level
- 2) ability to find a common ground with different people
- 3) ability to adjust to the pace of the person`s speech, accent, pronunciation
- 4) ability to stay calm and confident
- 5) ability to use tolerant vocabulary – to adapt to the person`s features
- 6) ability to understand Ukrainian and international law at the high professional level.

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### INNOVATIVE METHODS OF STUDYING FOREIGN LANGUAGES

Today, when our country focuses on Europe, entering the world, social, political and cultural realities need radical changes in the field of foreign languages, especially English, as the latter is recognized as an international language, and the need for cooperation between peoples and countries, and therefore highly qualified professionals. who speak foreign languages and are able due to their communicative competence to intensify interaction with international organizations, establish business relations and cooperate with foreign partners.

Language skills are one of the fundamental features of a young person's cultural and professional connections. Today, a foreign language is not only part of a nation's culture, but also a guarantee of success for young people in their future careers with a high result in life. In both our and foreign countries, the demand for young professionals in various fields of activity has grown significantly, this is due to the non-standard thinking of young people and their creative approach to work and the work set before them.

“Many countries understand that the future lies in the most expanded development of the creative and intellectual potential of its citizens. Innovative technologies open up a treasure trove of new lifestyles to the younger generation” [1]. With regard to youth activities, an example is the exchange of students between countries. The Youth and Work youth program is the most popular student exchange program. It has been operating under the auspices of the US government since 1957 and provides temporary work in America for students for several months to help learn and practice English, in live communication with native speakers” [2]. When studying a foreign language, young people compare the information learned with life of the native country, which promotes the dialogue of cultures, also to enrich their own national culture through the study of another culture.

“There are several types of student exchange, the first of which involves student exchange - study at foreign universities for some time, the second is a cultural exchange, ie acquaintance of students with the traditions and culture of the country. Yes, the third - internship, or rather obtaining the necessary skills and knowledge for a specialist, practicing the study materials. Everyone can choose for themselves the program that suits them best and will allow them to study independently, gain knowledge, gain experience in cognitive activities, etc” [3].

The main goal of any student or student exchange project is to improve international relations and give young people a chance to become part of any country, albeit for a while, but immerse themselves in the life of another country, thus improving professional skills and increasing interest in learning, change.

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## **INTERPRETATION AND TRANSLATION IN PROFESSIONAL ACTIVITIES**

Every year Ukraine is more and more confidently integrating into the world community, develops international cooperation in various fields: industry, trade, culture, science, education. To ensure European cooperation in the spheres, specialists are needed who can perform translation, both oral and written, at a high level in their professional activities.

In general, at first translation was oral, but when writing appeared, there was a demand for written translation. Written translation allowed different peoples to understand the achievements of people in different fields.

The translator performs actions that customers cannot perform without their help. The requirements of the professional activity of the translator are determined with the aim of using the corresponding text of intercultural communication in the translation by the translator and selling his translations. The translator must have the highest level of language and understand the methodology.

A written translation is a translation from a foreign language or into a foreign language, presented in printed or electronic form.

Oral translation is a consecutive translation from a foreign language or into a foreign language. Consecutive interpreting is used in business speech, negotiations. Accompanied by delegations, which means a sequential fragmentary presentation, first by the speaker, and then by the interpreter.

There are also requirements for translation. The translation must comply with the requirements, structures and content. The translation should not contain errors, adhere to all terms and symbols.

To translate a text, a translator must have a complete higher education.

Interpretation must meet all the requirements and standards, as well as meet the speaker's oral speech - in meaning and content. He should not have errors. The time for interpretation should be no more than 8:00.

The professional activity of a translator should be directed towards a certain written and oral communication in various fields of professional activity. Also use modern methods of finding and processing information. Use global information networks.

It is necessary to have knowledge in the field of future professional activities and declarative knowledge - about the labor market, the requirements of clients, the norms of their behavior and the relationship between the translator and the client,

information carriers, and translation tools itself, procedural knowledge about the features of professional translation in professional activities.

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### SPECIFICITY OF POETRY TRANSLATION

The translation of poetry requires thinking from many theoretical points including linguistics, poetics and rhetoric. There are many theories of translation and, of course, they contradict each other. To be interested in translation, as Antoine Berman says, is to be confronted with different possibilities and different “values”, different visions of culture and cultural transmission [1]. Indeed, it is clear that the translator chooses his point of view and, often, seeks to defend it.

To study the ways in which literary translators approach and translate a text, the most relevant scenario is the exercise of translating the same original by many translators, especially if they are also invited to comment on their work. Translation, more and more considered as an authorial creation, is it not justified precisely as a proper text, even as “non-translation”, as Jacques Brault wants it. Brault also offers a translational poetry aiming to disorientate the translation, to create a true original [2]. In contrast, Michel van Schendel says that the accomplished poem resists translation because it is impossible to take anything away from it [5]. It is difficult, according to him, to get all the poetic factors of the original poem into the target language. Others abound in the same direction, specifying that the poem should not be a translation in the sense of explanation since, in poetry, form is at the same time meaning; this is what makes this art special. Meschonnic says that “if we accept that

the poem is replaced by the statement of what it says only, to which it is not reduced, it is because the criteria of literary translation are then looser than those of technical-scientific translation” [4]. These criteria are numerous and in a way “subjective”; this is why translators tend to develop their own posture by privileging, very often, only one aspect of the text (sound, meaning, atmosphere, etc.). Berman claims, moreover, that any translation presupposes a responsibility on the part of the person who produces it. Indeed, according to him, a translation is always individual even if it is subject to standards, since any subject must be able to answer for his choices. The question of the choices to be made leads to another equally well-known debate, that of loyalty and betrayal. However, isn't a translation, especially in poetry, necessarily somewhat faithful? Antoine Berman claims that if we remain faithful to the letter, we are unfaithful to the spirit and vice versa.

André Lefevere in his book *Translation Rewriting and the Manipulation of Literary Fame* describes the main difficulties linked to the translation of poetry [3]. These difficulties, encountered by our corpus of authors, will be analyzed in the following order: alliteration, gender, name of characters, multiple meanings of a word, archaisms, interrogative sentences, rhyme, meter and syntax. Our comparative analysis, thus constructed, will be followed by an analysis of the solutions favored by the various translators.

There are many who claim that in poetry, it is about “doing again” and not about remaking according to the original. The hypothesis of the present study goes in the same direction by asserting that in poetic translation, it is rather a matter of adapting the text according to the understanding it inspires, rather than translating it for the accuracy of the message. As Antoine Berman already said in his work entitled *John Donne*, there are many criticisms of translations, but critical in the sense of judgments.

A conception of the poetic text, very widespread among practitioners as well as among theorists, claims that it aims to produce an aesthetic effect on the receiver. In fact, according to this conception, poetry would be differentiated from other genres by the presence of “an ornamental supplement, foreign to the meaning of the text.” When we think of a poem, we think of the intensity, the rhythm, the images, in short, to an intense work on language which, without being absent from narrative prose, plays a greater role in poetry. Not all agree on the untranslatable nature of poetry or, on the contrary, on its over-translatability, but there seems to be a consensus on the notion of choice. Indeed, in prose as in poetic language, you have to choose and it is precisely from there that the difficulties emanate, but also the manifestations of creativity and inventiveness.

Translation studies are a vast field of study. The theories and practices are numerous. It's over. 18th century that the first theoretical essay in English translation, “*Essay on the Principles of Translation*” (1791) by Alexander Fraser Tytler (accused of plagiarism by George Campbell), was born. The author sets out three principles: the translation should fully reproduce the idea of the original, the style of the translation should approach that of the original, and the translation should reproduce all the ease of the original. That said, when it comes to the

translation of poetry, several authors (and translators) are of the opinion that the poetic text is an over-encoded text, over-encoding which leads to its over-translatability. In other words, the poetic text can only be restored as a signifying totality by the “sum of its significantly different translations.”

Finally, in translation, we often try to “change” the text, to “adapt” it to the target context. We then continue to refer to the original, but without “copying” it. The personal reading of a work, its subjective interpretation, becomes its first translation, a translation which will then become adaptation to different degrees since there is no perfect literality.

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### TRANSLATOR ROLE IN INTERCULTURAL COMMUNICATION PROCESS

Today, Ukraine is increasingly involved in European and world processes, and more and more Ukrainians feel themselves as the part of cultural progress. With regard to international contacts, we must speak not only bilingually, but also in several languages, not only territorial contacts (the country's neighbors), but also more distant countries. More active international cooperation in various fields and modern capabilities of communication technologies contribute to this work. The rapid process of development in all spheres of public life clearly reflects the need to use communication as one of the methods of resolving conflict situations. The content of the concept of communication includes primarily the ability of people to



understand each other and agree with each other. Verbal resolution of disputes is the best way to resolve contradictions. However, knowledge of the native language is not always enough, because due to Ukraine's desire for European standards, it is important to speak other languages, including English, because English is the international language that is understood and spoken by the most foreigners. Interethnic communication involves the ability of people to understand each other regardless of their racial, national or linguistic characteristics. Professional language or a set of all language tools used in professional language can be divided into common inherent language, those that occur in all professional languages without exception, and are specific only to a single professional language.

At the same time, modern translation skills have become an important component of many professions - experts in international relations, political scientists, journalists and more. The development and enrichment of professional languages is directly related to translation. Legal professional language is no exception. It should be noted that due to the quality of legal terminology, which can be used not only between persons who speak the state language, but also between persons who know only a foreign language. In this situation, much depends on the level of knowledge of the lawyer not only terminology, but also the correct interpretation of it to persons who do not speak Ukrainian. That is why the participation of a qualified translator is very important. In addition, the translator must not only make full use of his knowledge of a foreign language, he must also be able to correctly explain the meaning of a legal term or phenomenon, without distorting its meaning. As a result, it should be noted that in the process of legal activity, the translator acts as an auxiliary subject in the process of interethnic communication between persons. Ensuring effective conversation (dialogue) between people is the key to a successful solution of any case. Therefore, it is very important to involve a translator who has the appropriate skills not only in another language, but also in legal terminology.

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## **THE YOUTH MARKETING TRENDS IN THE CONTEXT OF THE INTERNATIONAL INTEGRATION**

In today's world, more and more companies do business in countries around the world. Therefore, the topic of international marketing is relevant. Marketing is not what it used to be, it is what is now and will continue to develop.

International marketing is the exchange of goods and services across national borders to meet customer requirements. Appeared due to the internationalization of economic activity.

There are two types of international marketing:

- Internal marketing
- International marketing

Forms of international marketing:

- Imported - the essence is to purchase goods from foreign markets.
- Export - the essence is to sell as much goods abroad.
- Foreign economic - the essence is to create joint subsidiaries, enterprises, portfolio investments abroad, trade in services.
- Transnational - the essence is that companies operate simultaneously in the markets of most countries and lose their national identity.

The main participants are:

A multinational corporation (MNC) is an organization that produces goods and services in one or more countries other than its home country. Such organizations have their offices, support services or manufacturing facilities in different countries and usually have a centralized head office where they coordinate global governance.

Exporters are foreign sellers who sell goods and provide services throughout their country in accordance with the required jurisdiction.

Importers are foreign buyers who buy goods and services from exporters under jurisdiction.

Service companies - The service company receives income from trade in services, not physical goods. The state accounting company is the best example of a service company.

Aspects of international marketing are: market research, infrastructure, product localization, marketing localization and communication.

Marketing activities in the foreign market provides the following tasks:

- Obtaining reliable and timely information about the market, the dynamics of demand;

- Creating a range of goods that can satisfy the world market and will be profitable in comparison with competitors;
- Influence on the consumer, demand and the market that will provide the maximum possible control of sphere of realization;
- Provide prospects for the development of international business.

The concept of marketing is a consumer-oriented, integrated target philosophy of a company, organization or person. Is a system of management of production and marketing and trade activities of enterprises, focused on the market and the consume.

According to the stage of marketing development, appropriate concepts were created:

- Production concept (end of the ninth - 20s of the twentieth century) – increasing the number of manufactures of existing products. Occurs when demand exceeds supply. The purpose – optimization of production – growth of sales – increase in profit.
- Sales concept (30s - 50s of the twentieth century) – the main purpose of the concept is that any product can be sold if you use the right concept of promotion. Be it a draw, a discount or even a markup.
- Market concept (60s - 80s of the twentieth century) – identification of real needs through marketing research and their satisfaction, better than competitors;
- Strategic concept (end of the XX century-beginning of the XXI century) - establishing long-term relationships with potential customers.

Conclusions. Summing up, we can say the following The main task of marketing is to meet the needs of consumers. Today, marketing should be based on fast and flexible planning, the center of which will be the consumer. New products – new markets, more prospects.

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## **THE INFLUENCE OF GLOBALIZATION PROCESSES ON ENGLISH-SPEAKING COMMUNICATION**

The relevance of the research topic is since modern realities have been marked by a global transition the impact of which existence is apparent for everyone. The influence of globalization processes on English-speaking communication requires scientific work and in-depth analysis. Globalization occupies a leading position among the world's macroeconomic trends. Attention also should be paid to the development trends of English-language communication in this context.

In the development of this problem should be noted the role of domestic and foreign scientists such as K. Ohmae, R. Robertson, M. Connelly, Y. Easterly, J. Soros, I. Wallerstein, L. Gerasina, M. Panov, K. Kumar, F. Fukuyama, D. Bell, A. Brinkley, T. Friedman, F. Bobkov, E. Azoryants, E. Giddens, H. Gadamer, M. Polishchuk, V. Voronkova, K. Chernova, D. Held, S. Benhabib, E. Toffler and others.

In a general sense, “globalization” is understood as one of the most important phenomena of our realities. Globalization is the process of planetary integration of all areas of human activity, which includes production, economics, technology, trade, culture, political and other state institutions. The globalization process is natural and difficult to contain. The main consequences of globalization are the international division of labor, capital, human and productive resources allocation, standardization of legislation, economic and technical processes, as well as the convergence of cultures of different countries, etc.

It is important to note that globalization is not the same process for all countries. Modern countries are at different levels of development of economic, political and economic opportunities, so the processes of globalization are understood in different ways by different countries. It is important to note that the concentration of capital contributes to the widening of the gap in the level of development between the most developed and backward countries.

The processes of globalization are causing the emergence of new problems for humanity:

- the problem of multiculturalism;
- the problem of the acceleration of time and pace of life;
- the problem of job loss among vulnerable groups of the population;
- the problem of overpopulation in countries;
- the problem of racism and sexism;

– the problem of changing linguistic traditions, etc.

The language problem in the context of globalization requires more attention. According to the latest data from UNESCO, Chinese is in the first place in terms of the number of speakers in the world. Many scientists believe that soon the world community will face the problem of mass learning of the Chinese language by speakers of other languages and cultures. The problem of learning English is more realistic and modern nowadays. English takes a leading position in the context of the popularity of learning and using by the world community. The problems of international communication are among the constant research of many scientists [1].

J. Fishman focuses on the fact that the world has entered the communicative shift era, the essence of which is the objective necessity of national-English-speaking bilingualism. The development of the English language depends on the processes of globalization. The importance of the English language as a universally recognized international language of global distribution should be considered [2].

According to research by the famous English linguist D. Crystal, the number of English-speaking people in the world is more than 1 billion. However, only a quarter of them recognizes English as their native language. English is the official language in 45 countries. English has legal status in 70 countries and is considered dominant in more than 20 countries in the world [3].

According to many modern scholars, globalization is often equated with Americanization. The role of the English language in this context is increasing. The development of languages depends on world linguistic processes, which include the unprecedented divergent development of the English language. The influence of globalization processes on English-speaking communication is an unprecedented example of linguistic modernization.

It is important to clarify that a high-quality study of the English language is becoming a necessity in the modern world. This point of view is based on a factual base. It takes into account the logic of modern social, political, economic and cultural processes taking place in the world community.

J. Jenkins said that English as a universal language has many advantages:

English is the Germanic language influenced by the Romance languages. Many representatives of the Romano-Germanic language groups learn English without much difficulty due to similar features.

English uses the Latin script system, which is the most widely used in the world.

English is the language of the highly developed nations of North America, Great Britain, Australia, New Zealand. Consequently, this language system can serve the interests of modern civilization and the new world system.

The spreading process of the English language as a tool for creating a single communicative space for native and non-native speakers of English, as the language of international contacts, is an achievement for international politics, business, media, culture, and education [4].

This allows us to conclude that the development of the English language depends on the processes of globalization. Globalization is understood as one of the

most important phenomena of our realities. The importance of the English language as a universally recognized international language of global distribution should be also considered.

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## LANGUAGE LEARNING IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

As early as the 18th century, people began to think about the relationship between language and culture. In the works of philosophers from the seventeenth to the twentieth centuries, the close connection between culture and the phenomenon of communication was considered.

The emergence of the term “intercultural communication” is associated with the publication of the book “Introduction to Intercultural Communication” by J. Conden and J. Facy in 1975.

The problem of intercultural communication has existed for a long time in the process of learning foreign languages, but linguists and methodologists have conducted research. Recently, this issue has been considered from a new position to strengthen the impact of intercultural communication on students to get better results in learning foreign languages. Recent research has shown that the study of language communication in terms of intercultural communication is important today and is becoming increasingly pragmatic.

Researchers have focused on the meaning of words. They are mainly based on the fact that words are the names of real objects that appear in everyday life.

The study of the cultural component of the word is an important condition for successful mastery of a foreign language, but, in turn, it is also part of the broader cultural and historical significance of social reality, and its absorption is an important condition for language realization. Use language as a means of communication. Language is a code that expresses certain concepts that can be understood by different groups of people.

Most importantly, language reflects the social experience of people. The existence of certain vocabulary depends on the real needs of people and the reality of their lives. For example, to denote snow, the people of Chukotka use about 10 terms that have subtle differences that can only be understood by those who constantly communicate in this language.

As we all know, there is only one complementary link between foreign language teaching and intercultural communication, as each foreign language class is an actual encounter with another class. Culture is the main native language. Each in other people's words, it reflects a foreign culture. Each word has a subjective state, which is based only on a certain language and culture and creates an impression of the world around.

Today, in the process of teaching foreign languages in Ukraine, it is necessary to use this language as a means of authentic communication with others. Students do not want to know the language, but will use it. As a result, the concept of foreign language teaching has undergone tremendous changes, with a greater emphasis on intercultural communication. Therefore, the main task of teaching foreign languages today is to teach the functional aspects of foreign languages and more practical application of the studied foreign languages.

To prepare students for foreign languages and help them realize that they are part of intercultural interaction, the following methods need to be changed: foreign language teaching, country studies and communication. To do this, we need to move to practical training and eliminate false cultural stereotypes.

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