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SECTION 1
CONTEMPORARY ISSUES OF DEMOCRATIC SOCIETY DEVELOPMENT. DEMOCRACY THROUGH LAW

LAND MARKET DEVELOPMENT IN UKRAINE

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There are different opinions on it, both negative and positive. But, if you look at the experience of European countries, the land market is of great benefit to both the state itself and its economy.

The land market refers to the scope of commodity circulation of land, which can be used either for agriculture or for the construction of buildings, structures, infrastructure. The basis of the land and resource potential is agricultural land, which makes up more than 70% of the land fund of Ukraine. On this basis, the development of the land market is an integral part of the state development economy.

The development of agriculture will allow not only to obtain fruits for own use, but also for import to other countries, and provide jobs. The use of land for the construction of new buildings and structures will attract foreign investment, improve the infrastructure of the places where the development will take place, since the construction of a new structure leads to the construction of roads, pedestrian roads, public transport, energy communications, water supply, etc.

It should be noted that without the development of the land market this is just a theory. According to it, the main problem of Ukraine is the undeveloped land market in comparison with other European countries.

This problem was disclosed in the works by Zinchuk T. O., Zinchuk T. A., Dankevich V. E. [1], Semeriak Yu. A. [2], Kaletnik G. M., Kozlovsky S. V., Tsikhanovska V. M. [3] and others. Scientific developments of researchers have important theoretical and practical value in the conditions of transformation of land relations. However, this information is not enough for a detailed conclusion about the difference in the state of the land market of Ukraine in comparison with the more developed European countries in this matter.

We can see two options for solving this problem. The first solution of this problem is the example of other countries, such as Hungary, Romania and Poland. It will significantly speed up the process of creating and implementing your own development strategy.

In each of these countries, the state has set different restrictions on private property for each family. Also in these countries, the state has its own priority right for cession of land. In European countries, in order to combat speculation, they introduced a restriction on the free disposal of land by introducing the mandatory use of land for agriculture for a specified time by law.

All laws and restrictions raised the land market in these countries to a high level, which led to an improvement in living standards in these countries.

The second idea, in our opinion, should be in digitalization of the land market.

At the moment, Ukraine has not developed Internet resources related directly to surveying and land management. As a development option, we suggest improving web mapping. To make information available through maps, namely, to create an official constantly updated Internet resource based on maps with detailed information that is necessary when buying or renting a land plot. Using this resource when choosing a site of interest, everyone can get detailed information, such as the condition of the soil, nearby buildings, groundwater, etc. Which in its turn will save a lot of time for potential investors, developers.

Based on the above arguments and the experience of other countries, we can conclude that for the development of the land market it is necessary to have, first of all, the formed legislative framework that was put into effect. It is also required to develop Internet resources necessary for the purchase and lease of land. If to ensure all this functions properly, the development of the land market will accelerate significantly and ultimately lead Ukraine to success.

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SMALL CLAIMS LITIGATION PROCEDURE UNDER THE EU LAW

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Simplification and differentiation of court procedures is a major globalization trend that has embraced the field of civil justice in recent decades. The emergence of Ukraine as a democratic and law-governed state brings to the

fore the question of implementing the positive experience of the European Community in the field of legal policy and justice in particular. The current procedural legislation regulates a number of procedural institutes that did not previously function in Ukraine. This refers to the insignificant cases, which are more commonly known as small claims in international practice and national legal doctrines of foreign countries. Taking into consideration the relatively limited positive experience of functioning of the procedural mechanism of consideration and settlement of small claims at the level of the national legal order and the need to ensure the effective functioning of the latter in the future, the necessity to study of European standards and national practices of small claims becomes of particular importance.

Globalization processes are closely connected to the European integration therefore the issue of development and differentiation of the trial procedural form in the EU is supranational. A unique, autonomous system of legal regulation has emerged in the European Union, and in its essential features, it differs significantly from classical international and national legal systems. The supranationality factor is therefore fundamental in the context of the determination of potential vectors and finding the levels of reform of procedural law, both of the European Union as a whole and of the Member States in particular.

The formation of European standards for consideration of small claims was gradual and carried out in two main areas, which differ in content and level of legal regulation. The first area is supranational, the formation and development of which took place in the system of legal coordinates of the EU with the participation of its institutions. It is characterized by the versatility, complexity and mutual consistency of principles, tasks, and procedural rules. The second set of standards was formed at the level of the legal orders of individual EU Member States and is quite varied in terms of quality and quantity. They formed the basis for the development of national small claims litigation practices.

The institution of alternative judicial jurisdictions has become the determinant of the formation and subsequent legal regulation of supranational standards for small claims litigation and it is an extraordinary, transnational procedure for the settlement of disputes between individuals and legal persons of the EU Member States. Nowadays, the European Union civil procedural law provides two main alternative jurisdictions, in particular: 1) the European Small Claims Procedure or ESCP introduced by Regulation (EC) No 861/2007 of the European Parliament and the Council of the European Union of July 11th, 2007; 2) the payment procedures established by Regulation No 1896/2006 of the European Parliament and the Council of the European Union of December 12th, 2006.

The payment procedure is analogous to a supranational, cross-border writ proceedings designed to simplify and optimize the procedure of getting the

European order for payment by the applicant. The latter should be considered as a special form of customary court order, which allows creditors to indisputable clams recovering the debts from debtors in a simplified manner. The Regulation No 1896/2006 of December 12th, 2006 applies to all the EU Member States, making the procedure universal, accessible and ergonomic, thereby eliminating the need for the national creditors and debtors to comply with the national procedural laws.

The Regulation No 861/2007 of the European Parliament and the Council of the European Union of July 11th, 2007 established a pan-European, cross-border procedure for the settlement of civil and commercial disputes, the total cost of which does not exceed € 2000 without the cost of legal aid, legal fees and interest on the use of money. The unification of procedure for small claims at the supranational level was necessitated by the harmonization of the procedural rules that existed at the level of the legal orders of individual EU Member States, by simplifying them and further optimizing them to a single civil procedural form, reducing judicial costs and reducing time of litigation, which should comprehensively contribute to raising the level of guarantees of the right to a fair trial.

However, the Regulation contains the list of certain categories of civil cases which cannot be considered in the simplified order as small ones, in particular: a) the cases related to personal non-property rights of a person, including defamation, protection of honor, dignity, business reputation, privacy, confidentiality of conversations, correspondence, privacy; b) the cases of recognizing a person as missing, incapacitated, with limited legal capacity, establishing other legal states; c) cases related to the termination of legal entities, recognition of the insolvency of a debtor, declaring him / her bankrupt; d) the cases concerning property and property rights of spouses, hereditary legal relations, drawing up and contesting wills, alimony obligations; e) the cases arising out of employment relations connected to social security entitlement [1].

The defining feature of the ESCP procedure is its interactivity, which does not absolve the court of the obligation to strictly comply with the requirements of the principles of disposition and competitiveness of the parties. An appeal to the court shall be in the form of a claim which together with the annexes may be filed by filling in the variants of standardized electronic forms of procedural documents or by any other means, including the use of information and telecommunication systems or any other means of electronic communication. Forms of procedural documents consist of separate electronic cells, each containing a list of variant items to be filled with a detailed explanation of their content and the order of filling. The court has the right to leave the claim without consideration, if it does not meet the established requirements or contains inaccuracies or other shortcomings that were not eliminated within the time determined by the court.

In addition, with the aid of the profile service the parties can simultaneously obtain clarifications on legal issues in electronic form, including the peculiarities of the procedural order of their case. The parties are required to read the list of categories of civil cases that are not qualified under the ESCP criteria. In the event of such a case, the court proceedings concerning it will start, but in the future it will be considered under the rules of the general proceedings in the ordinary course of procedure provided for by national law.

The content of the Regulation implies a number of requirements that correspond to the catalog of relevant standards that must be met and implemented within the ESCP procedure, in particular: 1) it is the responsibility of Member States to provide remedies, take actions and regulate jurisdictional procedures to ensure the effectiveness of small claims litigation; 2) the unconditional adherence to the right to a fair trial and the whole system of guarantees provided by Article 6, paragraph 1, of the ECHR; 3) dispositiveness; 4) competitiveness; 5) publicity and veracity of the trial; 6) procedural productivity; 7) proportionality; 8) the immediacy of the trial; 9) legal certainty. Thus, the initial purpose of the introduction of the ESCP procedure is to formulate and enforce the catalog of common, uniform, pan-European standards for handling the small claims at the supranational level. The European experience of the unification of procedural rules, as well as the ESCP procedure itself, are unique in their legal nature and significance, since they have become a harbinger of the process of bringing civil litigation harmonization to a new level. The latter ensured the unity and uniformity of the procedural rules for the consideration and settlement of small claims, both at the supranational level and at the level of the legal order of EU Member States.

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CONTEMPORARY ISSUES OF DEMOCRATIC SOCIETY DEVELOPMENT AND WAYS TO SOLVE THEM

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Nowadays, we could talk about the two-way path relationship between development and democracy: democracy provides mechanisms and institutions that will contribute to real and humane development, and the development process will create objective conditions and a climate conducive to the consolidation of democratic practices in society.

Political and social stability is necessary for development, without which it is impossible to achieve real and sustainable development. Democracy, based on the rule of law, is ultimately a means to achieve international peace and security, economic and social progress and development, and respect for human rights but in reality-democracy is a dynamic social and political system ideal functioning of which is never fully achieved. In the twenty-first century, we still face a triple problem: the restoration of democracies, the preservation of democracies, and the improvement of the quality of democracies. All of us must be aware of the importance of the human factor in the development process, on the one hand, and the great influence that democracy has on the development of the capabilities of this element and its role in the development process. Consequently, the importance of democracy is to allow citizens to participate in the decision-making process, allowing people to take first place on the development agenda. Needless to say, satisfying these needs will increase the ability of citizens and expand their capabilities, as well as release the inherent energies of creativity.

On the other hand, we see the problem of providing easy access to information, ensuring transparency in economic operations, which allows identifying shortcomings and inefficiencies in government bodies and economic institutions, as well as identifying abuses and vicious practices that help improve the work of government bodies and institutions and allows us to fight corruption. Promotion of democracy should be aimed at supporting legitimate democratic forces, providing a platform to express different perspectives and perspectives, combine these forces with global knowledge and experience, including collaboration, and create a national environment open to transparent and democratic political discourse, transition and change. Local regulations must be taken into account and integrated into emerging democratic institutions and processes.

The relations between development and democracy are contradictory and have a mutual effect: democracy provides the basis for development, and development creates the material base and climate conducive to the development of democracy. Development, as an expansion of opportunities, allows a citizen to lack knowledge and skills, develop his abilities, choose a job in which he finds himself, and earn a decent life for him. And a sense of responsibility towards him strengthens his conviction that it is necessary to rely on dialogue and communication in solving public issues, which creates an atmosphere suitable for solving social and political problems by peaceful means. The larger the development, with its human dimension, is taking its course, as stability in society is strengthened and the democratic experiment takes root.

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MEMBERS OF LEGAL RELATIONS IN AIR TRANSPORTATION AS A SPECIAL FORM OF BUSINESS ACTIVITY

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Ukraine is in a "favorable" geographical and transport position, as the country is crossed by international transport corridors that connect us with the EU countries, the Russian Federation, and Central Asia. Transport corridors make it possible to use modes of transport such as rail roads and air connection, where the latter is preferred.

The development of the infrastructure of the aviation sector of the economy requires active amendments to the regulatory acts on transportation, regulations on the activation of innovative investment processes, as well as legislation on the technical regulation in the field of air transportation and admission of such activities by business entities. Regarding the legal regulation, the natural question arises: who is a party to the air transport relations.

According to Article 2 of the Commercial Code of Ukraine the participants of economic relations are economic entities, consumers, public authorities and local self-government bodies with economic competence.

One of the participants of the relations on transportation is the state represented by its specialized bodies. The state regulation on aviation activities and use of Ukrainian airspace is to grant the licenses for conducting business activities in the aviation sector. This is indicated by the relevant legal act, namely, the resolution of the Cabinet of Ministers of Ukraine of October 8, 2014, №520 "On Approving the Provision of the State Aviation Service of Ukraine" where the state regulation in the field of civil aviation and use of the airspace of Ukraine is exercised within the powers of the State Aviation Services of Ukraine, which is the central organ of executive power.

The second participant in the air transportation business is the air carrier (an airline), which has received a special license under the procedure established by law – an operator's certificate, which allows performing a certain type of commercial transportation and providing relevant services.

The other participant is the consumer of the services, namely, the passenger. The acquisition of the passenger status is confirmed by a ticket as a contract between the air carrier and the passenger. In accordance with paragraph 3 of Section 3.1 of the Order of the State Aviation Service of November 26, 2018 № 1239 On Approval of the Aviation Rules of Ukraine "Rules for Air Transportation and Passenger and Luggage Service", the passenger specified in the ticket is entitled to fly the relevant flight, and the air carrier is obliged to

transport the passenger and his luggage and provide other services following the contract of air transportation.

Air traffic services and aviation security personnel are involved in maintaining the airworthiness of the aircraft as a primary means of conducting business. Airworthiness support is provided by individuals and entities responsible for the ground handling services. At any stage that ensures the viability of an air carrier for commercial transportation, the ground handling is the subject to certification in accordance with the Rules for the approval of airport certification.

From the above we can outline the specific range of participants in the air transportation field:

➢ Central executive authorities formulate the state policy in the field of air transportation by establishing admission rules and obtaining permits to carry out such activities.

➢ An entity is an air carrier with a valid certificate for certain business activities such as commercial transportation.

➢ The ground handling which is provided by entities.

➢ Consumers as passengers.

All the participants are subjects to the legal regulation of business activities in air transportation as well as the safety rules.

The legislation of Ukraine in the sphere of air transportation should be developing with the growth of the Ukraine's role as one of the players in the international air transportation market and should be designed to ensure that the aviation sector of our country is competitive globally and contributes to the growth of the economy of Ukraine.

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THE PROBLEM OF BULLYING IN MODERN UKRAINIAN SOCIETY

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During nine years I have studied at school. And sometimes there were some situations which shocked me a lot. Two or three girls laughed at another pupil, a stronger boy pushed a weaker one. I couldn't understand why they did such way and had a great pleasure. Neither our teachers nor parents didn't have any influence at those pupils.

Everybody is a person with feelings and thoughts and we have to respect each other. Well, we can have different opinions or tastes but we can't say that another boy or girl is wrong if he/she doesn't agree with me. Sometimes I read news about bullying at schools, watch different videos about violence over girls or boys and can't hold back tears. Some young people are so rude and cruel… It's terrible and they must obey the law!

Ukraine is among the top ten countries in Europe in the spread of bullying among 11-15-year-old schoolchildren. It has left far behind not only the most socially prosperous Denmark or Norway, but also, for example, Hungary and Greece. Such data are provided by the WHO. According to the WHO, in 2018 Ukraine took the fourth place among European countries in terms of the level of teenage aggression. In the first place – Russia, in the second place – Albania and in the third place – Belarus.

According to recent studies two thirds children are suffering from taking part in violence events connecting with schools. At the same time bullying is perceived as infrequent school cases by our society. Such problem was recognized by our society with the help of UNICEF researches. [2]

Cases of bullying often pass unknown. Adults find out about the events when the aggressor crossed the border and the victim was physically injured. Such facts became acknowledged from the results of research initiated by the Ministry of Justice of Ukraine.

About 50% of victims of peer bullying did not share the problem with anyone and did not turn to anyone. Half of the children injured in the school walls will carry their pain for life. The consequences of the public humiliation will break every second life of a bullying victim.

Unambiguously the numbers indicate that we must be ready to face this problem.

In 2018, June the Ministry of Education and Science of Ukraine together with the Ministry of Social Policy, the Ministry of Culture and the Ministry of Youth and Sports created the plan to combat bullying in educational establishments. Last year our government passed the new law about bullying. Bullying is some actions of participants in the educational process that involve

psychological, physical, economic, sexual violence, including the use of electronic communications that are committed against a minor or minor person or by such a person against other participants in the educational process, as a result of what could be or was harmed by the mental or physical health of the victim. Article 173 of Code of Ukraine on Administrative Offenses [1] provided for typical signs of bullying:

- systematic (repeatable) action;
- the presence of parties – the offender (buller), the victim (bullying victim), observers (if any);
- actions or inaction of the offender, the result of which is causing mental and / or physical harm, humiliation, fear, anxiety, subjecting the victim to the interests of the offender and / or causing social isolation of the victim.

The fine for bullying is 850-1700 UAH or community works for 20-40 hours. If a group of people violated or this happened repeatedly during the year, the fine will be 1700-3400 UAH or community works for a period of 40-60 hours.

If the offenders are teenagers between the age of 14 and 16, the same sanctions are envisaged, but they will be imposed on parents or guardians.

In addition, the fine is provided for the head of an educational institution if he does not report the facts of bullying to the National Police. The sanction provides for the fine of 850-1700 UAH or correctional labor for up to one month with a deduction of 20% of earnings.

As for bullying prevention the best one is frank relationships between young persons, parents and teachers. The more children trust, the more parents can cover over, advise and react, because the main parental function is control and security.

I think that collaborative actions of parents, the government, National Police, teachers, children will give excellent results in future.

Besides, I want to add that I am proud of my country. I have rights and obligations, that should observe them. I know that every person has definite protection and is able to tell about his or her problem without fear. Our country is very young and I believe that there will be more laws that can protect Ukrainians.

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FEATURES OF THE SCANDINAVIAN LEGAL SYSTEM AS THE BASIS OF THE STRONG DEMOCRATIC SOCIETY

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Today, people are the part of democratic society. They are equal in their rights and freedoms. Democracy does not set border between men and women, rich and poor, among persons of different nationalities. Such society is developing and modernizing every day and every hour.

"The Economist Intelligence Unit" gives us very interesting statistics about development of the democracy in the different countries. It is created in the form of a classification of countries according to the level of development of 5 democratic principles: elections and pluralism, civil liberties, government activities, political engagement and political culture. This information allows us to see, that the first places are occupied by Scandinavian countries, such as Norway, Iceland, Sweden.

The Scandinavian countries in general can be considered the most progressive countries in meeting social needs of their citizens and creating the ideal of democracy. Of course, such changes are due to historical features of development, geographical location of the region, features of the economy and even international relations. An important basis for the democratic success of these countries is the peculiarity of their law, which is called the Scandinavian legal family. It is sometimes also distinguished as a separate system of law.

The peculiarity of the legal system of this countries is that it combines both the features of continental law and the features of the Anglo-Saxon system. Despite the fact that Scandinavian peninsula is located on the European continent, the countries of Northern Europe were not significantly influenced by Roman law, because this territory never belonged to the Roman Empire.

Of course, they have their own codification and use the legal constructions and concepts of the Romano-Germanic legal system. A legal act is recognized as their main source of law. The system of legal acts is hierarchical, and the constitution occupies the highest place in it. On the other hand, some elements of the law of these countries are closer to the Anglo-American system. Judicial practice plays more prominent role here compared to the continental law. In these countries, the role of judicial precedent in the form of decisions of supreme judicial bodies is very important. As an example, in Danish legal system, certain institutions of civil law are governed by the rules of case law.

The sources of modern Scandinavian law form a single system, which consists of legislation, court precedents, legal customs, doctrine, principles and international legal acts.

Legislation, which is understood as a system of all legal acts, plays a leading role. The main place in the hierarchy of legislation is usually played by the Constitution. The Constitution can be either a single legal act or a set of several constitutional laws. Legislation has specific regulatory nature. Its content is reduced to giving the court a wide freedom to solve certain problems and establish a penalty for crimes and offences.

The court decision really has a higher priority than in the Romano-Germanic system. However, the application of court precedents is not governed by such strict rules as provided by English law. Judicial practice is a good alternative to codified legislation in the Scandinavian countries. The growing role of judicial practice, that has been observed in recent decades is certainly due to the inability of legislation to respond flexibly and quickly to the dynamics of social development.

The Scandinavian legal system combines the features of different legal systems not just like that. These countries strive to protect the rights and needs of their citizens in every way. Local government has become an effective idea for the success of these countries. Here it received significant managerial and budgetary independence. Part of the capital goes to support business in certain regions. Such disposal of funds is enshrined in law. The lion`s share of the money earned by municipalities from taxes goes to the socials benefits. As a result, there are no rich or poor in the country. The majority of country`s population is middle class.

Examining the legislation of these countries, it may come as a surprise that in Norway, self-government is not actually protected, because the legislation of this country does not contain relevant regulations. And all because of the fact that there is simply no need for it. State will not attack the rights and freedoms of self-government.

The interests of the citizen coincide with the state. No one is oppressing his freedom. The state is really created not by the ruling elite, but by the people. The law of these countries combines the best features of other legal systems not to protect the state, but to satisfy the desires of everyone and to create true democratic society.

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THE PROBLEMS OF MODERN DEMOCRACY AND ITS ESSENCE

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Democracy is inextricably and closely linked with society. It exists in this society, participates in its life, directs and places signs on the path of law-abiding citizens. Democracy is understood as the main method of collective interaction, as a result of which all participants have an equal impact on the stage or outcome of the process. However, it is very important to take into account the need for self-awareness of citizens in this political system. Obviously, without its spiritual and moral foundations, it is able to turn into its own opposite. Otherwise, democracy, which should serve as the political ideal of democracy, can turn into the geopolitical doctrine of a unipolar world. It is in the existing subtleties of the interpretation and understanding of the democratic apparatus, the ability to use it for the good, that creates the main difficulties in modern society.

Inability to ignore the emergence of a new reality of society is one of the existing problems. As society is specific and in it can lead to relationships (and their forms) of people with each other, as well as their integration into human communities, can one say that the bulk is nothing more than a crowd that does not have skills good governance? After all, Plato claimed: "Good or freedom destroys democracy." Is modern society ready for such a responsibility? Will it be able to make decisions consciously and be responsible for the consequences?

The development of society leads to the development of the political system itself. In the age of computerization and frantic progress in various fields of mankind (especially in the scientific), democracy is forced to take other forms. For example, new realities give rise to concepts such as «teledemocracy» or «cyber democracy», which also require a new interpretation.

The sharp jumps and transitions from one political regime to another, "shock therapy", and the state's own specifics create inequality in a society where its own hierarchy is built. A weak market economy can not only change the standard of living of the population, but also stall the spread of democracy. After all, those who in the generated inequality have more than certain resources may have a greater impact on political life. That creates political inequality. Left-wing movements suggest the need of economic democracy, which would be able to resolve the issue of distribution of property among labor collectives.

An important problem of the modern development of democracy in society is the transition period. Because it is precisely in this passage of time that democracy can gain its strength or even lose any stability. Due to the

individual characteristics of each country, it is impossible to develop uniform methods of democratization at the moment.

Immigration is also a problem of the development of democracy. Most emigrants do not have a constant material income, they are poor and have a significant cultural margin. Man's ignorance of the law does not relieve him of responsibility. What about ignorance of their own democratic rights and obligations? Negative sentiments towards emigrants, bitterness, contribute to the development of ethnic and sometimes even terrorist conflicts, the creation of radical movements. All this not only contradicts the concept of democracy, but also shows hostility towards it and human rights.

Thus, we can conclude that the self-awareness of society, its awareness of its own power (demos), transitional periods, democratic representations, the material and social situation of citizens and the country as a whole, internal conflicts, as well as important cultural and social conditions contribute to development and the formation of democracy. All these conditions will determine its level and effectiveness. Indeed, if we return to the inseparability of the concepts of this political system and society, then we can say that democracy and the fullness of its implementation and use by citizens of a country are determined by the level of their political identity and are free, which meanwhile is generated by the established regime within the country. This allows you to form a system of representations of the subject in political terms. Where he (the subject) consciously and purposefully builds his own relationships with the same subjects and objects of politics, inside and outside the political system.

Summing up, we conclude that there is a need for support and a normal response to the peaceful desire of citizens to be heard, to participate equally with other representatives in the political life of the state. It should also not impede the ability to have and freely express one's opinion, the right to self-determination and one's own position. After all, democracy can be built only by joint efforts and striving to achieve common goals. Because when the power has one landmark with the people, this means not only that it listens to its power and the voice of democracy, but also follows the path of the rule of law, which is not indifferent to the opinion of its society.

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THE PROBLEM OF HUMAN TRAFFICKING IN MODERN UKRAINIAN SOCIETY

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Democracy is a form of government in which the people have the authority to choose their governing legislation. Who people are and how authority is shared among them are core issues for democratic theory, development and constitution. Some corner stones of these issues are freedom of assembly and speech, inclusiveness and equality, membership, consent, voting, right to life and minority rights. Democracy is a responsibility all people to preserve social values.

Today, unfortunately, in many countries, authorities violate the rules of democracy, creating and spreading global problems around the world. Unemployment, poverty, the lack of rights of women and children, the exploitation of human labor are just a few examples of the global violation of the democratic principles. To my mind, nowadays the most important problem is human trafficking. It`s a trade of humans for the purpose of forced labour, sexual slavery, or commercial sexual exploitation for the trafficker or others. It can be trafficking of children, forced marriage labour or sex trafficking, trafficking for organ trade, etc. There are more than 4 million victims of sex trafficking globally. A study from the United Nations' International Labour Organization estimated 3.8 million adults and 1 million children were victims of forced sexual exploitation in 2016 over the whole planet. The vast majority of sex trafficking victims are women and girls, though men, boys, trans, intersex and nonbinary individuals can be victims as well. [1]

Today, Ukraine is one of the main countries of origin of victims of modern slavery in Europe. And if in the early 2000s trafficking in human beings for the purpose of sexual exploitation predominated, now labor exploitation is in the lead. The International Organization for Migration estimates that more than 230,000 Ukrainians have been trafficked since 1991.

The proportion of victims of trafficking by sex has also changed – if previously almost 85% of victims were women, now more than 60% are men. People from Ukraine have found themselves in a situation of modern slavery in more than 50 countries.

It should not be assumed that the victims of modern slave traders are people with low levels of education. According to statistics, anyone can fall into servitude, in particular, among the victims are many people with technical and even higher education. The same applies to age: among the registered victims, the youngest was only three years old and the oldest was eighty-three. [2]

It is worth recalling that in September 2010 Ukraine ratified the Council of Europe Convention on Action against Trafficking in Human Beings. In September 2011, the Supreme Rada of Ukraine adopted the Law on Combating Trafficking in Human Beings. In the same year, the Ukrainian parliament ratified another document – the Council of Europe Convention № 201 on the Protection of Children against Sexual Exploitation and Sexual Abuse.

The government prohibits all forms of trafficking through Article 149 of its Criminal Code, which prescribes penalties that are sufficiently stringent and commensurate with those prescribed for other grave crimes, such as rape. The government completed 82 criminal investigations and arrested 56 people on trafficking charges. The Interior Ministry reported that the number of prosecutions for labor trafficking increased. Overall, the government prosecuted 95 cases resulting in 83 convictions of trafficking offenders under Article 149. Of the total number of persons convicted, 59 were placed on probation and not subjected to imprisonment.[2]

Also, a plenty of non-governmental organizations try to help our citizenships not to be a victim of human trafficking. According to Maryna Pasechnyk, deputy head of the NGO "Renaissance of the Nation", you need to be careful when traveling, studying and earning money abroad. On the website www.msp.gov.ua you can check the license of the employment agency. [3]

You see that the fight against trafficking in human beings continues to develop in many countries and associations, despite this, attacks and acts of violence continue to increase. Therefore, in our time, it is so important to make efforts to help the government in solving this problem. Do not be indifferent!Collect donations, join volunteer companies, learn more and keep your close friends and acquaintances informed.

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THE ROLE OF A COMPLIANCE OFFICER

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Corporate ethics and accountability are the main concerns of today's business world. In the epoch of massive data breaches, uncontrolled workplace crime, and an array of complex compliance requirements, the demand for compliance officers is rising. Many employers are continually looking for highly experienced compliance professionals to help them keep current with global and domestic regulatory standards.

A corporation can implement the most effective line of defense against prosecution, including both civil and criminal enforcement, having an efficient and effective compliance program, which is impossible without a highly-qualified compliance officer. What kind of specialist is a Compliance Officer? The question is worth exploring because interest around the topic has increased. A quick search on Google Trends revealed that the phrase "compliance officer" has steadily become a more common search term, roughly twice as popular today as it was 15 years ago.

Compliance officers are in-house employees who ensure the company and its employees comply with all external industry laws and government regulations as well as internal bylaws and policies.

A compliance officer is the person responsible for assuring that the company can fulfill all its duties under whatever laws and regulations apply to the business. They are in charge of identifying and mitigating risk. That is, they assure compliance.

The Compliance Officer is charged with leading the compliance department to help manage compliance risk. The Compliance Officer must help the senior management of a firm to ensure that the company is complying with the rules and principles set by the relevant regulators and that its employees are complying with those internal policies and procedures that have been designed to meet the regulatory requirements. In some jurisdictions, there are laws or regulations requiring businesses to appoint a Compliance Officer to ensure that the firm's compliance arrangements are reasonable. This demonstrates the importance that regulators attach to the role and the level of responsibility that comes with the appointment.

The standards and rules compliance officers evaluate vary tremendously depending on the industry, but nearly all take their root in the law. Officers have to know the rules and regulations for their chosen industry inside and out in order for their reviews and critiques to be helpful. When rules change, officers must act quickly to make sure that their company or client's processes keep up.

Typically, the Compliance Officer is in charge of the following responsibilities: to provide advice and guidance on the proper application and interpretation of laws and regulations (including codes and internal policies) applicable to the business; to set compliance policy and to provide guidance on the development and implementation of internal policies and procedures covering regulated activities; to provide training to and ensure awareness of management and staff on applicable compliance requirements; to implement and maintain a compliance monitoring programme to provide management with reasonable assurance that key regulatory risks are being adequately managed by the relevant business areas; to provide regular and accurate information to management, in the form of management information and/or board reports, raising significant issues, breaches and concerns; to liaise with other control and risk departments and coordinate work carried out by these departments; to produce or oversee the production of regulatory returns; to assist senior management in establishing and maintaining good relationships with the regulators; to assist in the development of the internal compliance culture by promoting the benefits of ethical business conduct.

The precise role of the Compliance Officer will vary according to the nature of the business carried on. Nonetheless, there are some common skills and personal attributes that the Compliance Officer is expected to display. The Compliance Officer should have appropriate knowledge of legal and regulatory requirements affecting the firm and be able to apply knowledge to practical situations and be pragmatic in making recommendations. It means that as well as possessing knowledge of compliance requirements, the Compliance Officer must also acquire a good knowledge of the business so that balanced decisions can be taken to meet with not only the regulations but also the needs of the business. The Compliance Officer should be able to communicate at all levels, as well as with regulators direct, and be able to explain the impact and implications of regulation on the business both in person and in writing; be able to analyse information and investigate situations to ensure that appropriate procedures are formulated and that compliance with requirements is appropriately verified ; be able to negotiate with staff at all levels and influence policy and decision making at the highest level to ensure that it reflects compliance requirements ; manage a team or compliance-based projects; be able to establish good working relationships at all levels, including with senior management, other risk-management departments, and the regulator.

To sum it up, the Compliance Officer is a specialist who fulfils different roles that are metaphysical in their nature. The Compliance Officer serves as an investigator encountering and investigating suspicious issues, anonymous reports, the results of audits. The Compliance Officer, like a philosopher, need to make difficult decisions about what the best course of action is in complex, ambiguous circumstances, to define ethical principles for the company. The Compliance Officer, like a teacher, trains others: managers who train

employees, or employees. The Compliance Officer combines the functions of a counselor who offers advice to employees and a confessor to them when they are confessing their misconduct.

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DELEGATION OF STATE POWERS TO LOCAL SELF-GOVERNMENT: CONTEMPORARY CHALLENGES

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The necessity of a balance between centralized governance and decentralization in a democratic state is subject to numerous scientific disputes in the field of public administration. However, decentralization, being a prerequisite for membership in the European Union, contributes to local development programs and amplifies the efficiency of local authorities in fulfilling the interests of the population in a certain administrative unit. Simultaneously, some scientists suggest that «centralization and decentralization are not mutually exclusive or dichotomous arrangements for governance» [1, p. 33]. Therefore, the accurate balance between centralized and decentralized arrangements depends on social, economic, and political conditions in the state.

It should be noted that the international legislation provides a possibility for the states to attribute the powers and responsibilities to local authorities in a legitimate way. In this regard, the European Charter of Local Self-Government allows the public responsibilities to be exercised by those authorities which are closest to the citizen. Furthermore, Article 4 of the Charter emphasizes that «allocation of responsibility should weigh up the extent of the task and requirements of efficiency and economy» [2]. Having analyzed the importance of this aspect, we suggest considering the specific challenges that democratic states may deal with during the implementation of decentralization policies.

One of the important aspects is the essence of local self-government based on the specific doctrine prevailing in a certain state. In fact, the municipal bodies

may be state-oriented, community-oriented or dualistic [3, p. 265], and the capacity of delegated authorities would vary due to the level of their autonomy in the state. For instance, the dualistic concept of local self-government promotes local authorities as non-governmental bodies, which have to comply with the state's role by enshrining the interests of the local population. Accordingly, this concept refers to the principle of subsidiarity, which means that the basic competence of local self-government (in the socio-economic and financial field, the fields of health care, education, architecture, agriculture, etc.) may be expanded by the delegation of certain state powers. Nevertheless, in this context, the drawbacks in the implementation of the delegated authorities are quite common and we are going to address the two major ones.

Firstly, the efficient implementation of delegated authorities must be accompanied by sufficient financial, human, and organizational capacity of the local self-government. Indeed, very often the local authorities have to abandon the execution of certain tasks due to either the lack of necessary financial means, which were not supplied by the government or the insufficient professional qualification. In particular, Saunders C. states that «lack of resources, lack of experience and skills, or simply unfamiliarity with what is practically required to run government often impede the capacity of constituent units to carry out the tasks entrusted to them under new decentralization arrangements» [4, p. 13]. In addition, the possible solution for this issue is the detailed legal regulation of the delegation of state authorities as well as the establishment of a contractual form of this process. The latter would ensure the proportionality between the delegated competencies of the state and the financial supplies.

Secondly, the delegation of powers sometimes is the main cause of the local authorities being overwhelmed by the number of functions they have to operate. Consequently, their efficiency decreases failing to implement even the basic tasks assigned to them by the legislation. To reduce the overload of municipal bodies, we propose to apply regular audit procedures in order to outline the factors affecting the efficiency of their performance. The special attention should be drawn to the degree to which policies and programs are appropriately designed and organized to promote decentralized decision making and management; the degree to which central political leaders and bureaucracies support decentralization and the organizations to which responsibilities are transferred [1, p. 52]; the effectiveness of local authorities in terms of fulfilling the interest of the citizen in a certain region, etc.

Summing up, the decentralization is an essential aspect of public administration in a democratic state. The balanced expansion of local authorities' opportunities in governance contributes to the well-being of local populations due to the adjustment of administration to the conditions of a certain region. Although there are some challenges concerning the delegation of powers, further scientific researches in this sphere would assist in the

improvement of this process and advance democratic governance to the next stage.

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SECTION 2
INNOVATIVE TRENDS OF MANAGEMENT AND TOURISM BUSINESS DEVELOPMENT

HOTEL AND RESTAURANT BUSINESS AS AN INDUSTRY

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The hotel and restaurant business is an industry with a high level of competition, that aims to maximally satisfy the needs of consumers, provide them with a high level of comfort, satisfy a wide variety of household, economic and cultural requests.

The hotel industry is one of the most dynamic areas of the labor market. Therefore, if you wish, you can very quickly make a successful career in it. But at the same time, you need to be prepared to work overtime when others are resting. The main task of specialists working in modern hotels and restaurants is the creation and implementation of the latest working methods, which are ensured by the collective efforts of employees of all services, constant and effective control, improvement of forms and methods of service, the study and implementation of best practices, new equipment and technologies.

The hospitality industry is a company of hotel, restaurant services, recreation and leisure has always been an object of close attention. The hotel business is an area that places great demands on people. Accommodation, according to the terminology of the World Tourism Organization (UNWTO), is any facility that regularly or sometimes provides tourists with accommodation for an overnight stay. In practice, accommodation facilities represent a wide range – from expensive 5 star hotels to tourist shelters.

Customer service is an important part of any business. The hospitality industry is understood as entrepreneurial activity in the market of services related to servicing guests. They may be tourists, business travelers, business representatives, vacationers, clients, decisive personal and family interests. The hospitality industry also includes the organization of public catering, sports and other entertainment, leisure parks, etc. Based on these definitions, we can conclude that the hospitality industry is a tourism industry that includes and unites various enterprises of the tourism industry: hotels, tour operators and travel agencies, catering, transport and excursion services, etc., as well as organizations providing related services.

In the book "Rules to Break and Laws to Follow" Don Peppers and Martha Rogers write: "Customers have a good memory. They remember you whether you remember them or not. … The customer's trust can be destroyed

instantly by a gross mistake in the service, or once undermined by many small demonstrations of disrespect and incompetence".

The hotel business appeared in the days of Ancient Greece and Ancient Rome. Indeed, in many regions of these ancient civilizations one could find analogues of modern hotels. In those days, they were often called inns. In most cases, they were located at the forks of trade routes, since it was the traders who most often used their services. Of course, comparing modern hotels and projects at the beginning of the 20th century, one can notice obvious progress in servicing guests and in the range of services offered. Nowadays the tallest hotel is the hotel located in the city of Dubai, it is located at an altitude of 321 meters, in total, there are 202 hotel rooms in this hotel, it is very popular among tourists of this beautiful city. And the oldest restaurant in the world – "St. Peter's Monastery Cellar", is located in the Austrian Salzburg near the monastery walls of St. Peter's Abbey. Visitors to the restaurant were many famous personalities, but the most revered is Wolfgang Amadeus Mozart, who often dined at the restaurant with his family.

Thus, having analyzed and summarized the above information, we can say that the hotel industry today is an important component of the economic sector, the product of which is a hotel service that has its own specifics. Hotel companies providing this service provide not only accommodation and catering services, but also a wide range of additional services. Based on it, it is legitimate to single out the hotel industry as the largest integrated component of the tourism and hospitality industry.

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ENGLISH LANGUAGE SPREAD THROUGH TOURISM DEVELOPMENT IN TURKEY

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Turkey is the country well known all over the world as a perfect tourism destination, and Turkish experts in the field of tourism are making it more and more attractive for visitors and guests. The benefits of this country – favourable

geographical position, climate, various landscapes, hardworking and hospitable people – are the factors that facilitate the experts to organize touristic services at the highest level. There are summer resorts and winter mountainous resort centers, great historic and cultural spots, splendid hotels along the coastline with the appreciated by people system of all-inclusive. According to the UNWTO (the United Nations World Tourism Organization) is the sixth most visited country in the world. In 2019, Turkey hosted about 52 million tourists [2**].**

Unfortunately, the pandemic of the year 2020 has changed the situation a lot, but Turkey's experience of tourism organization and a big role tourism has in the economy of many countries as well as people's big hopes the situation will change for better in the nearest future, make us consider some aspects of tourism development in Turkey once more. We should always mind that everywhere tourism has a positive impact on country's economy, human personality, humanization of people's relations, preserving historical and cultural heritage, developing the territories.

The development of tourism in Turkey began in the second part of the last century, but substantial increase in the number of foreign tourists happened in the years 2000 – 2005. Then, during the following years, there was some increase and decrease in the number of tourists due to different factors. As they are not the subject of our article, here we would like to concentrate exclusively on the connection between the English language and the development of tourism in Turkey. So, the purpose of this work to study the English language spread through tourism development in this country.

The official language of Turkey is Turkish. It belongs to Turkic language family. Since 1928 Latin alphabet is used, this replaced Ottoman script. By the way, Turkish language is the 7th spoken in the world; about 200 million people speak it in their everyday life. But with the development of global economy there is a growing demand for English which is the language of international business, contracts and commerce, technology, Internet, education and culture.

English is the most spoken foreign language in the country. Its function is quite instrumental: as an instrument for the country's economic, industrial, technological development, as well as the development of the sphere of tourism.

Tourists in the big touristic destinations like Istanbul, Ankara, Cappadocia, Antalya, and other resort cities in the Aegean and Mediterranean coasts can find English speaking staff in the hotels and villas, information given in English, menu in restaurants printed in English alongside with printed in Turkish. On the other hand, the Turks who speak English can easier find the job in the spheres of management, business, commerce, consulting, representation, entertainment, guiding. So, many people and the government understand the importance of learning English, and a lot of work in this connection has already been done.

In public schools in Turkey English is taught for children starting from 4th grade, or from the age of 10, but nowadays most of the private schools start

teaching the children this language from the earlier age. If there is an economic demand for a future specialist a person can continue one's own education in the establishment of the higher educational level [1]. Universities in Turkey provide the students with the courses of English as a subject in curricular, or even the whole teaching process is conducted in English. It is also possible to get a vocational course of English for the people for extra fee.

We would like to point out that the development of tourism in Turkey is not concentrated on and limited to the leisure and recreation. Now a lot of premises – halls, hotel conference halls, pavilions – try to organize and host a lot of business or scientific events – fairs, meeting, conferences, congresses, conventions, especially out of the high season. Many of them are large-scaled and very representative. Many of such events are international because Turkey is known all over the world for its high-class level organizational capabilities and favourable atmosphere. Some experts stress that this direction in tourism is more profitable for the hosting party than recreational and leisure tourism. During such events, English is absolutely needed for the participants for the best outcome, and here English proves its status as the language of international communication.

Speaking about specificity of English language spread in Turkey we should always bear in mind the specificity of this country. It is absolutely unique and authentic. But at the same time, it is between the eastern and the western worlds in the global and timely terms. Going on the way of technological and business development Turkey belongs to the western world with the domination of English language as the language of international communication. At the same time going on the way of tradition, it preserves its own culture including the language.

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INNOVATIVE DIRECTIONS OF DEVELOPMENT OF MANAGEMENT AND TOURISM IN UKRAINE

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Marketing innovations make it possible to cover the needs of target consumers or attract customers not covered for a given period of time.

Innovation as a process or as a product can become one of the main articles of the enterprise's income, affecting profit growth.

The introduction of innovative management in the tourism sector is one of the main success factors for enterprises in this field, which is carried out, as a rule, at the highest level of management of a tourism company, the main purpose of which should be to determine the main areas of scientific, technical and industrial activity of the enterprise.

Innovative technologies determine the creation of the necessary conditions for the sustainable development of tourism enterprises, aimed at ensuring the competitiveness of tourism services at the level of international standards. Therefore, the development and implementation of an innovative tourism product, the use of information technology in its formation and services for tourists, the use of new information technologies in the development, promotion and sale of tours, the formation of knowledge about the latest mechanisms and methods for managing international and domestic tourism enterprises are key factors for success and competitiveness of domestic tourism enterprises.

The modern tourism industry is progressing rapidly. Its development contributes to the active economic growth of many countries of the world. However, the development of the tourism industry in a particular country is significantly influenced by global tourism trends. Today, tourism has become an independent sector of the economy. The development of the tourism industry contributes to increased budget revenues, the creation of new jobs, the development of infrastructure, the construction of new tourist facilities, the strengthening of the protection and reconstruction of existing historical and cultural monuments, and the protection of nature.

Particular attention is always paid to foreign tourism, and Ukraine is no exception. It is necessary to create a whole range of conditions for the development of this direction of tourism activity, since it is associated with a large flow of direct foreign investment in the country's economy. In addition, thanks to the development of foreign tourism and increased funding for this industry in the country, it is better and faster.

Innovations in tourism should be considered as systemic events that have high-quality novelty and lead to positive shifts that ensure the stable functioning

and development of the industry in the region. So, the idea of creating and implementing tourism projects, the next innovation and to provide financial support for this process.

Today, tourism is the most developed and one of the most dynamic sectors of the global economy. Tourism is precisely that sector of the economy that deserves more attention in Ukraine. This industry can provide a significant contribution to the country's economy in the form of new jobs, an increase in revenues from foreign economic activity and replenishment of the state budget through the payment of taxes.

The state should focus its efforts and available free resources on the development of high-tech sectors that are promising for the entire national economy, that is, such sectors, and actively contribute to the development of other sectors of the economy. And such an industry is tourism.

Innovations in the field of tourism sometimes arise completely unexpectedly and even unpredictably under the influence of events in society. Therefore, the study of innovative processes, the causes of innovations, the development of methods for their implementation is of significant and practical scientific interest. The role of the state in the development of innovations in the tourism sector is also important, and the development and implementation of state support mechanisms for these areas is relevant.

So, the innovative activity in the field of tourism and the manager is aimed at creating a new or changing an existing product, improving transport, hotel and other services, developing new markets, introducing advanced information and telecommunication technologies and modern forms of organizational and managerial activities.

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PERSPECTIVES OF GREEN TOURISM IN UKRAINE

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From ancient times to nowadays Ukraine has been known for its black soils, picturesque sceneries, that had always attracted conquerors. Thanks to its natural resources, national parks, recreational zones, health resorts Ukrainian green tourism has the preconditions for the successful development. You can cross the country from north to south, from west to east, and can see many natural assets, located in its territory: left somewhere wild forests, unplowed steppes, changing into the fields with sunflowers and golden wheat, high mountains, green forests, blue rivers and lakes, endless sees. That is why this type of tourism has a right to exist in Ukraine. The most attractive areas for the sustainable tourism boost are Transcarpathian, Ivano-Frankivsk, Vinnytsya, Kyiv, Lviv, Poltava regions and the Autonomous Republic of Crimea (still annexed, by the Russian Federation, but is an outlook with fair promise in the future).With every year that passes, a new region is added to the list of regions with developed green tourism infrastructure.

Green tourism for many residents of megacities has become not only an opportunity to escape from the suffocating stone jungle to countryside, but also a chance to return to the sources and traditions of ancestors who lived with deep respect for nature and its gifts. According to European statistics, 35% of the big cities' inhabitants in EU prefer to have a rest in the countryside. Eco tourism or green tourism has existed in Europe for more than half a century and France is its homeland. In the middle of the 20th century, many French farmers began to move to the cities because of the losses they incurred in agriculture. To slow down this process somehow, the French government offered to organize the conditions on farms for the reception of tourists. And in the 70 years of the 20th century rural tourism in France received an independent status. Now it brings about 1 billion dollars in profits to the state budget of the country.

Green tourism for many residents of megacities has become not only an opportunity to escape from the suffocating stone jungle to countryside, but also a chance to return to the sources and traditions of ancestors who lived with deep respect for nature and its gifts. For foreign guests of Ukraine, green tourism is an opportunity to live in authentic Ukrainian village, to learn the history and traditions of this or that region, to learn about local natural beauties and to become a direct participant of rural life in the Ukrainian province. Two types of green tourism can be named: active leisure like hiking with overnight stays in tents, bike tours, rafting, fishing and hunting. The second type of green tourism is about direct residence in the village, where the tourist becomes a participant in everyday routine. The guests can see the rural life with their own eyes, as well as

to care for livestock, prepare firewood, work in the garden, be engaged in beekeeping and try themselves at various crafts. The Carpathians in the period from spring to autumn is one of the most popular regions for both types of green tourism. The incredible beauties of nature, the variety of routes, the abundance of picturesque mountain villages, where the ancient Ukrainian traditions are carefully preserved, make this region the pearl of green tourism in the country. Crystal clear air and delicious cuisine, prepared exclusively from natural products, bathing in mountain lakes and rivers can restore not only spiritually, but also physically. In addition, the tourists can learn a lot about the history of the region by visiting numerous unique museums and excursions.

Odesa and Mykolayiv regions are no less interesting for green tourism. Fresh sea air, sea adventures in combination with the traditions of fishing and winemaking make this region so attractive for tourists. Small farms with their vineyards or small houses of fishermen with nets in the courtyard are a real romance.

But if the sea and mountains are too far away at the moment, then guests can enjoy green tourism in Kyiv region. Not far from the noisy capital there are lots of places of high demand by eco tourists. And sometimes it is not needed to go to some special village, but it's enough to rent the appropriate housing in the suburbs. The choice is very large, and the tourist can always stop at something specific, whether it's a stable estate, a house with a large garden, a villa with a household or a bee yard.

In the employment system, rural green tourism occupies an intermediate position between the services of accommodation (mini-hotels in Poland) and the use of their own homes for personal (family) needs only (in Ukraine). Given that the unemployment rate in the countryside is much higher than in urban areas, rural green tourism provides an opportunity for additional earnings, using the "abundance" of residential premises and other facilities adapted for the reception of tourists. However, in Ukraine, the certification of housing on the level of comfort and other standards, although, has the proper theoretical and methodological justification, in practice, requires comprehensive implementation and confirmation.

In any other region of the country, the tourist will be able to find its unique features that make this type of tourism so attractive in Ukraine. Affordable prices for recreation, preservation of old traditions, picturesque nature and sincere hospitality attract more and more green tourists to our country. It is important not only to preserve and maintain this uniqueness, not only to pass it on to future generations, but also to turn it into a national treasure that brings money to the state treasury.

Over the past 5-10 years, the whole world has begun to change its attitude towards ecology, to the role of human being in the eco system, to the consumption of natural resources and the processing of all kinds of waste. The

first steps have been made already, and this awareness affects all spheres of human activities, including tourism.

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UKRAINIAN URBAN ECONOMY MANAGEMENT

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In 2014, in what is referred to as the 'Revolution of Dignity', the Ukrainian people demonstrated for more democracy. Since then, the Ukrainian Government has launched numerous reforms in the areas of decentralization and local self-government, which have strengthened cities' responsibility for tasks and improved their available resources. Nevertheless, urban service provision and infrastructures are frequently inadequate. Firstly, there is no national framework for integrated urban development to provide orientation for government and urban actors. Secondly, many Ukrainian cities have not yet succeeded in coordinating measures in urban areas of action, in achieving a consensus among stakeholders involved through participation formats and in increasing the effectiveness of public funds by bundling resources. With a view to meeting these challenges, Ukrainian cities are increasingly seeking the approach of 'integrated urban development'. Planning in accordance with this concept promotes sustainable development, a social balance and social diversity. If this is not achieved, it will be difficult to attain cultural and structural building quality and economic growth. Today, local authorities of Ukrainian cities have only few competences and resources in urban planning. At the same time, there are weak relationships between key actors of urban development: politicians, local and regional authorities, land-owners, professionals and others. Cooperation with concerned citizens is rare and the advantages of common decision-making are underestimated.

This often results in development strategies and masterplans with little relation to the local context. The focus is on quantities like growth numbers and traffic capacities. Identities and qualities, but also feasibility (local political structure) and viability (economy, financial means) are hardly considered. Besides, the rigid law-based planning system also prevents a forward-looking urban development with ambitious future-oriented projects. According to the article of Vladyslav Tymynskiy, Urs Thomann, and Van de

Wetering "Contemporary urban development in Ukraine: the Vinnytsia case", one of the first Ukrainian cities taking over urban development in its own hands was the city of Vinnytsia. The reason for an own, locally elaborated and implemented urban development strategy was the existing General Plan (the City masterplan), proposing large urban extensions, causing an enormous growth of traffic. Large investments in the traffic infrastructure would have been necessary: three new bridges crossing the Southern-Bug-River and two new bridges crossing the railroad were proposed by the General Plan to complete outer and inner ring roads. At inner city locations new flyovers for crossroads and pedestrian-tunnels were proposed, in order to augment the traffic capacity. However, this development was not only far too expensive for the city; it would also have been the contrary to the development of an attractive, sustainable city, envisioned by the city government.

In an intensive one-and-a-half year process, invited specialists in integrated mobility and urban planning Van de Wetering Atelier für Städtebau and mrs partner designed Vinnytsia's Integrated Urban Transport and Spatial Planning Strategy, in tight collaboration with local urban planning authorities, local partners and stakeholders.

A part of the strategy's elaboration was an actor-oriented approach. A specific emphasis has been made on organizing an efficient participation of all main groups involved in the strategic urban development of Vinnytsia: departments of traffic planning, public transport, urban development, landscape planning, members of the City Council, local professionals and representatives of educational institutes and NGOs. With clear plans and images different possible development strategies were constructively discussed during several common workshops. Also a direct coordination between the external and local professionals in charge was set up.

In the development strategy, historic structures, which have an important meaning for the local identity, are revaluated and integrated within the city structure. Landscape elements such as the shores of the Southern-Bug River and many small tributary creeks are made better accessible for recreation and contribute to the livability and quality of the adjacent neighborhoods. Profound treatment of the territory also implies preserving diversity of housing environs and district structures which were shaped by the landscape. The strategy reinforces a varied range of housing forms, which is an important factor for attractiveness of a contemporary city. With this approach, the «garden city» character of the hilly districts is preserved and the urban character of the districts in the flat areas will be redeveloped.

Sustainability and cost-efficiency of Vinnytsia's strategy are established by clear, simple, efficient and pragmatic solutions. Its visibility with plans, images and reports, the direct link between overall strategy and precise projects and the cooperative character of the strategy's elaboration resulted within a short time to the first implementations and visible changes (for instance the recent

redesign of Soborna Street). Very much rewarded was the aversion to a glossy «high-end» urbanism and the focus on ambitious, but tactful, simple and realizable urban projects.

The Integrated Urban Transport and Spatial Planning Strategy for the city of Vinnytsia is not only an interesting example for other Ukrainian cities of how sustainable, qualitative, cost-efficient urban development on local level can be reinforced. Lessons could be also learned by foreign cooperation organizations, whose integrated urban development projects often are too much considered as a management task, emphasizing organizational processes and lacking inspiring ideas, concrete results and local implementations. To make possible new directions in urban development in Ukraine, more engagement for similar projects would be needed.

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DEVELOPMENT OF ECOLOGICAL TOURISM IN UKRAINE: PROBLEMS AND PROSPECTS

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The tourism sector is one of the strategic sectors of the economy, which has an impact on further socio-economic development of the state. However, the formation of the tourist market requires the presence of a number of components of the tourism industry, and the availability of a tourist and recreational potential is not a guarantee of a successful development of the national tourism.

Eco-tourism is one of the branches of the world tourist industry, which is rapidly developing today. According to WTA forecasts, eco-tourism is one of the five main strategic directions of tourism development until 2020 [1].

The recreational and tourist potential of Ukraine is unlimited for the possibilities of organizing ecological tourism. It should be noted that this is a special trend of the last few years having a rapid pace of development.

The works of domestic and foreign authors, namely, O. O. Beidyk, I. V. Berezhna, O. O. Lyubitseva [2], M. P. Malskaya, T. I. Tkachenko, I. M. Balabanova, Yu.O. Vedenina, I. V. Zorina, N. I. Kabushkina, V. O. Kvartalnova, V. S. Preobrazhensky, D. Fletcher, etc. are devoted to studying of tourism, including the ecological one.

Ecological tourism (English "ecotour, ecotourism") – a relatively new concept in tourist activities. The main reason for the emergence of ecotourism is the misbalanced relations in the system "society-nature", or, in the tourist interpretation, "tourism-ecology" [2]. It is the focus on the ecological component that can explain the increased attention in recent years to visiting places with unchanged or little changed natural environment. Numerous surveys of tourists prove that among the leading motives of traveling the desire of people to communicate with nature is increasingly dominating.

It is clear why ecotourism is poorly developed in Ukraine as a direction of domestic tourism: the people of the country have not yet formed a demand for this type of tourism; there are only few conscious ecotourists who are willing to spend money, time and effort to communicate with nature and protect it. This fact results in a weak development of the tourist supply, therefore, a few existing types of domestic ecotourism often classified among active, park, adventure, extreme and even social tourism, i.e. the types that does not need to be supported from the public funds.

Eco-tourism can be defined as an integrative direction of the recreational activities aimed at harmonizing the relations between the tourists, the tour operators, the natural environment and the local communities, which is realized through an ecologization of all types of tourism, nature protection, environmental education and upbringing [2].

The problems of ecological tourism development in Ukraine are as follows:

– imperfection of the legislative and regulatory bases, especially the tax policy, the visa system, the land use rules;

– lack of the strategy and specific plans for ecotourism development at the state and regional levels;

– lack of powers separation between the state executive bodies and local self-government;

– low efficiency of functioning of the existing objects of the resort and recreational complex;

– lack or low comfort of the infrastructure;

– a limited range of tourist and recreational services;

– inefficient tourism development management system;

– passivity of the marketing, information and advertising activities;

– wear and tear of the main fixed assets of the tourist infrastructure;

– a gradual depletion of the medical and climatic resources;

– lack of a detailed information about the regions of making tours and environmental education programs;

– a low qualification of staff, due to the lack of a degree system of education in the field of tourism [3].

Taking into consideration the abovementioned facts and analyzing the ecotourism potential of Ukraine and its regions, it is possible to identify the

main types of the ecotourism activities that are eventual and appropriate within those regions, as well as the relevant ecotourism products, services, goods. The most common among them are as follows:

– developed, equipped and controlled ecological trails and routes;

– environmentally friendly intellectual, educational and consulting services of various types;

– organized sports, adventure, green rural, medical and rehabilitation tourism;

– special ecological and ecocultural tours;

– excursion services, including ecological-natural and historical-cultural excursions;

– special sports, cultural and leisure events and promotions (sports competitions, games, trainings, meetings, festivals, contests, exhibitions, fairs, auctions, etc.);

– a supervised collecting and storage of mushrooms, berries, plants and other "gifts of nature" by vacationers and tourists, photo hunting, non-commercial and sport fishing (including underwater hunting and diving);

– sale of ecologically clean local food and dishes of the national cuisine;

– eco-technological accommodation services and transport services;

– rental of tourist equipment;

– production and sale of various souvenirs, first of all, local crafts;

– advertising and information services, creation and sale of products with ecological symbols of the territory, including postage stamps;

– production and sale of special eco-oriented audio, video, photo and film products, etc.

Each item listed below can be an independent ecotourism product, service or goods, as well as become the basis for creating new options for ecotourism products, goods and services. Under condition of an effective use of ecological potential, ecological tourism holds a promise to become a forceful impetus for the development of the tourism industry in Ukraine.

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INNOVATIVE TECHNOLOGIES IN TOURISM IN UKRAINE

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Innovative technologies in tourism is one of the key success factors for enterprises in this field, which is carried out at the highest level by the company's management. Its purpose is to determine the main areas of scientific, technical and industrial activity of the enterprise. Innovative technologies determine the creation of the necessary conditions for the sustainable development of tourism enterprises, aimed at ensuring the competitiveness of tourism services at the level of international standards.

It is believed that management, like tourism, are relatively young phenomena in the professional sphere of the realization of the abilities and application of human labor. However, the practice of management and travel is quite old.

It should be noted that most of the development of modern cultural and educational tourism belongs to competent, professionally trained managers, and finally yet importantly, tourism specialists should be good psychologists. Such well-trained specialists can deal with various innovations and innovations in business. The new quality of growth, called development, is a consequence of the innovative nature of entrepreneurship in various fields.

Innovations in tourism are versatile organizational and managerial innovations in targeted changes made at different levels of the tourism industry. This includes legal support for tourism projects, the ability to organize new types of tourism activities, the creation of radically new tourism products and goods for travel, information and advertising support for tourist demand, including modern technology. The main efforts to develop innovation in tourism are aimed at increasing the competitiveness of enterprises, at significantly improving tourism services.

The main and most popular types of tourism are:

- Cultural or sightseeing tourism, which includes a visit to historical, cultural or geographical attractions. Cultural tourism can be divided into sightseeing, museum and scientific.

- Recreational and therapeutic tourism – refers to trips to the centers of sea, mountain recreation or to places with ecologically clean and beautiful nature to relax and restore spiritual and physical strength, or stay in a spa, balneological and other centers in order to undergo a therapeutic and healing course.

- Religious tourism – based on the religious needs of people of various faiths. Religious tourism can be called the oldest species, because its roots go

back to time immemorial. It has two main types: pilgrimage tourism and religious tourism of excursion and cognitive orientation.

Innovative types of tourism can be divided into the following categories:

1) business (corporate or business tourism);

2) educational (educational) tourism;

3) event tourism;

4) ecotourism;

5) agritourism;

6) active and extreme tourism;

7) exotic or adventure tourism;

8) new types of cultural excursion tourism;

9) hobby tourism;

10) shopping tourism;

11) timeshare;

12) combined tours.

Despite the rapid development of information technology, telecommunications and electronic commerce, most tourism organizations only in the mid-1990s. They began to use the Internet in their activities.

The Internet allows tourism organizations to access large groups of consumers without large costs in order to transfer specific information about the products offered and about the organization of their sales; reliably disseminate complete and detailed information about their activities; quickly and efficiently accept customer requests and book necessary services; reduce the cost of production and distribution of printed materials; accelerate and simplify interaction with partners in the market.

Traditionally, tourism service providers (hotels, restaurants, transport companies, museums, etc.) interacted with clients through intermediaries: tour operators, travel agents, hotel chains, computerized reservation networks. Today, virtual intermediaries have appeared – websites of hotels, airlines, travel agencies. This allows the tourist directly, without the participation of travel agencies, to receive information and order services in any combination of manufacturers and intermediaries.

Thus, tourism innovations are aimed at creating a new product or changing an existing product, improving transport, hotel and other services, developing new markets, introducing advanced information and telecommunication technologies and modern forms of organizational and managerial activities.

DIE BEDEUTUNG DES TOURISMUS IM LEBEN DER MODERNEN GESELLSCHAFT

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Die Rolle, der Ort und die Bedeutung des Tourismus im Leben von Kultur und Gesellschaft werden durch seine Hauptfunktionen bestimmt:

1) die Befriedigung der Bedürfnisse nach Selbstverwirklichung;

2) Durch diese Aktivität werden kognitive Möglichkeiten für den aktiven Erwerb neuen Wissens über Kultur eröffnet.

3) kommunikativ, verbunden mit der Erweiterung und Stärkung der Kommunikationsgrenzen;

4) Sozialisierung und Inkulturation der Persönlichkeit im Zusammenhang mit der Möglichkeit der Assimilation sozialer und kultureller Normen;

5) motivierend, das heißt, diese Aktivität kann bestimmte Ideale und Verhaltensmuster im menschlichen Geist und sogar einen Lebensstil bilden.

Der kulturelle Ausdruck der Menschen ist immer von Interesse. Die natürliche Neugier des Touristen gegenüber verschiedenen Teilen der Welt und den Menschen, die sie bewohnen, ist eines der am stärksten motivierenden touristischen Motive. Tourismus ist der beste Weg, um eine andere Kultur zu erleben.

Die humanitäre Bedeutung des Tourismus liegt in der Nutzung seiner Möglichkeiten zur persönlichen Entwicklung, seines kreativen Potenzials und der Erweiterung des Wissenshorizonts. Das Streben nach Wissen war schon immer ein wesentliches Merkmal des Menschen. Entspannung mit dem Wissen über das Leben, die Geschichte und die Kultur eines anderen Menschen zu verbinden, ist eine der Aufgaben, die der Tourismus vollständig lösen kann. Die Welt mit eigenen Augen sehen, hören, fühlen – das sind wichtige Teile der Wiederherstellungsfunktion des Tourismus, sie haben ein großes humanitäres Potenzial. Die Bekanntschaft mit der Kultur und den Bräuchen eines anderen Landes bereichert die geistige Welt des Menschen.

Moderner Tourismus als sozioökonomisches Phänomen:

- Der Tourismus ist einer der führenden Sektoren des globalen Wirtschaftskomplexes (in Bezug auf Wirtschaftsindikatoren belegt er nach der Ölraffinerieindustrie den zweiten Platz und in Bezug auf die Anzahl der Arbeitsplätze den ersten Platz. Täglich arbeiten mehr als 20 Millionen Menschen auf unserem Planeten in Tourismusorganisationen).

- Im Kern ist eine Industrie, ein Beschäftigungsbereich.

- Existiert in Form eines Tourismusprodukts und von Tourismusdienstleistungen, die nicht angesammelt und transportiert werden können (der Tourismus macht etwa 10% aller Verbraucherausgaben aus).
- Schafft neue Arbeitsplätze und fungiert häufig als Pionier bei der Entwicklung neuer Gebiete (derzeit werden alle sechs neuen Arbeitsplätze auf der Welt von Tourismusorganisationen und der Hotellerie geschaffen, was etwa 3 Millionen Arbeitsplätzen entspricht).
- Der Tourismus ist auch ein wichtiger Katalysator für das Wirtschaftswachstum vieler sich schnell entwickelnder Länder (z. B. Südkorea, Thailand).
- gekennzeichnet durch ein hohes Maß an Effizienz und eine schnelle Kapitalrendite (der Tourismus macht etwa 10% aller globalen Investitionen aus).
- Es ist ein Multiplikator für das Wachstum des Nationaleinkommens, der Beschäftigung und der Entwicklung der lokalen Infrastruktur sowie für die Erhöhung des Lebensstandards der lokalen Bevölkerung (in einigen Ländern bringt es ein Einkommen von 70-100%).
- Wirkt als wirksames Mittel zum Schutz der Natur und des kulturellen Erbes, da diese Elemente die Grundlage ihrer Ressourcenbasis bilden.
- Kompatibel mit fast allen Wirtschaftsbereichen und menschlichen Aktivitäten, da ihre Differenzierung und Diskretion den potenziellen Unterschied des Freizeitumfelds schafft, der dazu führt, dass die Bedürfnisse der Menschen Orte und Erkenntnisse ändern.

Die Tourismusentwicklung wirkt sich stimulierend auf Schlüsselsektoren der Wirtschaft wie Verkehr, Kommunikation, Handel, Bauwesen, Landwirtschaft, Konsumgüterproduktion aus und ist unter Berücksichtigung des Multiplikatoreffekts einer der vielversprechendsten Bereiche der wirtschaftlichen Umstrukturierung.

Der internationale Tourismus ist für viele Länder zu einer bedeutenden Quelle des Umsatzwachstums und des Wachstums der Volkswirtschaft geworden. Hochentwickelte Länder wie die Schweiz, Österreich und Frankreich bauten einen erheblichen Teil ihres Vermögens auf Tourismuseinnahmen auf.

Der internationale Tourismus ist für viele Industrie- und Entwicklungsländer zu einer wichtigen Einnahmequelle für Devisen geworden. Beispielsweise beträgt der Anteil der Einnahmen aus dem ausländischen Tourismus am Gesamterlös aus dem Export von Waren und Dienstleistungen: in Spanien – 18,3%, Österreich – 11,8%, Griechenland – 33,6%, Portugal – 14,9%, in Zypern – 53%. In den meisten Entwicklungsländern macht der ausländische Tourismus 10-15% der Einnahmen aus dem Export von Waren und Dienstleistungen aus (Indien, Ägypten, Peru, Paraguay, Costa Rica).

Auf diese Weise kann der Tourismus einen aktiven Einfluss auf die Wirtschaft der Region (oder des Landes) ausüben, in der er sich entwickelt, auf seine wirtschaftlichen, sozialen und humanitären Grundlagen.

Die soziale Bedeutung des Tourismus Der Tourismus als Erholungsform trägt dazu bei, die Arbeitskraft und -fähigkeit eines Menschen und dementsprechend die psychophysiologischen Ressourcen der Gesellschaft wiederherzustellen. Es trägt zur rationellen Nutzung der menschlichen Freizeit bei, bereichert die sozioökonomische Infrastruktur und die interregionale Zusammenarbeit von Ländern, Staaten und Völkern.

In Bezug auf den sozialen Charakter des Tourismus im Allgemeinen sollte betont werden, dass seine wichtigste soziale Funktion die Reproduktion ist, die es ermöglicht, die Kräfte und internen Ressourcen der Person zu aktualisieren, die sowohl im Rahmen der Arbeitstätigkeit als auch bei der Erfüllung alltäglicher Haushaltsaufgaben aufgewendet werden. Der Rhythmus des modernen Lebens in den meisten Industrieländern geht mit einer Zunahme der Produktion, Verstädterung, häufig Umweltzerstörung, Isolation der Bürger von der Natur und dem Erhalt einer übermäßig großen Menge an Informationen einher. Diese Faktoren tragen zur Anhäufung von Müdigkeit bei – physisch und psychisch, was wiederum zu einer Zunahme von Konfliktsituationen im Alltag und bei der Arbeit führt, zu einer schlechten Gesundheit beiträgt, Arbeit und Lebensaktivität verringert. Der Tourismus, eine wirksame Form der fast vollständigen und umfassenden Erneuerung, trägt zur Überwindung dieser negativen Folgen bei, da eine Person die Möglichkeit erhält, ihren ständigen Wohnsitz vorübergehend zu verlassen, zu arbeiten, ihre gewohnte Umgebung und ihren Lebensstil zu ändern.

Humanitäre Funktionen des Tourismus. Der Tourismus ermöglicht es Ihnen, Entspannung mit dem Wissen über Leben, Leben, Geschichte, Kultur, Traditionen, Bräuche der eigenen und anderer Völker zu verbinden. Interessante Routen, verschiedene Exkursionsthemen (historisch, architektonisch, ethnografisch) erweitern Ihren Horizont, entwickeln Ihren Intellekt, bilden einen ästhetischen Geschmack und helfen Ihnen, das wirkliche Bild der Welt besser zu verstehen. Dieser Aspekt des Tourismus ist besonders wichtig für die Bildung der jüngeren Generation. Die humanitäre Bedeutung des Tourismus geht über den Rahmen nur kognitiver Funktionen hinaus, da er in hohem Maße zum gegenseitigen Verständnis der Völker und zur Entwicklung friedlicher, freundschaftlicher Beziehungen beiträgt. Gute nachbarschaftliche Beziehungen zwischen Staaten sind die wichtigste Voraussetzung für den touristischen Austausch. Direkter und indirekter Einfluss des Tourismus.

Bei der Analyse der Bedeutung des Tourismus werden seine direkten und indirekten Auswirkungen auf die Wirtschaft des Landes hervorgehoben. Die direkte Auswirkung ist die Höhe der Ausgaben der Touristen abzüglich der Menge der Importe, die erforderlich sind, um Touristen vollständig mit Waren und Dienstleistungen zu versorgen. Unternehmen, die direkt touristische Ausgaben erhalten, müssen auch Waren und Dienstleistungen aus anderen Sektoren der lokalen Wirtschaft kaufen. Zum Beispiel nutzen Hotels die Dienste von Bauherren, Versorgungsunternehmen, Banken, Versicherungsunternehmen,

Lebensmittelherstellern usw. Die aus diesen aufeinanderfolgenden Ausgabenphasen erzielte wirtschaftliche Aktivität ist somit ein indirekter Effekt oder ein Multiplikatoreffekt. Es deckt jedoch nicht alle Ausgaben von Touristen während der direkten Auswirkungen ab, da ein Teil des Geldes durch Import und Steuern aus dem Verkehr gezogen wird. Nach Schätzungen der Weltbank macht der Import von Waren für Touristen und Ausrüstungen für die Tourismusbranche 15 bis 55% der Einnahmen aus, abhängig vom wirtschaftlichen Entwicklungsstand und der Konzentration der Tourismusbranche auf lokale Ressourcen *. Je höher der Anteil des Einkommens in der Region ist, desto höher ist der Multiplikatoreffekt. Darüber hinaus weist sie in jeder Volkswirtschaft ganz bestimmte quantitative Abhängigkeiten auf und kann in Form eines bestimmten Koeffizienten berechnet werden. Um die Auswirkungen des internationalen Tourismus auf eine Änderung eines der Wirtschaftsindikatoren zu bestimmen, wird dieser Koeffizient mit den Ausgaben der Touristen multipliziert.

Tourismusziele:

- humanitär (Zugang zu historischen und kulturellen Werten der Völker);

- politisch (Tourismus ist ein wichtiges und wirksames Mittel zur Wahrung des Friedens);

- wirtschaftlich (Auffüllung des Staatshaushalts aufgrund der Tourismusbranche.

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TOURISM INFRASTRUCTURE OF UKRAINE AND ITS DEVELOPMENT

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Tourism in the modern world is one of the leading sectors of the economy. Its role is increasing daily. It attracts attention as an industry that can have a very significant economic, financial and social impact.

Scientific research into the phenomenon of infrastructure to find ways to further develop and improve the industry is currently very relevant. Equally important is the problem of creating an effective market infrastructure for tourism. Nowadays, an effective tourism infrastructure is an important factor in

the formation of a competitive domestic tourism industry in the global division of labor.

No less relevant than the previous ones, but very little has been explored is the problem of developing conceptual bases for the development of tourism infrastructure. Scientists Minich IM, Shchepansky EV, Gaiduk A. focused more on finding out the essence and identifying the main features of individual components of the tourist infrastructure. To date, the problem of enhancing the role and importance of tourism at the macro level of social development has remained unaddressed.

Regarding the actual problem of infrastructure development for the tourism industry, it is still, in my opinion, paid little attention. This necessitates a scientific finding ways to further develop tourism infrastructure in Ukraine. Thanks to tourism, there is a significant contribution to the economy of the country, which is now equated with the direct. This contribution stimulates the development of many tourism-related industries (construction, transport, communications, trade, etc).

As I have already noted, today there is a significant problem in forming an effective market infrastructure. Market infrastructure is designed to regulate the interaction of elements of the market system, optimize the movement of commodity-cash flows and ensure the development of market relationships.

Tourism infrastructure – a complex of activities for creating conditions for the implementation of tourist services. On the other hand, it is a collection of different objects designed to meet the needs of tourists. In the first case, the tourism infrastructure shows an active and dynamic aspect. In the second case, it provides logistical and statistical manifestation. The tourism infrastructure also facilitates the production of a tourism product, a pre-developed complex of tourist services, which combines at least two such services, including transportation, accommodation and other related services.

The infrastructure of tourism business is a set of organizational structures and regulatory procedures that ensure the functioning and interaction of the subjects of tourist activity and regulate the movement of material, financial and information flows between them and the external environment.

The structure of market tourism infrastructure includes three main components: institutional, informational and regulatory. The institutional component involves the creation of common and specialized institutions. The information component is responsible for the dissemination of information, the formation and development of information and advertising business and the creation of information and tourism resources. The regulatory component contains normative-legal acts that regulate relations in this sphere of social activity at the state and regional levels.

Tourism infrastructure is driven by tourism consumption, which in turn is a set of tourism costs in terms of value. Travel costs are the consumption costs of a visitor that are related to meeting their needs as a tourist and made before,

during and after the trip by those in the places of visit. The main tourist expenses are:

1. Comprehensive tours;
2. Placement services;
3. Food and drink;
4. Passenger transport services;
5. Excursion service;
6. Translation services and more.

Also, tourism consumption actively supports the existence and development of folk crafts and national cultural heritage.

Tourism infrastructure covers: 1. Tourist resources – a set of natural, historical, cultural, socio-economic and other resources of the respective territory, which satisfy different needs of the tourist; 2. Tourist enterprises – economic entities registered in the procedure established by the legislation in force in one or another country and licensed or authorized to carry out activities related to the provision of tourist services and entered in the State Register of tourist activity entities ; such a tourist entity as a tour operator directly and regularly carry out activities related to the creation of tourist products, the implementation and provision of tourist services, as well as intermediary activities for the provision of typical and related services. 3. Tourism industry – a set of subjects of tourist activity, organizational structures of food, transport, trade, cultural institutions, education, sports, etc., which provide services, production and sale of goods to meet the needs of tourists; 4. Tourist services – services in accommodation, catering, information and advertising services, as well as services of cultural, sports, everyday life, etc., aimed at meeting the needs of tourists; is a tourist product.

The tourism infrastructure is conditioned, first of all, by the specific complex of needs that are satisfied with tourism and which has sufficient motivational force to encourage people to travel. Tourist activity is connected with all spheres of life of society, and most closely with material and spiritual, which in fact are the spheres of life of tourism and its infrastructure and are closely connected with its very essence and nature.

The formation, operation and development of a certain infrastructure is perceived as the process of human communication in the immediate environment about a future trip, with the natural and socio-cultural environment during the trip, and in one's own primary social environment upon returning from the trip. The result of such communication does not disappear without trace, but is stored in the socio-cultural memory of the subjects and is the starting point of the next improvement of the national infrastructure.

The basis of tourism infrastructure is the hotel industry, which financially provides functional hospitality.

Prospects for further research:

1. Formation of the concept of tourism business in Ukraine and its social infrastructure;

2. Searching for ways to optimize the tourist business in Ukraine;

3. Analysis of tourism in the global communication space;

4. Searching for ways to optimize the domestic tourist infrastructure.

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SECTION 3
MODERN DEVELOPMENTS OF ECONOMICS
AND FINANCIAL SECURITY

UNEMPLOYMENT AS AN INDICATOR OF MACROECONOMIC INSTABILITY

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The problem of unemployment and employment people is an integral part of our life nowadays. This problem can affect not only the society but also the functioning of the national economy. The fact of unemployment people has been a focus of attention for both the population and science for many years.

The unemployment itself has many consequences. The main thing is the loss of goods and services that could be obtained by the state in the absence of excessive unemployment and a decrease in GDP. It leads to a decrease in taxes coming to the state, loss of qualifications and a decrease in the standard of living of the population. The unemployment breaks the macroeconomic equilibrium, but at the same time stimulates entrepreneurship. The unemployment means for every person a loss of a steady income, increased social tension and the increase in crime. It is confirmed that the most difficult situation in the labor market is for women with small children and the graduates of educational institutions without work experience.

It can be argued that state employment and social protection policies play a very important role in different types of unemployment. For example, a social protection in Ukraine includes pensions, providing assistance to large and poor families, and so on.

The unemployment can happen with people for various reasons. It is divided into: friction, structural, cyclical. This phenomenon is a constant satellite of the market economy. According to statistics, unemployment in Ukraine has decreased compared to previous years, but it is still large enough. Unemployment is impossible to get rid of, but it can be brought to a "natural level" saying of frictional and structural types.

An important factor in regulating this process takes place the infrastructure of the labor market and the state employment center. The state influences on the term and the unemployment rate, reducing the time to look for work through these bodies.

The way out of this situation may be for Ukraine:

1. The encouraging the state development in small and medium-sized businesses

2. The granting tax credits to enterprises
3. The increasing public funding for vocational training programs
4. The attraction of private capital in areas with stable unemployment, etc.

So we can say, the unemployment is the people in the country who are able and willing to work but cannot find a job. The unemployment leads to increasing of socio-negative processes, increasing of tensions, and "social pathology" in society. An unemployed man not only cannot use his knowledge and skills, but also he is deprived of income and livelihood, loses his status and importance in society. He becomes psychologically unstable, uncertain in the future. But there are possible ways to solve this problem in a country that should be used and involved in that country.

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EIN UNTERNEHMEN IN DEUTSCHLAND GRÜNDEN

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In Deutschland gibt es Zehntausende von Unternehmen, von kleinen Einzelunternehmen bis hin zu großen Konglomeraten. Tatsächlich kann ein großer Teil des Grundes für die Bedeutung der deutschen Wirtschaft auf der Weltbühne mit den kleinen und mittleren Unternehmen (KMU) des Mittelstands in Verbindung gebracht werden. Die Bundesregierung ist sehr offen für die Gründung aller Arten von Unternehmen – unabhängig davon, ob es sich um einen Deutschen oder einen Ausländer handelt oder nicht.

Jetzt möchte ich über einige wichtige Dinge, die Sie bei der Gründung eines Unternehmens in Deutschland wissen und beachten sollten.

Selbstständigkeit

Wenn Sie nach Deutschland ziehen und selbstständig sein möchten und bestimmte Kriterien erfüllen, erhalten Sie höchstwahrscheinlich eine Aufenthaltserlaubnis (sowohl für Sie als auch für Ihre Familie), wenn Sie nachweisen können, dass sich Ihr Unternehmen positiv auf das Unternehmen auswirkt Deutsche Wirtschaft.

Diese Kriterien hängen normalerweise mit der Art des Geschäfts, Ihren Qualifikationen und der Frage zusammen, ob Sie etwas tun, das von einem deutschen Staatsangehörigen oder einem anderen qualifizierten Einwohner getan werden könnte. Das örtliche Ausländeramt würde höchstwahrscheinlich nach bestimmten Unterlagen fragen und sich dann bei der örtlichen Handelskammer oder anderen Organisationen erkundigen, ob Ihr Unternehmen spezialisiert genug und wirtschaftlich rentabel ist oder nicht. Wenn Ihr Unternehmen als akzeptabel eingestuft wird, kann Ihnen eine Aufenthaltserlaubnis erteilt werden.

Es wird dringend empfohlen, Experten auf dem Gebiet der Aufenthaltserlaubnis und Experten für Arbeits-, Wirtschafts- und Steuerrecht zu konsultieren, bevor Sie sich in Deutschland selbständig machen.

Sollte Ihr Unternehmen florieren und ein bestimmtes Umsatz- oder Rentabilitätsniveau erreichen, sollten Sie eine Eingliederung in Deutschland in Betracht ziehen.

Der Mittelstand

Ein Großteil des deutschen Geschäfts wird im Gegensatz zu anderen Industrieländern von den kleinen und mittleren Unternehmen (KMU) des Mittelstands betrieben . In einer der jüngsten Listen von Forbes der zweitausend größten Unternehmen der Welt waren 252 Japaner und 564 Amerikaner.

Nur rund 50 dieser größten Unternehmen waren Deutsche, so dass der Mittelstand der Motor der deutschen Wirtschaft ist. Die Firmen in Familienbesitz sind oft in Familienbesitz, mit einem dominanten Gründer oder Manager. Sie stehen ihren Mitarbeitern wohlwollend gegenüber, die wiederum außergewöhnlich gut qualifiziert und motiviert sind. In der Vergangenheit wurde ein Großteil ihres Geschäfts vor Ort abgewickelt, und die Beziehungen zu ihren Kunden waren eng. Und ihr Markterfolg basierte mehr auf Qualität als auf Preis.

Das Konzept des Mittelstands reicht bis ins Mittelalter zurück und ist mit einer langen handwerklichen Tradition verbunden. Heute ist es eine der Grundlagen der Mittelklasse und der Grund, warum der Ausdruck "Made in Germany" seit mehr als einem Jahrhundert ein Qualitätsmerkmal ist.

Da es keine offizielle Definition dieses Begriffs gibt (und keine zufriedenstellende englische Übersetzung!), Ist es schwierig, seine Bedeutung statistisch nachzuweisen. Es ist allgemein anerkannt, dass ein Unternehmen zwischen 10 und 500 Mitarbeiter beschäftigt und einen Jahresumsatz von 50 Millionen Euro oder weniger erzielt. Die Schätzungen variieren je nach Quelle, aber es besteht Einigkeit darüber, dass es im Land etwa 3,7 Millionen mittelständische Unternehmen gibt, die zwischen 35 und 45 Prozent des Bruttosozialprodukts produzieren, bis zu 50 bis 70 Prozent der Arbeitsplätze in Deutschland schaffen und über 80 bereitstellen Prozent der Lehrstellen und anderen Ausbildungsmöglichkeiten.

Mittelständische Unternehmen konzentrieren sich in der Regel auf Industrie, Handel, Handwerk, Berufe und Dienstleistungsbranchen wie

Technologie, Bauwesen, Transportwesen, Einzelhandel sowie Hotel- und Gaststättengewerbe.

Einstellung von Arbeitnehmern

Freie Mitarbeiter : sind Arbeitnehmer, die sich um ihre eigenen Steuern und Versicherungen kümmern. Sie oder das Unternehmen haben die Möglichkeit, ihre Dienste nur dann in Anspruch zu nehmen, wenn Sie sie benötigen, und sie nur zu bezahlen, wenn sie die vereinbarten Arbeiten ausführen. Und die Beziehung ist leicht zu beenden, wenn die Dinge nicht klappen.

Ein Voll- oder Teilzeitbeschäftigter (Angestellter): Die Einstellung dieser Mitarbeiter bringt eine Reihe von Verpflichtungen für Sie oder das Unternehmen mit sich. Der Arbeitgeber muss unter anderem Steuern und Versicherungsprämien von seinem Gehalt abziehen, ihm jedes Jahr einen bestimmten Urlaub gewähren und die Gesetze einhalten, die ihn vor willkürlicher Entlassung schützen. Die Prämien für die deutschen Renten-, Arbeitslosen- und Krankenversicherungsprogramme werden zu gleichen Teilen vom Arbeitgeber und vom Arbeitnehmer getragen. Die Hälfte jeder Prämie wird vom Gehalt des Mitarbeiters abgezogen, die andere Hälfte wird von Ihnen hinzugefügt und dann an die entsprechende Agentur und Krankenkasse gesendet.

Steuern und Prämien

Zu den wichtigsten Steuern zählen die Gewerbesteuer und die Mehrwertsteuer sowie die Einkommensteuer, der Solidaritätszuschlag und die Kirchensteuer Ihrer Mitarbeiter.

Sie können auch der Körperschaftsteuer unterliegen, wenn Ihr Unternehmen eingetragen ist.

Der Gewerbesteuer wird von den lokalen Behörden auf Unternehmensgewinne erhoben und ist von Gemeinde zu Gemeinde unterschiedlich. Es ist normalerweise um 18 Prozent.

Die (Mehrwertsteuer oder USt) beurteilt eine Abgabe für jeden Schritt in der Herstellung und Lieferung Prozess. Von Ihnen wird erwartet, dass Sie es zu dem hinzufügen, was Sie für jeden Artikel, den Sie an Ihre Kunden verkaufen, und für jede Dienstleistung, die Sie für sie erbringen, berechnen, und dieses Geld regelmäßig an das Finanzamt senden. Die Mehrwertsteuer beträgt je nach Artikel entweder 19% oder 7%. Medizin-, Bank- und Versicherungsdienstleistungen sind grundsätzlich ausgenommen.

Der " Solidaritätszuschlag " in Höhe von 5,5% der Einkommensteuer einer Person deckt die Kosten für die Integration der Bundesländer. Die Kirchensteuer von 8% oder 9% muss nur gezahlt werden, wenn der Steuerzahler sich dafür entscheidet, offiziell einer der etablierten deutschen Kirchen angeschlossen zu bleiben. Von Ihnen wird erwartet, dass Sie die Einkommens-,

Solidaritäts- und Kirchensteuern vom Lohn der Mitarbeiter abziehen und an das Finanzamt senden.

Sie unterliegen der Körperschaftsteuer , die jetzt etwa 15% des Einkommens ausmacht, nur wenn Sie sich für die Organisationsform AG oder GmbH entscheiden. Die Gründung bietet einige Vorteile, insbesondere eine Beschränkung Ihrer Haftung für die Schulden des Unternehmens. Die Gewerbesteuer gilt als eine Ihrer Geschäftsausgaben und ist daher von der Körperschaftsteuer abzugsfähig.

Wer kann helfen?

Einzelpersonen oder Unternehmen, die sich in Deutschland niederlassen möchten, sollten sich in Rechts-, Buchhaltungs- und Steuerfragen fachkundig beraten lassen. Diese Beratung ist über private Unternehmen erhältlich. Verschiedene deutsche Regierungsbehörden haben auf ihren Websites Informationen in englischer Sprache (sowie eine Reihe von herunterladbaren Broschüren in englischer Sprache.

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MANAGING COMPETITIVENESS IN THE XXI CENTURY: EFFECTIVE BUSINESS INSTRUMENTS

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Securing national business competitive power – is the problem which both business representatives and government authorities try to solve to. Speaking of a national competitive ability of a state, first and foremost, means competitive ability of national economy in whole, understanding that for that end there is a need for competitive branches, enterprises and products. The aim of the authorities is to offer various methods of business support, change laws and regulations, solve infrastructural and environmental matters etc. The research is

intended to study the ideas and factors of business competitiveness; a number of tools are proposed that will be most effective in managing competitive abilities.

The term "competitive ability" during the last 20 years became rather actual because a great number of new states entered the circle of the world economy, so economical competition among countries has strengthened. A competitive company – is the problem of strategic management that allocates the targets of business profitability and its benefits, which are necessary for long-term market presence. On account of the fact that the idea is multilevel there is no single, recognized definition of the term "competitive ability". Therefore, prior to relying on one or multiple definitions we need to define which level is the key and backbone one. Without controversy that is the level of a company. It is just a company and, to be more precise, its actions an decisions realized by its managers and employees make products, compete with other national and foreign companies, together with other companies of the country form a branch and contribute in national GDP. The most complete system of sources of competitive advantage of a company was suggested by an English scientist in the field of strategic management R. Grant. One of the approaches he proposed lies in separation of inner and external sources. The features of the internal environment of a company, its resources and business processes define the character and rate of response to external changes, that's why the quality of internal environment also leads to enhancement or loss of competitive ability.

Competitive ability control – is the environmental factors. Here we can start from the immediate business environment: competitors, consumers, suppliers. The company faces them in day-day work and this fact forces it to keep eyes skinned and control all possible changes. Changes in consumer behavior can be connected with descent of shopping ability (for example amid crisis), with appearance of more cheap and/or qualitative substitutes, competitor's new advertising campaign etc. Each situation needs its own approach. For example, the Dutch company Schick found an effective marketing decision when capturing the Japanese market, a manufacturer of shaving blades, at struggle with the world leader Gillette. The Dutch made accent on adaptation and took up 62%. They changed their name involved a Japanese actor and effected sales through the Japanese distribution system. Americans used the strategy of standardization and took up 10% of the Japanese market. Competitors' actions can be unrespectable. At that a company should take into account not only the acting players, but also the possibility of apparition of new competitors or substitute goods. While understanding all the threats and possibilities from the external environment, business needs a set of efficient measures to react adequately. At the present time the generally recognized means in competitive struggle and survival on the market is co-operation. At that the co-operation in world practice every so often results in business combination and appearance of a stronger player on the market, who can stay more effectively against external press. Thus, having realized their inability to

tide over on the world and even national market many automakers from Central and Eastern Europe, entered production and technologic alliances with leading manufacturers, and eventually this turned out to be an intermediate form of full inter-corporation integration. Apart from the alternative to excessive integration of business, they are also effective when companies need to join efforts not in the whole business sector, but only in one or several directions. Apart from preserving flexibility and independence, the significant advantage of alliances as against the strategy of merger and acquisition is the possibility of joining efforts for not just two or maximum three companies but for unlimited number of them.

Securing business competitive abilities in the 21st century, in the age of globalization, innovations, knowledge and technologies becomes more and more troublesome problem for companies. Ability to foresee changes, initiate them and quickly make effective strategic decisions becomes the supreme factor as a security of leading positions on the market. Such changes can take place in internal or external environment of a company and be both the sources of competitive ability and threats for it. At the present time the most effective tools of business reaction to the dynamics of external environment factors or its forced change are cooperation of firms and merge. These two strategies of external growth are widely used in business and give a range of advantages necessary for consolidation and leadership on the market. In recent times, factors of internal environment of a company play the decisive role among external and internal sources of competitive ability. Quality and diversity of recourses and business processes, a company's ability to create knowledge and innovations determine the quickness and effectiveness of reaction as for changes in external environment. Strategic leadership, as a new organization management style in the 21st century wherein management direct all human recourses of a company to creation of knowledge and innovations, has the most important meaning in management of internal environment. And it results in business cost increase, market share and level of profitability as the basic indexes of a company's competitive ability.

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INVESTMENT GRANT CLIMATE IN UKRAINE

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The investments for economic development are needed more than ever in Ukraine now. Additional funds may be raised by the external and internal ways. Internal way provides for investments and credits, which are coming from private sector and governmental budgets inland. External way is used for attracting facilities from abroad large enterprisers and governmental budgets.

This financial assist for Ukraine provides not only for increasing in money supply, but also for international relationship building. Use investments as needed and reporting for investors helps to raise trust level for Ukrainian government. Investments play a critical role at the macro level. They are an integral part of the development of the economy, as well as one of the main factors of its development, in addition, they determine the future of the country as a whole, of a separate entity, enterprise.

There are a variety of existing sources of financing. The most important conformation of capital enclosure for Ukrainian national economic is embodied in foreign direct investments (FDI), that gives an opportunity to realize large significant projects. But on the other hand, investments can be not only profitable financially, raise GDP amount via gross domestic investment and so on. It also can benefit to society due to destining of this money to meet the need by the indirect way, but namely via public organizations and international agencies. It also known as indirect financial assistance from others governments or organizations what is called as "grants". Forcing of investment climate and revitalization of grant activities in Ukraine are urgent problems for these days. Whereas financial recourses at government`s disposal are limited and sensitive enough to one`s misapplication, then large amount of new investments have to come from public sector and private sector, external and internal.

Grants include into definition "investments" but one the striking difference takes place. Investment provides for financial commercial enclosure to make a profit in the future and get earnings rate for investor. In this time grants furnish financial aid without commercial compensation, except the raising investor`s authority, satisfaction of it`s interests and spreading the main idea of investor`s project in return. The grants support nonprofit projects that are important to the community or to a specific territorial community, organization, or institution. And it used to estimate this points as advantages.

At present in Ukraine there is a great deal of beneficial organizations and foundations of the same kind as those from abroad. The main method is the use

of third-party financial instruments for the development of various problems via the grants submitting.

The most common source of additional resources for non-profit, budgetary organizations and socially significant projects are charitable foundations known as donors that assist in the form of grants. Grants differ in types and kinds according to their adaptation and purpose.

- General Support Grant provided to support core activity, sustainability and development;
- Program or Project Grant granted for the implementation of specific projects or programs;
- Partial Grant provides for the compulsory involvement of additional sources of funding (other donor organizations or the own funds of the organization, institution);
- Capital grant furnished for capital expenditures (purchase of real estate, repair, purchase of necessary equipment);
- Corporate grant provided by business entities. It may also include co-financing of the project by the business;
- Initial Grant provided at the initial stage of development of an enterprise, organization or institution to ensure their stability and functioning. It can also be used to create new organizations (new destinations within the existing);
- In-kind grant granted in the form of tangible assets, not cash;
- Intermediary Grant sponsored by a policymaker on behalf of him;
- Target Grant furnished for specific activities.

More than $ 9 billion in grants has been received and mastered in Ukraine since 1991, of which about $ 3.3 billion is being realized at the present time. This figure does not take into account grants from private organizations, including large donors. Grant activity begun to be created and developed since the moment, when Ukraine had started to go out on world stage and found rudiments of international relationships.

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ADAPTATION OF ENTERPRISES TO MARKET CONDITIONS

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At the present stage of market relations development in the context of external environmental factors that are constantly changing and affecting an industrial enterprise, the object of economic activity must not only function effectively in different conditions, but also has the capabilities and potential to plan its actions and tendencies development.

An external environment is a set of external elements that are outside the structure of an organization. It is a determining factor in the development of the organization. Most importantly – be able to adapt to any changes in the environment, otherwise there is a threat of loss of competitiveness and "backwardness" in development.

The external environment is extremely dynamic and unpredictable. Its uncertainty lies in the fact that not all economic entities have access to valuable information from the market system and the economy as a whole.

However, it is within the power of the firm to develop systems of adaptation to the external environment, allowing to make contact with it and, accordingly, to receive information about any changes. There are the following adaptation tools:

1. Creating an information system. This will reduce uncertainty at the entrance and exit of the organization, receive timely accurate information from the first person and, as a consequence, maximize the degree of protection against unforeseen circumstances. All this can be accomplished through the creation of a marketing system, a start-up and, of course, a strategic planning department.

2. Predicting possible changes in the development of the environment and implementation of strategic planning. Organization can predict the strategy and trends of the environment with the help of it, which significantly reduces the risk. In addition, the organization has the ability to set long-term goals and develop strategies to achieve them.

3. Mergers and strategic alliances. Such tactics allow organizations to change their positions in the market, to become more flexible, adaptive, stable.

4. Creating a flexible organizational structure. An organization that works on this principle, not bound by norms, traditions, and frameworks of development, is able to respond as quickly as possible to the smallest changes in the environment. Such a firm has the ability to reorient itself in a minimal time, change the direction of development and, finally, as the economy requires, radically change its specialization.

5. Establishing partnerships between the management of the organization and its staff. As a manager, he is able to delegate decision-making process,

consult with employees and give them the opportunity to show initiative and creativity, motivation and efficiency of work are rapidly growing.

Adaptation processes are a form of behavior that is constantly being improved in the course of the enterprise's operation in order to increase the efficiency of its activities in response to the environmental impact.

Adaptation enhances the industrial enterprise, creating a certain level of protection against the influence of negative factors of the internal and external environment in the future.

There are two main areas of enterprise adaptation:

1) change of the internal characteristics of the enterprise depending on the state of the environment is the internal side of adaptation;

2) the impact of the system on the environment in order to reduce the impact of negative phenomena and enhance the impact of favorable – this is the outside of adaptation.

In modern conditions of work of enterprises, it is possible to isolate the classification of different types of adaptation types, which facilitates the selection and implementation of measures to improve the activity of research objects. There are the following types of adaptations:

6. By scope:
– political
– economic
– spiritual
– ecological
– technological
– social

7. By influence on the enterprise:
– progressive – favorably influences;
– regressive – adversely affects.

8. The size of the enterprise to be adapted:
– small – changes are made by a small business;
– medium – changes are made by an average enterprise;
– big – changes are made by a large company.

9. In the direction of adaptation:
– production adaptation – change of production process;
– non-production – change of non-production component of enterprise activity.

10. For adaptation reasons:
– external – the activity of the enterprise depends on the change of external factors;
– internal – adaptation is related to the shortcomings in the internal environment-higher enterprises.

11. By the nature of the changes:
– active – change of environment (external factors);

– passive – adjustment of internal components of the enterprise.

12. In scale:

– systemic – adaptation actions are aimed at changing the whole activity of the enterprise;

– local – adjustment of the functioning of a certain unit or a certain object of the enterprise.

Adaptation of an industrial enterprise to changes in an unstable external environment is a complex process that cannot be accomplished without the formation of a modern organizational-economic-economic system of enterprise adaptation.

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AUSWIRKUNG DER DIGITALISIERUNG AUF BUSINESS

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Die Digitalisierung hat sich im privaten Alltag längst durchgesetzt: Über 80 Prozent der Deutschen nutzen beispielsweise ihr Smartphone, um per WhatsApp zu kommunizieren, zu shoppen oder Streaming-Dienste zu nutzen. Unternehmen tun sich mit der Digitalisierung deutlich schwerer. Viele könnten auf der Strecke bleiben, weil sie zu spät sind oder einem falschen Ansatz folgen.

Kodak ist ein gern zitiertes Beispiel: Der Weltmarktführer im Bereich Fotografie musste 2012 Insolvenz anmelden, obwohl das Unternehmen 1975 die erste Digitalkamera erfunden hatte. Kodak scheiterte, weil es nicht konsequent auf die digitale Technologie setzen, sondern sein Geschäft mit analogen Produkten nicht gefährden wollte. Kodak hatte den disruptiven Wandel unterschätzt.

Was macht die Digitalisierung aus?

Uber, Airbnb oder die Vielzahl neuer Fintechs illustrieren, worum es bei der Digitalisierung geht: Neue Technologien haben das Potenzial, ganze Branchen umzukrempeln und traditionelle Unternehmen und ihre Geschäftsmodelle zu verdrängen. Dabei geht es nicht nur darum, dass analoge Produkte durch digitale verdrängt werden. Der disruptive Wandel ergibt sich aus dem Potenzial der digitalen Daten und den daraus möglichen neuen Geschäftsmodellen. Physische Produkte oder Prozesse werden mit Hilfe der Informationstechnologie durch digitale Lösungen ersetzt, Geschäftsmodelle

revolutioniert und Unternehmensstrukturen verändert. Der Fokus liegt immer stärker auf Vernetzung und dem Informationsaustausch zwischen Unternehmen und dem Kunden.

Die gute Nachricht: Das Digitalisierungstempo in Deutschland ist spürbar gestiegen. Zwei Drittel der Unternehmen, die Waren und Dienstleistungen hauptsächlich über den physischen Kanal anbieten (sog. Non-Online-Unternehmen) haben mit der digitalen Transformation begonnen. „Sechs Faktoren scheinen den Erfolg der Ergebnisse von Projekten der digitalen Transformation zu bestimmen: Führung, Menschen, Agilität, Geschäftsintegration, Ökosystem und Wert aus Daten – Fähigkeiten, die als die digitalen Muskeln eines Unternehmens angesehen werden können." (Fujitsu, Global Digital Transformation Survey Report (2018)) Unternehmen, deren Digitalisierungsprojekte erfolgreich waren, weisen auf allen sechs Feldern deutlich höhere Kapazitäten auf als Unternehmen mit mäßigem oder bisher keinem messbaren Erfolg. Besonders groß ist der Unterschied bei der Agilität und den Mitarbeitern, also den Feldern, in denen sich traditionelle Unternehmen besonders schwer tun. „Sie sind auf interne Prozesse fokussiert und denken kaum an den Aufbau von Plattformen oder Ecosystemen und sie haben Mühe, ihre Organisation agil zu machen." (Fujitsu, Global Digital Transformation Survey Report (2018))

Die weniger gute Nachricht: Die digitale Transformation befindet sich je nach Unternehmensbereich und Branche auf recht unterschiedlichem Niveau. Vor allem zwischen großen und kleinen Unternehmen öffnet sich eine Schere.

„Als Konsument ist uns der Umgang mit digitalen Angeboten längst Gewohnheit und unsere Lust an Neuerungen ungebrochen. Doch mit der konkreten Umsetzung als Führungskraft oder Mitarbeiter tun wir uns schwer. Wir wollen die Digitale Transformation umsetzen, aber wir finden nicht so einfach den richtigen Weg. Wer seinen Weg in der Digitalen Transformation erfolgreich gehen will, muss nicht nur einen Plan im Kopf haben, nicht nur die Technologie, Prozesse und Tools beherrschen – sondern sich auch auf eine ganz neue Kultur einlassen. Eine Kultur, in der Veränderungen Alltag sind und deshalb Schnelligkeit, Innovationskraft und das Lernen aus Fehlern Voraussetzungen zum Erfolg", analysiert die Studie von BearingPoint „Lost in Digitalization" (BearingPoint, Lost in Digitalization, Die Kluft zwischen Plan und Umsetzung.

Industrie 4.0 ist die Bezeichnung für ein Zukunftsprojekt zur umfassenden Digitalisierung der industriellen Produktion, um sie für die Zukunft besser zu rüsten. Der Begriff geht zurück auf die Forschungsunion der deutschen Bundesregierung und ein gleichnamiges Projekt in der HighTech-Strategie der Bundesregierung; zudem bezeichnet er eine Forschungsplattform. Die industrielle Produktion soll mit moderner Informations- und Kommunikationstechnik verzahnt werden. Technische Grundlage hierfür sind intelligente und digital vernetzte Systeme. Mit ihrer Hilfe

soll weitestgehend selbstorganisierte Produktion möglich werden: Menschen, Maschinen, Anlagen, Logistik und Produkte kommunizieren und kooperieren in der Industrie 4.0 direkt miteinander. Durch die Vernetzung soll es möglich werden, nicht mehr nur einen Produktionsschritt, sondern eine ganze Wertschöpfungskette zu optimieren. Das Netz soll zudem alle Phase des ebenszyklus des Produktes einschließen – von der Idee eines Produkts über die Entwicklung, Fertigung, Nutzung und Wartung bis zum Recycling.

Organisationsgestaltungsprinzip

Industrie 4.0 ist ein Organisationsgestaltungskonzept, das aus vier grundlegenden Organisationsgestaltungsprinzipien besteht. Diese Prinzipien unterstützen Unternehmen bei der Identifikation und Implementierung von Industrie-4.0-Szenarien.

Vernetzung: Maschinen, Geräte, Sensoren und Menschen können sich miteinander vernetzen und über das Internet der Dinge oder das Internet der Menschen kommunizieren.

Informationstransparenz: Sensordaten erweitern Informationssysteme digitaler Fabrikmodelle, um so ein virtuelles Abbild der realen Welt zu erstellen.

Technische Assistenz: Assistenzsysteme unterstützen den Menschen mit Hilfe von aggregierten, visualisierten und verständlichen Informationen. So können fundierte Entscheidungen getroffen und auftretende Probleme schneller gelöst werden. Außerdem werden Menschen bei anstrengenden, unangenehmen oder gefährlichen Arbeiten physisch unterstützt.

Dezentrale Entscheidungen: Cyberphysische Systeme sind in der Lage, eigenständige Entscheidungen zu treffen und Aufgaben möglichst autonom zu erledigen. Nur in Ausnahmefällen, zum Beispiel bei Störungen oder Zielkonflikten, übertragen sie die Aufgaben an eine höhere Instanz. Der optimale Grad der Autonomie ist von unterschiedlichen Faktoren abhängig Herausforderung

Die Plattform Industrie 4.0 hat zum Ziel, IT mit Produktionstechnologien zu verschmelzen, um dadurch innovative Produkte und Leistungen zu ermöglichen. Dies beinhaltet zahlreiche Herausforderungen. Es müssen technische Standards und Normen entwickelt werden, damit eine Kommunikation zwischen Mensch und Maschine beziehungsweise Maschine und Maschine wie zum Beispiel in kognitiven Systemen ermöglicht wird. Daten erhalten hohe Bedeutung, sie werden von vielen Autoren als der „neue Rohstoff" bezeichnet. Diebeiden Themen Datensicherheit und Eigentum an Daten erhalten äußerst hohe Priorität. Es ergeben sich zahlreiche bis heute ungeklärte rechtliche Fragen. Weiterhin muss für das Thema Industrie 4.0 breites Verständnis in der Fachwelt geschaffen werden, und es muss auf gesellschaftlicher Ebene allgemeine Akzeptanz finden. In diesem Zusammenhang ergeben sich außerdem noch offene Fragen zur Aus- und Weiterbildung. In diesem Zusammenhangwerden weltweit Lernfabriken

entwickelt und aufgebaut, in denen Industrie 4.0-Schulungen praxisnah durchgeführt werden.

Ein weiterer Aspekt ist die Veränderung der Anforderungen an die Mitarbeiter, da die Echtzeitsteuerung eine neue Arbeitsorganisation erfordert. Auch Herausforderungen bezüglich Betriebs- und Angriffssicherheit werden zunehmend Bedeutung erlangen. Unternehmen müssen sicherstellen, dass die Produktionsanlagen und Produkte keine Gefahr für die Mitarbeiter und die Umwelt darstellen.

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INTEGRATED REPORTING AS AN EFFECTIVE SOURCE OF INFORMATION ABOUT THE INVESTMENT ATTRACTIVENESS OF THE COMPANY

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Integrated reporting (IR) provides investors and the other interested parties (stakeholders), with a more complete information about the company. IR gives the opportunity to demonstrate not just financial indicators but on the basis of a comprehensive analysis of the company to justify why it will be successful in the future. Currently, as never before, investors are interested to see the full picture of creating the process of products and brands for the understanding of the processes that have an influence on its profitability and prospects of further development. Thus, IR became an effective source of information about the investment attractiveness of the company.

The **purpose** of the research is to show what integrated reporting is and how the idea of IR is relevant to the investment attractiveness of the company.

There are several definitions of IR [1, 2]:

− a concise communication about how an organization's strategy, governance, performance, and prospects lead to the creation of value over the short, medium and long term;

− demonstrates the links between its financial performance and its wider social, environmental and economic context;

− show how organizations create value over the short, medium and long term.

On the base of the existing practice, we summarized that the integrated report allows:

− to show the connectivity of strategic objectives, risk and performance to demonstrate how companies create value;

− fully demonstrate the social responsibility of the company and its commitment to the principles of sustainable development;

− to reveal the general decision-making mechanisms, which affect the profitability of the company and the prospects of its development.

The following IR Content Elements are particularly relevant to the investment attractiveness analysis:

− Organizational overview and the external environment. This element of IR includes information about the organization, the major stakeholders, the organization structure, the organization's mission and objectives, stakeholder analysis, a PEST analysis.

− Opportunities and risks: this element of IR covers both internal and external risks analysis and how the risks are being managed and mitigated. The impact of each risk is assessed and mitigation measures are explained.

− Strategy and resource allocation: this element of IR includes the company strategy information, value chain creation, how the company is going to respond to these changes in the market, how much it might cost to achieve the new strategies, and how this change will be managed effectively.

− Business model. This element gives the description of the organization's business model including key resources (market offices supported by global headquarters, people, partners, intellectual property and brand, suppliers, IT infrastructure, financial capital), key value-adding activities (creating global networks, qualifying and regulating professional accountants to high standards, maintaining and developing a global brand that attracts students around the world, generating globally-relevant technical insight with the public interest at its heats, digitally-enabled developments for an online, self-service world), key outputs (professional, ethical accountants, widespread recognition, best-in-class products, and services), key outcomes (support and opportunities for members, joint initiatives, global mobility for our members, customer satisfaction), societal benefit.

− Performance. The key performance indicators internal or external – for example, revenue, cash flow, customer satisfaction, brand loyalty, environmental impacts, etc. are presented in this IR element.

To conclude it should be noted that the Integrated Reporting aims to deliver to investors the comprehensive information about the company, which helps to meet their demands for better information from investee companies. On the basis of our research, we confirm that a better reporting on the key resources of a business, which Integrated Reporting can deliver, is important to investors' understanding of businesses and their allocation of capital. The higher level the corporate transparency on the basis of IR is, the higher is the level of companies' investment attractiveness.

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ENTREPRENEURSHIP IN QUARANTINE

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Small businesses are unreasonably considered the most sensitive to crisis situations in the country. This applies not only to domestic entrepreneurs but also to businesses all over the world. The current pandemic coronavirus is therefore a confirmation.

The introduction of quarantine conditions and restrictions on activity in the country had the most negative impact on the activity of small and medium-sized businesses. A large proportion of business owners have ceased their operations, and their employees have lost their jobs and, accordingly, all have lost stable income. Restrictions are a disaster for the retail market. Shopping centers bear direct losses from non-payment of rent by entrepreneurs. Food establishments were also threatened. Of these, institutions that don't have food delivery services are the most affected, respectively, their losses can be almost 50% [1]. Instead, the question arises: what exactly is it like to abide by all the quarantine restrictions and keep your business and save jobs, workers and what, first and foremost, are the needs of Ukrainian entrepreneurs and, in particular, the most vulnerable of them are individual entrepreneurs?

Comprehensive and stable support from the state is an integral part of the survival of small business in today's crisis environment. Therefore, in the conditions of financial-coronary-turbulence, measures aimed at ensuring the survival of small business have become one of the first anti-crisis steps in many countries. It is usually about the well-being of hundreds of thousands to tens of millions of families – not just the businessmen themselves and the self-employed, but their employees.

One of the important steps taken by the Ukrainian state to meet entrepreneurs was to exempt individuals-entrepreneurs from paying a single social contribution for the quarantine period, and those who paid the contribution in advance will be automatically credited with the payment for subsequent periods. At the same time, the state was not concerned about the employees who are not covered by this norm and, accordingly, the owner of a small enterprise with five employees, and who, in quarantine, suspended its activity and has no income, is forced to pay these contributions every month, and more 5 000 UAH.

In addition, it was decided to suspend all business audits, to cancel fines for late or incomplete payment of a single social contribution, and late submission of appropriate reports. However, at the same time, these requirements do not apply to violations of value added tax, excise taxes and rent payments. That is, state tax support is selective, and small businesses will hardly experience any relief from the pandemic crisis.

Undoubtedly, along with government support in a pandemic crisis, business must adapt to change and shape its survival strategy for the future. In particular, an expert in the restaurant business, O Nasonova, noted that "catering establishments, such as bars and coffee shops that are focused on personal contact with the customer, will suffer the most. In general, online shopping services will be particularly active during quarantine" [1]. Restaurants and cafes are needed to be reorganized to deliver products, cookware kits and ready meals. In trade, the owners can involve their workers in the packaging, packaging and delivery of goods, which will save jobs, employees and continue the trading process. In addition, we can see how e-business is gaining in popularity, as quarantine has led most people to prefer e-commerce. An example of the effective development of such a business in a pandemic crisis can serve as domestic and global companies that have significantly increased their fortunes. In particular, this is Rozetka, an online provider that has increased its sales by 280%, with Steam, which sells computer games, increased its users by 2 million, and Zoom Video Communications has increased its number of users during the pandemic from 10 up to 200 million as Zoom is used by online classes for over 90,000 schools in 20 countries [2].

It should be noted that for small and medium-sized businesses in quarantine it is important to keep their business and minimize losses, and to do so should use all possible economic tools, including: minimize costs and plan

short-term activity; use state support for preferential tax treatment or for some type of financial support; review the development strategy, in particular, to seek new markets for products and services; repurpose your business or expand your business. Quarantine is not forever, and the development, repurposing and expansion of the range will allow to develop.

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THE INTERNATIONAL FOREIGN EXCHANGE MARKET

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The international foreign exchange market FOREX (foreign exchange market) is a set of transactions on the purchase and sale of foreign currency and the provision of funds on specific conditions (amount, exchange rate, interest rate) performed on a specific date. The main participants in the foreign exchange market are: commercial banks, currency exchanges, central banks, firms engaged in foreign trade operations, investment funds, brokerage companies; direct participation in foreign exchange transactions of individuals is constantly growing.

FOREX is the largest market in the world, it accounts for up to 90% of the total global capital market. Thousands of participants in this market – banks, brokerage firms, investment funds, financial and insurance companies – buy and sell currency within 24 hours a day, concluding transactions within a few seconds anywhere in the world. Combined into a single global network by satellite communication channels using the most advanced computer systems, they create a turnover of foreign currency funds, which in total over the year is an order of magnitude higher than the total annual gross national product of all the states of the world.

Why is it necessary to move such a huge amount of money through electronic channels? Foreign exchange operations provide economic ties between participants in various markets located on opposite sides of state borders: interstate settlements, settlements between firms from different

countries for goods and services supplied, foreign investment, international tourism and business trips. Without currency exchange operations, these most important types of economic activity could not exist.

But the money that serves as an instrument here themselves becomes a commodity, since the supply and demand for transactions with each currency in various business centers changes in time, and therefore the price of each currency also changes, and it changes quickly and unpredictably.

All of the major world currencies are in such a free float mode when their price is determined by the market, depending on how much this currency is needed for the acquisition of goods, investments and interstate settlements. Of course, this swimming is not completely free; in each country there is a central bank, the main task of which, in accordance with the law, is to ensure the stability of the national currency. The international currency market FOREX brings together all the many participants in foreign exchange transactions: individuals, firms, investment institutions, banks and central banks.

The main currencies, which account for the bulk of all transactions in the FOREX market, are the US dollar (USD), euro (EUR), Japanese yen (JPY), Swiss franc (CHF) and British pound sterling (GBP). Before the advent of the euro, a large market share was accounted for by the German mark (DEM).

The path of European states to the unification of monetary systems was long and not simple, not all countries could withstand the conditions formulated for the unification, the composition of participants changed. But for several years, the Ecu Synthetic Currency (ECU), composed of European currencies, existed and was recognized in the world (its exchange rate on December 31, 1998 became the euro exchange rate); the persistent work of the leaders of several European states, primarily Germany, France, Italy, finally led to the launch of a new currency.

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CORPORATE SECURITY MANAGEMENT: PROBLEMS AND THE PERSPECTIVES OF THE DEVELOPMENT

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Introduction. In today's interdependent digital world, marked by unprecedented business opportunities but also numerous and complex risks, the theory and practice of corporate security management are fast evolving.

In such a challenging business climate, there are significant risk changes in the external and internal environment of the functioning of corporate enterprises, which are characterized by the destabilizing factors, namely threats of re-regulation, a decrease in the financial stability of most corporations, a decline in production volumes, an increase in the share of unprofitable enterprises, an increase in the number of bankruptcies, and a decrease in corporate security. All these can lead to a reduction in the economic independence of the enterprise. Against this background, the issue of corporate security in the context of Ukrainian realities is quite urgent.

Analysis of recent research. There are several approaches to defining the concept of corporate security. The corporate security management literature reflects the prevailing shift toward a comprehensive view of general principles of security, together with a methodical approach to solving security issues, making logic, creativity, and skills lie in the ability to correctly blend and apply the essence of corporate security in new circumstances to meet new challenges [1, 2, 3]. The latest trends in ethics, interviewing, liability, and security-related standards which are useful for understanding the mission of the corporate security department are presented in the research of John J. Fay and David Patterson [4]. Following the most widely used approach, corporate security has viewed a system of guarantees and measures that ensure the degree of protection of corporate and property resources, shareholders' rights and interests, as well as a timely and adequate response to signals and threats from the external and internal environment.

Formulating the goals of the research. The main goal of the research is to summarise problems and the prospects of the Corporate Security Management perspectives. The influence of the digitalization on the corporate security is higlited.

Main research results. Corporate Security Management provides practical advice on efficiently and effectively protecting an organization's processes, tangible and intangible assets, and people [1].

It can be argued that corporate security is a broader concept than economic security because it determines the need for a wider range of tasks.

The goal of corporate security is to provide for the enterprise the possibility to achieve corporate interests through the effective use of available resources and the ability to organize protection, which makes it possible to create safe conditions for sustainable development of the enterprise.

The main external threats to the corporate security of Ukrainian enterprises are:
- unfavorable macroeconomic conditions of economic activity;
- the low purchasing power of the population;
- insufficiently effective fiscal policy of the state;
- unfair competition;
- limited access to financial resources;
- high level of political, social, and military tension.

Internal threats are primarily related to the specific business activity of each enterprise, but it is advisable to highlight such threats as:
- inefficient corporate governance system;
- lack of highly qualified employees;
- lack of resources for modernization and renewal of material and technical base;
- improper level of corporate culture;
- inefficient use of corporate resources;
- the presence of corporate conflicts.

When considering corporate security, it should also be noted that in the field of corporate governance, in addition to corporate interests, there are individual and corporate interests. Individual-corporate interests are the interests of each of the participants in corporate relations of economic, social or other nature. They can be so multifaceted that they will cause corporate conflicts, which are a form of threat to corporate security.

The mechanism of corporate security of the enterprise is considered as a set of managerial, economic, organizational, legal and motivational ways to harmonize the interests of the enterprise with the interests of the environment, which, taking into account the peculiarities of the enterprise, provides a profit sufficient for the enterprise corporate security.

The formation of the concept of corporate security of the enterprise is a very important issue, because today the government does not directly manage the activities of enterprises, but only regulates their activities through legal, economic and social measures, through direct (development of regulations, measures that directly affect the activity of corporations) and indirect (tax system, price and financial and credit policy, government orders) regulation.

Thus, the Corporate Security Management is determined as the systematic process of assessing, analyzing, planning, quantifying, administrating, and measuring the corporate security function.

Conclusion. To conclude it is vitally important to keep in mind the constant change of corporate environment under the influence of digitization. Digitization and networking require a comprehensive, adaptable concept for the corporate security of an enterprise. Instead of being isolated the architecture of corporate security should become dynamic and flexible for the environmental changes. To simultaneously achieve corporate security and digitization, more intelligent, comprehensive concepts for corporate security management of enterprise are needed.

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THE ROLE OF THE STATE MIGRATION SERVICE AND EVALUATION OF ITS ACTIVITIES

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In the context of global intensification of migration processes and active participation of the population of Ukraine in such processes, the need for an effective state regulation in this area is growing, which is a prerequisite for using the positive potential of migration with the aim to develop the economy, minimize the negative consequences of migration, ensure the rights and freedoms of the migrants as well as the whole country population. At the same time, Ukraine is a country of origin, destination and transit of migrants, a territory of diverse, multidirectional and large-scale migration flows.

The regulatory strategy is to focus the efforts of the state and society on the formation and implementation of the state migration policy, which will allow positively affect the consolidation of the Ukrainian nation and state security, accelerate socio-economic development, facilitate deceleration for depopulation,

stabilize the quantitative and qualitative composition of the population, meet requirements of the economy in the labor force.

To regulate the state migration policy, the State Migration Department was established on December 9, 2010 by the Decree of the President of Ukraine "On optimizing the system of central executive bodies", whose main activity is to provide administrative services to various categories of migrants defined by the law (emigration and immigration including undocumented one, citizenship, registration of individuals, refugees, etc.).

The sector of Work and quality of the State Migration Department of Ukraine in Kharkiv region constantly monitors and controls compliance with the standards of work and quality of administrative services.

Based on the results of the work evaluation for the last three years, an analysis of the quality of the service activities of each territorial division in the Kharkiv region was made. The performance indicators reveal the overall level of the activities quality for the territorial unit. The analysis and the dynamics make it possible to launch the following actions:

• to reveal the factors that exactly affect the indicators of work quality and efficiency;

• to render a decision and focus on the most important issues.

In case weak points in a certain area are identified, decisions are made to improve the work standards; therefore, the specialists will need additional training in the related field of work. In terms of the formed groups by population in the area, the quality of administrative services is improved through a competition, which, in turn, will serve as a positive motivation for the systematic improvement of the performance indicators for each territorial unit in all work areas [2].

There are some features of the redistribution of the funds that the State Migration Department receives as payment for the provision of the administrative services. The mechanism of budget contribution and accounting for the fees on provision of the administrative services as well as the documents used for this provision is regulated by the legal documents and requires an additional study. Monetary funds for the provision of administrative services are distributed by the Treasury between the special fund of the state budget and the general fund of the relevant local budget in accordance with the check off rate set by the budget legislation [3].

In order to raise funds, the Treasury opened a balance account 3431 "Funds that are to be credited to budget revenues", thus, the relevant body of the Treasury is to be credited under the budget classification code 22012500 "Fee for other administrative services" on the departmental identity.

In order to control the receipt of funds for the provision of administrative services and ensure the timely registration of the transactions in accounting, the Treasury bodies electronically provide the subjects of administrative services with statements for the relevant accounts on a daily basis.

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BUSINESS NEGOTIATION STRATEGIES: HOW TO NEGOTIATE BETTER BUSINESS DEALS

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Negotiation is an art. It is a part of everyday life. We have to negotiate everywhere: at work, at home, at universities etc. Poor negotiation can lead to frustration and even complete failure. While most negotiating strategies seem like common sense, it's not uncommon for people to get caught up in the emotion of the moment and ignore their basic instincts. Emotion, luck and magic have no place in a successful negotiation. It takes an iron stamina, homework, quick mind and unblinking discipline. These keys will unlock your ability to get the best deal possible under any circumstances.

Preparation is the Key

If you want to negotiate successfully, one of the secrets entails preparing your mind: get all the information on what you want to do, define your objectives before negotiating and research the interests of the other party. Know about the party you're negotiating with so you can capitalize on your strengths and the party's weaknesses. If the other party is very experienced, that means he or she also has a history that could contain useful information. Many negotiators develop patterns and certain styles that you may be able to use to your advantage. If you didn't have time for preparation it is better to cancel the meeting for preparation is very important for successful negotiations.

Most negotiators have a price target or goal in mind before they start. It should be based on realistic expectations considering all the constraints that will undoubtedly surface. In terms of business these may include budget limits, direction from management, pressure to make sales goals, and a myriad of other external forces. During the course of the negotiation, the goal may change based on changes in scope and other unforeseen actions by either party. Your ultimate goals should be realistic.

Before you start the negotiation, ensure that the other party is fully empowered to make binding commitments. You don't want to find yourself in a

position where you believe you've struck a deal, only to discover that your agreement must be approved by someone higher in the chain of command.

Have a Strategy

There are basic principles that apply to every negotiation. The first offer is usually the most important and the benchmark by which all subsequent offers will be judged and compared. You'll never get what you don't ask for, so make your first offer bold but not aggressive. Don't worry about insulting the other party. As long as your offer is not ridiculous, the other side will continue the negotiations in hopes of settling at a better number.

Negotiation often focuses on bridging gaps between negotiators with different styles, backgrounds, or objectives. So always have something to give away without hurting your negotiating position. Employing this strategy must be viewed in the context and in consideration of what other bidders may be doing. If you know that the only way to win the bid is to provide a barebones cost, then this strategy may not be appropriate.

Watch for clues such as body movement, speech patterns and reactions to what you say. As it is known, good communication is the basis for any successful negotiations. People are mostly aware of the importance of good verbal communication skills, but they often forget about the fact that approximately 80-100% of communication happens non-verbally. When a negotiator expresses his/her thoughts, he/she can do it not only with the help of words, but also in many other ways. For example, people move their heads up and down when they want to say "yes", and move the heads from side to side when they want to say "no" in our culture. People can move in a way, which clearly reveals their inner intentions, even if they do not use words. Moreover, only a small percentage of the brain processes is represented by verbal communication. There are subtle and sometimes not so subtle movements, gestures, facial expressions and even movements of the whole bodies that indicate something is going on. The way a person talks, walks, sits and stands – all say something about him/her, and whatever is happening inside a person can have an impact on the outside world.

By becoming more aware of the body language and understanding what it might mean, people can learn to understand their conversation partners more easily. This puts the person in a better position to communicate effectively getting the inner meaning of the message. What is more, by increasing understanding of other people, a person can also become more aware of the messages that are conveyed.

Be prepared to suspend or cancel negotiations if you feel things are getting nowhere or the other party seems stuck in their position. Indicate your reluctance to continue under those conditions and make the other side wonder if you are ever coming back. If they are on the hook to cut a deal, they will feel the pressure to move. Be patient even if the other party isn't. This can be difficult for

those with a passion for instant gratification, but the last thing you want is for the other party to think you're under the gun to finish quickly.

From a contractual standpoint, a counteroffer automatically rejects all previous offers. Once an offer is made, you should expect an acceptance or rejection of your offer, or a counteroffer that keeps the negotiation open. If your offer is rejected and you are asked to submit a new and better offer, do not fall into that trap. That would be tantamount to negotiating with yourself, and you should never do this. If the last offer on the table is yours, always insist on a counteroffer to force the other party to move his/her position before you make another offer.

Find the Leverage

In addition to exploiting the other party's weaknesses, concentrate on taking maximum advantage of your strengths. Establish a strong foundation early in the process by demonstrating your knowledge and expertise of the negotiation subject matter. This may intimidate those on the other side and put them on their heels before they've a chance to establish their own credibility. Playing catch-up in a tough negotiation can be challenging, so it's much better to take the initiative and steer the process in the direction you want.

The Offer

An offer is really important deal in the process of negotiations. It must encompass all of the elements of the bargain and will normally comprise the basis for a contract that formalizes the agreement. If you make an offer without nailing down all of the specifics, you may find out later that there was no meeting of the minds with the other party. To avoid misunderstandings, offers should be presented in writing and include all elements of the bargain. It's a good idea to keep notes containing the rationale for each offer. While these notes won't be disclosed to the other party, they will prove to be invaluable should things go awry and you need to restart negotiations. Part of the process is benefiting from lessons learned and refining your approach and technique. If you work for a company or the government, those notes are usually required to document the negotiated outcome and complete the contract file.

Go For a Win-Win Solution

Throughout the negotiation, try to determine what you believe to be an acceptable outcome for the other party. It may be a combination of different things. Understanding the other side's priorities is just as important as understanding your own, so figure out what you would do if you were in his shoes. When constructing your offers, attempt to satisfy some of his priorities if doing so doesn't weaken your overall position. Be prepared to give up the little things in exchange for the big things you don't want to concede. Know your limits and how far you're willing to go on all aspects of the deal.

During negotiating try to be calm, self-confident, honest and flexible. Don't become upset if you fail for any failure is just a chance to start again, only this time, more wisely.

Knowing all these tips of successful negotiations can help you to prosper not only in the sphere of business or management but in personal life too. Realizing this fact can definitely need to success in all spheres of life.

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HOUSING AND URBAN DEVELOPMENT: CHANGING THE MANAGEMENT STYLE THROUGH COMMUNICATION

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Over the past years, local governments in Ukraine have used variety of administrative reforms to help clarify goals and improve performance to adjust to changing political and social environments, and demands for new services.

Today, Housing and Urban Development (HUD) is a key issue to consider in delivering healthy and attractive communities [1, 2]. The aim of this study is to develop strategies for integrating HUD for urban sustainability n the base of consultation with customers and stakeholders at all levels. In achieving this, the study conceptualized and investigates focuses on sustainable HUD issue in Ukraine. It adopts case study methodology, data collection and mixed method data analysis.

As a result of this consultation effort, primary management reforms were suggested:

– reorganizing by function rather than program; consolidating or privatizing;

– modernizing / integrating HUDs outdated financial management systems;

– creating enforcement authority with one objective: restoring public trust;

– refocusing and retraining HUDs workforce to carry out the revitalized mission;

– establishing performance-based systems for HUD programs, operations and employees;

– replacing HUDs top-own bureaucracy with a new, customer-friendly structure.

The findings identify several strategic objectives based in the strategic planning process taking into account factors contributing to this issue as socio-economic, environmental, unequal distribution of urban resources, and the wide gap between the rich and the poor:

– fight for fair housing;
– increase affordable housing and home ownership;
– reduce homelessness;
– promote jobs and economic opportunity;
– empower people and communities;
– restore public trust.

Recommendations to ensure sustainable urban development based on the establishment of affordable housing strategies, social and environmental interaction design strategies that have allowed to link the daily operations of HUD with strategic goals stated in the departmental planning documents, including the strategic plan, the annual performance plan, and the budget submissions.

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SAVING ENERGY MANAGEMENT IN URBAN ECONOMY OF UKRAINE

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In the context of the present-day socio-economic realia, Ukrainian cities keep looking for opportunities to save energy and reduce energy costs in the buildings of public sector. The results herewith not only depend on substantial investments in refurbishment of the buildings themselves, but are also largely determined by the proper training and qualification of their operating staff. Improving energy efficiency is particularly of vital importance for the municipalities in Eastern Ukraine, where the number of internally displaced persons dramatically increased in recent years, while energy conservation has become one of the most urgent needs.

Experts claim that one of the positive phenomena contributing to the introduction of energy efficiency policy in Ukraine is the introduction of energy management. Regions where the decentralization process has become an additional stimulus are actively involved in the process of introducing energy management as municipalities got the opportunity to be in charge of their own budget.

Cities that expressed interest in the energy efficiency issue were greatly assisted by international aid programs, namely the European initiative called the Covenant of Mayors. In 2007, the European Commission introduced the Third Energy Package aimed at increasing competitiveness on the energy sources market, particularly through alternative energy sources and reducing prices for consumers. This package also contains directives on environmental protection. In order to implement the project at the local level, in 2008 the European cities launched the Covenant of Mayors initiative, aimed at supporting local and regional authorities. Within the framework of the Covenant, member cities voluntarily commit to reduce about 20% of CO_2 emissions by 2020 or 30% of emissions by 2030, as well as to inform the population on the importance of community assistance in the implementation of energy efficiency measures and reduction of harmful emissions.

One of the first Ukrainian cities that joined the Covenant of Mayors at the end of 2008 was Kamianets-Podilskyi. In 2009, the other 11 cities that joined the initiative were: Bakhmut (Donetsk Oblast), Dolyna (Ivano-Frankivsk Oblast), Lviv, Kovel (Volyn Oblast), Lutsk, Kherson, Pervomaisk (Mykolaiv Oblast), Pryluky (Chernihiv Oblast), Slavutych (Kyiv Oblast), Voznesensk (Mykolaiv Oblast), Zhmerynka (Vinnytsya Oblast). The number of member cities joining the Covenant significantly increased in 2015, the year when it turned from merely being a European initiative into a global one called the Covenant of Mayors for Climate and Energy. Currently, the Covenant of Mayors unites more than 7,500 signatories worldwide. In Ukraine, more than 160 members have joined the initiative, where approximately 82 of them have developed an action plan and are actively working in accordance with it. Establishing the post of energy manager in cities is a key factor assisting the process of creation of energy development strategies. As a rule, this position is occupied by young specialists with technical education, who analyze existing problems and monitor energy consumption at municipal levels. On the basis of their analysis and estimates, they suggest ways of saving energy and take responsibility for the policy-making process.

Initially, the process of establishing the energy manager position was rather problematic as the post was not included in the officially ratified list of positions and required additional spending that was not incorporated into the budget. However, this did not stop the enthusiasts. For example, an energy manager in Dolyna worked on a voluntary basis for half a year. Thanks to his work, the city managed to reduce spending by budgetary institutions on energy

by 15%-20%. It was a convincing example to provide the professional with a full-time position. The following cities have managed to make great progress in implementing energy efficiency and reducing CO_2 emissions: 1) With a population under 25,000: Dolyna (Ivano-Frankivsk Oblast), Zhovkva (Lviv Oblast); 2) With a population under 50,000: Voznesensk (Mykolaiv Oblast), Myrhorod (Poltava Oblast); 3) Among administrative centres: Lviv, Vinnytsya, Lutsk, Zhytomyr.

It is worth mentioning that Dolyna has managed to completely decline district heating services. Starting from 2007, the local authorities have obtained approximately EUR 50 mln worth of European investment on the implementation of energy efficiency projects, which enabled it to switch the bulk of budgetary institutions to using alternative energy sources and provide heating to a majority of residential buildings. Taking into account these accomplishments, in 2016 Dolyna became the first city in Eastern Europe to receive a Certificate of Conformity to energy efficient management. By 2018, it is planned to continue a project aimed at reducing of CO_2 emissions in the residential housing area. This initiative has been awarded a grant from the European Commission of EUR 772,600.

The example of Ukrainian cities in improving its energy efficiency clearly shows that countries can make significant progress in protecting their energy security when they face external threats. By setting clear strategic goals, governments can foster necessary behavioral changes for more economical use of energy resources. Energy efficiency can play a major role in addressing national energy security threats.

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INFORMATION AND ANALYTICAL SUPPORT OF ENTERPRISE SECURITY MANAGEMENT

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Introduction. Measuring and analyzing are vital to enterprise protection in current conditions of changing the role of security, its contribution to corporate profits. While businesses have historically used measures and metrics

to evaluate performance, it is only recently risk-related metrics that demonstrate the security department's value to the corporation has become vitally important.

Analysis of recent research. There is literature covering a lot of issues from risk assessment and mitigation to strategic security planning, information security, physical security and first response, business conduct, business resiliency, security measures and metrics, creating and managing a security metrics program, and much more [1, 2, 3, 4]. Special attention is given to the collection of lessons learned and proven approaches to enterprise security management [2].

Formulating the goals and tasks of the research. Our research is devoted to the development of straightforward informational and analytical support of enterprise security management as a self-assessment tool that should help to establish a process for building or renovating successful security and risk management programs.

Main research results. In the process of the informational and analytical support of enterprise security management development, corporate security is viewed as an integrated element of corporate governance and enterprise risk management.

The informational and analytical support of enterprise security management should provide the possibility:

- to identify the metrics with the greatest staying power;
- to create a security metrics program model appropriate to the corporate needs;
- to develop a strategic approach to managing the corporate security program;
- to analyze the role and duties of security managers.

Conclusion. To summarise the developed informational and analytical support of enterprise security management is the valuable management tool for organizing tasks and people in an intelligent, meaningful, and responsible structure. The informational and analytical support of the enterprise security management is a great tool for building or renovating a security metrics program for the company.

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SECTION 4
LATEST ACHIEVEMENTS IN ENGINEERING, ECOLOGY AND ARCHITECTURE

BUILDINGS AS THE BEST NEIGHBORS OF MEN

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Throughout history, architecture has stood as a representation of society reflecting the values, successes and eventual downfall of civilizations over time. From the monumental structures to the residences and buildings that make up the fabric of a city, we can learn a lot about who the people were that inhabited them long before our time. By studying the built environment of the past, combined with modern-day research on psychology and the environment, we're coming to understand the effects of architecture on people in entirely new ways, which arose the issues: Just how does architecture impact society? Does it affect people? What are the "relationships" between buildings and men?

The entire architectural structure, from its design (form, structure, color) all have a great impact or influence on the mood and psychological experiences of individuals.

Glassy architecture, wooden architecture, rattan architecture have a great toll on the residents' mood and experiences. The painting of special colors like warm colors has been seen to increase the aggression of residents while cool/serene colors like blue calm down tempers. The same can be said about neighbors. Good neighbors are invaluable. They share important information about the community, are responsible pet owners, and most importantly, not too nosy. A bad neighbor can turn your dream home into a nightmare.

Architecture has the following ways of influencing people: color scheme, natural and artificial lighting, construction materials; architectural forms.

There are vivid examples of what effect certain colors produce on a person:

– orange-red has an exciting effect, increases the heart rate and increases pressure;

– the blue color of dark shades calms, promotes physical and mental relaxation;

– gray color is neutral, nevertheless contributes to melancholy;

– yellow raises the mood and activates the brain;

– green relieves nervous and visual fatigue.

The psychology of colour plays a vital role in arousing the emotions of the users. Designers believe that architecture is an act of communication, and the colour is the medium that will articulate the message.

Restaurants and food chains typically install a red colour scheme as a subtle marketing strategy. Red attracts attention, stimulates appetite and induces hunger.

Conference halls are often specified with warm, earthy hues like brown and orange as they promote social connection. White denotes innocence, cleanliness and purity. Combined with a heightened ceiling, it exudes a welcoming aura as opposed to the claustrophobic effect of dark or small spaces.

Natural light can make a world of difference when it comes to your emotions. Whether it's a school, office building, house or restaurant, initial design concepts should incorporate a generous amount of windows to allow for natural light. Working in a space with windows has been tied to better exercise, increased sleep and generally improved sense of wellbeing. It can also improve your mental health and help students perform better on tests.

How does this work? Natural light helps your body regulate melatonin, a hormone that improves the regularity of your body's circadian rhythms. This allows you to sleep better and longer. Sunlight also boosts serotonin production, helping you handle depression by increasing your "happy hormones."

How humans perceive patterns can be directly attributed to the Gestalt principles. Our brains are wired to see symmetry and balance of a unified whole, hence the visual perception of the synchronising elements together. Gestalt principles are built on aspects like similarity, continuation, closure, proximity and figure/ground.

Materials affect the aesthetic and tactile sides of the building. Thanks to them, the building can visually stand out, make a positive impression. For example, a dull brick wall conveys boredom and monotony. Form also evokes certain emotions in a person. Simple forms, for example, a square and an oval, are easier and better perceived than complex ones. Lines in architecture have the following effects: straight lines are associated with clarity and pacification; curved with grace and ease; curved and broken with aggression and harshness. Rectangular shape remains beloved for man; it symbolizes rationality and reliability.

The texture is one of the properties of the objective world, which helps to navigate in space.

Touching a texture once, we remember the feeling of its surface for a long time. Associations caused by this texture can remain in memory for life. The texture has physical characteristics and aesthetic expressiveness. You can distinguish aggressive textures: shiny, spiky, cold, like metal, concrete; calm and quiet soft, rough fabrics, wool; warm – wood, natural fabric, various weaves (woolen, birch bark, matting, linen), leather, fur, clay, ceramics, bone, forged

and hammered metal, stone, glass – all that has long adorned the human dwelling.

The characteristics of a space can be divided into six basic emotions: fear, dislike, sadness, peace, surprise, joy etc. Thus, a description is made of the spaces that cause certain sensations in most people:

1. Fear of unprotected open panoramic or narrow enclosed space of a tunnel shape with straight edges or in the shape of a cube. Poorly lit or has no lighting at all. Primary colors – saturated red, black or a rich brown. The texture is brilliant, prickly, cold (metal, concrete, broken bricks, a broken stone).

2. Dislike – open panoramic empty space, deaf cramped space, multidimensional, and fragmented space. The shape of a cube or tunnel, twilight. Primary colors – deep red, rich yellow, marsh green, rich brown, grey. The texture of the prickly, cold, relief, sticky, slippery (a broken stone, plaster, concrete, slippery tiles, clay, rubber).

3. Sadness – small, deaf, confined space, low ceilings. The shape of a cube, cylinder, tunnel, tetrahedron. Weak illumination. Primary colors – blue, brown, gray, black, white. Texture: shiny, cold, hard, monotonous (metal, a stone, concrete, a tree).

4. Peace – wide visibility, and a depression in the terrain. The dome and arch shape, abundant soft light, quiet, not flashy colors: moving to the leafy, blue, turquoise, purple, light brown, white. Soft, rough textures: wool, embossed wood, wicker, fabric, clay, ceramics, bone, forged metal, brick.

5. Surprise – high room with panoramic views and a clear rhythm of shapes, dome shapes. Uneven darkening, rhythmically falling shadows. Mostly blue, purple, pink, white shades, shiny, and unnatural texture: metal. plastic, glass, mirror.

6. Joy – panorama, pitch, rhythm, dynamic, dome shape, tall columns, arches. Bright sunlight, sharp shadows or a lot of small lights in the twilight. Colors: red, orange, yellow, turquoise, pink. The presence of shiny, fluffy, shimmering and matte textures (metals, including noble, fur, wool, mirrors, colored glass, colored ceramics).

It is also said that "architecture is the third skin" of the human body, since the first skin is the real skin, which acts as the outer envelop and the filter of the body, then the clothes that act as the second skin, which is also considered as an insulation and filter. So people's third skin would be the next layer out is usually the building they are in which performs as the environment. This kind of environment, the architectural environment, should fulfill the human needs and comply with the user requirements like the best neighbors do.. That's why we can call our dwellings our best neighbors.

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AUTOMOBILE ROADS OF UKRAINE

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This article is a short overview of the history and the present state of automobile roads of Ukraine. Automobile roads of Ukraine represent the network of roads, which connects all settlements of the country and is aimed at the movement of vehicles. There are several kinds of roads in Ukraine:
- automobile roads of public use;
- streets and roads of cities of public use;
- departmental automobile roads;
- automobile roads of private territory.

State agency of automobile roads of Ukraine is responsible for the state of the roads. Local self-government bodies are responsible for the streets and roads of cities.

Automobile roads of public use provide domestic and international transportation of cargo and passengers. Automobile roads of public use are divided into two main types: state and local roads. State roads are divided into international, national, regional and territorial roads. Local roads, in their turn, are subdivided into regional and district roads [1].

As of January 30, 2020 total length of roads of international importance was 9 311,2 km, national – 7 175,2 km, regional – 8 492,6 km and territorial – 21 661 km. The length of local roads was 122 360 km [2].

There are 4 transport corridors which go through Ukraine. They belong to international transport corridors. Among them there are:
- Pan-European transport corridor №3 (Germany, Poland, Ukraine)
- Pan-European transport corridor №5 (Italy, Hungary, Slovakia, Ukraine)
- Pan-European transport corridor №7 (Austria, Hungary, Serbia, Bulgaria, Romania, Ukraine)

- Pan-European transport corridor №9 (Finland, Russia, Belarus, Romania, Greece)

According to State agency of automobile roads of Ukraine, in 2017 the length of streets was 250 thousand km [4]. Over the past 60-70 years, the road network has undergone significant changes. For instance, in 1940 the length of the roads was 270.7 thousand km. These were mostly field roads, with only 10.8% of them with hard-surface pavement. The most intense methods of road construction were implemented in 1960-1970. The main purpose of the automobile industry was the construction of hard-surface pavement of the roads [3].

Due to construction of new roads with the hard-surface pavement, the number of field roads has decreased. As the result of the rational construction of roads, some field roads lost their purpose, resulting in a reduction of the number of public roads.

Consequently, the number of public roads decreased from 270.7 km to 169 km, but the quality of their coverage has improved significantly [3].

Researches show that the quantity of automobile roads in Ukraine is lower than in some other European countries (for example, in Ukraine there are 281 km of automobile roads per 1,000 km^2, compared to 1 459 km in France; 1,286 km in Austria; 961 km in Poland; 628 km in Spain), but some countries (Norway, Greece, Finland) have lower rates than Ukraine [3].

According to State agency of automobile roads of Ukraine, as of 2017, Ukrainian roads have 12.2 million km^2 of hollows, thus the quality of pavement of the roads requires sufficient improvement [4].

Thus, one of the most important issues of transport sector in Ukraine nowadays is the improvement of the quality and the quantity of automobile roads.

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STAGES OF FORMATION OF TRANSPORT AND PEDESTRIAN INFRASTRUCTURE OF THE CITY. POST-INDUSTRIAL PERIOD OF DEVELOPMENT

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Urban environment gradually formed in the process of civilization development. The prerequisites for its formation appeared in the period of the original community system, based on ancient settlements, which were further improved and became the basis of urban development. Basically, cities emerged on the basis of a favorable transport and urban location connected with a trading function and resources availability.

Urban environment is currently a demo-ecosystem with a set of natural and anthropogenic components that form an environment for the life sustaining activities of the population. It is characterized by the occupied area, population, natural and anthropogenic elements of the landscape with the appropriate architectural and urban structure, which provides the basic functional processes of life sustainable activities in the urban environment. [1]

The interconnection of all objects of the life sustaining activities' environment is created due to the functioning of the transport and pedestrian infrastructure of the city, which was also gradually formed in the process of civilization development.

The analysis of the world experience of forming the transport and pedestrian infrastructure of the city revealed three stages of its historical development:

Stage I – pre-industrial period of development (from AD to the beginning of the XIX century);

Stage II – the industrial period of development (mid XVIII – mid XX century);

Stage III – post-industrial period of development (mid XX–XXI centuries).

During the post-industrial development of the urban environment in the mid-twentieth century, due to the total motorization, a demand arose for creation a safer environment for pedestrians. A number of developments came into existence. They include the improvement of road marking, introduction of traffic regulation systems at intersections, using fences, as well as creation of underground and ground parking lots.

For this purpose, the quarterly organization of the city was also abandoned. The housing estate became a structural unit of the residential area.

Transport entrances to residential buildings were made around the perimeter of the residential district, and its central part with the kindergarten and school became a pedestrian area.

The objects of transport and pedestrian infrastructure began to be created, namely, underground, ground and semi-underground facilities.

A rapid increase in the number of cars in cities also necessitated timely activities for the reconstruction of old and laying new transport highways, construction of roads of continuous traffic and reservation of territories for large land and underground parking lots for cars (designed for simultaneous placement of several thousand cars) near plants, factories, large entertainment enterprises, train stations, stadiums, beaches and other buildings and structures that attract large numbers of visitors. [2]

In the late 60's – early 70's of the XXth century, an interest arose in the organization, and often the restoration of the pedestrian systems. In many cities around the world, pedestrian streets and zones emerged.

But in the XXst century, transport and pedestrian infrastructure in the urban environment got increasingly complicated. Mass production of cars demanded conditions for creation of more perfect parking lots. A new type of structures appeared, namely, a parking lot with vertical parking. These structures became actively introduced into the transport and pedestrian infrastructure of major cities and significantly improved it.

Currently, automated parking are commonly available. The first automated parking lots were created in 1905 in France. At that time, high concrete structures were set in Paris, equipped with an internal elevator to move the machines to the upper levels. It is these structures that initiated the automated parking systems that now exist in many countries.

In the United States, the wave of interest in robotic parking was in the 1940s and 1950s, and in Europe, in the 60s and 80s. At that time, the process of constructing such structures was very slow, as it required considerable financial expenditures. [3]

Already in the early 1990s, practically every country in Europe and Asia began to construct up to 40,000 parking lots annually, which were distinguished by the technology of automation of lifting machines onto platforms.

Nowadays, automatic parking systems are entire complexes of multi-level parking lots in business centers or residential buildings.

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TRAINING MOBILITY OF ERASMUS + PROJECT OF MASTER IN SMART TRANSPORT AND LOGISTICS FOR CITIES

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Within the framework of the Erasmus + KA2 Capacity Building in the Higher Education programme the Master in Smart transport and logistics for cities project (SmaLog) has been selected for funding. One of the crucial part of SmaLog program is upgrading skills of teachers. Thus, the project Smalog foresees the mobility activities for training purpose from Partner Countries to Programme Countries. Teachers from Ukrainian and Georgian Universities were gone to EU Universities (University of Rome Tor Vergata, Italy; Sapienza University of Rome, Italy; Silesian University of technology, Poland; Hochschule Wismar, University of applied Sciences: Technology, Business and Design, Germany) for 45 days (June – November 2019). Selection procedure was being organized and agreed criteria were used for selection.

The objectives of mobility training are: to gain the knowledge of European smart transport and logistics, to increase professional and language skills, to improve cultural awareness, to learn more in-depth from EU experiences.

O. M. Beketov National University of Urban Economy in Kharkiv was implemented the teacher training mobility in all EU partners Universities. In the Silesian University of technology, Poland the issue of training was "Logistics and Transport technologies" and follow modules: Public city transport, Traffic planning, Project management in transport, etc. For teacher, whose have had the Traineeships in the Center for Transport and Logistics (CTL) Sapienza University of Rome, Italy the issues of training were "Smart Transport, Road Safety and Sustainable Mobility" and "Multiple criteria and Multi-Objective methods and models in logistics and Transportation". University of Rome Tor Vergata, Italy was performed the mobility activities for teachers in the Laboratory of Transport Systems Department of Enterprise Engineering, the issues of training was vehicles GPS data and supply model development: Papers review on vehicle GPS data: comparability, strengths and weakness; Setting up

methodology for the analysis of origin-destination flows; Assumption for O-D model development on the base of the sample observations; etc.

Hochschule Wismar, University of applied Sciences: Technology, Business and Design, Germany during the Traineeship introduced the following laboratories/ centers, their study and research aims to the participants: the E-Learning Centre, PELA (presentation of opportunities by E-Learning education in the HEIs on the example of experience HWS); Solarzentrum MV (familiarization with innovative projects in the field of energy saving and the use of various types of energy); the Electrical and Computer Engineering Labs (familiarization with the Researching Laboratories potential and using Software); the Production engineering Laboratory (familiarization with the basic technological processes for manufacture of products from metal and plastics; familiarization with the most advanced equipment for the processing of metals and plastics); the Laboratory building Malchow (mechanical engineering / process and environmental technology); the Maritime Simulation Center, Warnemude. The Modern laboratories, which are using in the educational and researching process in HWS, indicate that obtain new, advanced knowledge and its sustainability in engineering education is achieved through applied approaches to education, training in the use of modern equipment, and interaction with enterprises.

The tour on the Volkswagen plant in Wolfsburg took place during the Traineeship in Hochschule Wismar University with the following Event outcomes: familiarization with the in-house logistics system operating on the basis of the «just-in-time» concept; the study of the principles of internal (in-house) logistics in the enterprise; the introduction of new technologies in the logistics system of the enterprise based on the using of autonomous automatic pallets for moving parts inside the shop. A meeting with business representatives interested in cooperation with educational and research institutions in frame of transport logistics was held in Rostock. The concept of the business conference was to introduce one's activities areas to find partners for potential working relationships. In this context JAKOT@ Cruise Systems team members presented their in-house project FleetMon. Their main mission is to collect real-time vessel position data and make it available for enterprises so they can tackle their maritime challenges. FleetMon as a partner proposed: topics for thesis (Bachelor or Master) in the area of transport (maritime) logistics and collaboration in frame of educational & research projects: letter of Interest partner [LOI] in joint projects; contractor/supplier for Vessel-Position-Data; partner in EU Projects – INTERREG or H2020.

Teachers' gained experience in mobility is successfully implementing in the in scientific and educational processes as evidenced by the developed and implemented master's programme "Smart transport and logistics for cities", fruitfully cooperating with European colleagues as evidenced by the scientific papers, new announced joint projects in Erasmus+ programme: Jean Monnet

Activities; KA1 Learning Mobility: KA2 Capacity-building projects in the field of higher education, etc.

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MASTER IN SMART TRANSPORT AND LOGISTICS FOR CITIES WITHIN THE ERASMUS + PROGRAMME: APPROACH AND INNOVATION

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The idea of creating a scientific and educational program, the content of which would include the best world practices and achievements in the field of transportation systems and technologies, logistics arose in the Department of Transport Systems and Logistics of O. M. Beketov National University of Urban Economy in Kharkiv in 2015. This idea was implemented within the Erasmus + KA2 Capacity Building of Higher Education program taking into consideration the relevance of such a project for the transformation of the content of educational space in Ukraine. The formation of the educational program and curriculum development in accordance with the requirements of Ukrainian legislation, detailed consultations with labour market representatives, European and Ukrainian partners on the content and features of the program was began in September 2017. The result of this work is implementation of two-year scientific and educational Master program in Smart Transport and Logistics for Cities (120 ECTS). The programme is implemented in two universities of Ukraine yet: National Transport University (Kyiv), Lviv Polytechnic National University (Lviv).

The aim of the educational program is to obtain competences sufficient to solve complex problems in the field of transport systems of urbanized territories based on best practices and technologies developed in European countries in the field of intelligent urban transport and logistics.

The interests and suggestions of different stakeholders have been taken into account in formulating learning outcomes: students, employees, academic society.

The interests and proposals of students have been taken into account by means: individualization of the study trajectory (elective courses, academic mobility); the interests and suggestions of graduates regarding the program learning outcomes have be taken into account based on the results of the questionnaire and discussion of the program with first-year students.

The interests and proposals of employees have been taken into account by means of meetings hold with potential employers and labour market representatives. Representatives of the Infrastructure Department of the Kharkiv City Council and LLC Comcom Traffic took an active part in the discussion of

the curriculum of education programme. Their proposals were taken into account in the formation of professional competencies of the specialty and program results defined by the institution of higher education, in particular: the ability to assess the effectiveness of traffic flows in cities and measures to organize traffic; ability to research and design transport infrastructure facilities; have the skills to assess the effectiveness of traffic flows in cities and measures to organize traffic; analyze and have skills in research and design of transport infrastructure. In addition to the above, the content of the educational programme was discussed with representatives of the following enterprises and organizations: Institute of Market Problems and Economic and Environmental Research, LLC ATP 16327, LLC Transport and Logistics Company S.I.B. AUTO, BMZ BUD LLC, LLC VIASYSTEMPRO. Their proposals played a significant role in the formation of blocks of disciplines of free choice of students.

The interests and proposals of academic community have been taken into account by means of participation of teachers in methodological seminars, implementation of current educational practices, applied software products and opportunities to use Information Communication Technologies to improve learning. The program results of the educational program were discussed with the representatives of the of the National Transport University and Lviv Polytechnic National University. Also, crucial part of the creation of the educational program is collaboration with European professors from University of Rome Tor Vergata (Italy), Sapienza University of Rome (Italy), Politechnika Slaska (Poland), Wismar University (Germany).

The implementation of educational program will allow to update topics and methods of courses for students with the current international experiences; to update research topics in the field of smart transport and logistics for cities with the most recent international experiences; to involve teachers in the international research networks.

One of the crucial results of the program is new Master programme in Smart Transport and Logistics for Cities are based on Master program at Transport Systems and Logistics Department of O. M. Beketov National University of Urban Economy in Kharkiv.

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EDUCATION FOR SUSTAINABLE DEVELOPMENT IN ESTONIA

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In 2015, 195 nations agreed that they can change the world for the better. This will be accomplished by bringing together their respective governments, businesses, media, institutions of higher education, and local NGOs to improve the lives of the people in their country by the year 2030. The Sustainable Development Goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related.

Estonia is on a sustainable course if there is progress towards the four main goals: growth of welfare, a coherent society, viability of the cultural space and ecological balance. These are the components of sustainability as defined in the Estonian National Strategy on Sustainable Development. Life in Estonia has improved but this has not been enough to catch up with the leading countries in the European Union.

In December 2002, the United Nations General Assembly, through its Resolution 57/254, declared a Decade of Education for Sustainable Development (ESD) (2005–2014). In 2005, UNESCO launched the Decade of ESD, which reaffirmed the key role of education in shaping values that are supportive of sustainable development.

Estonia has moved forward with a wide range of initiatives that have contributed to the United Nations Decade of Education for Sustainable Development. Estonia is a country that has made considerable progress with ESD in a short period of time, considering that it emerged from a totalitarian regime to establish a democratic government in the beginning of nineties. Estonian activities and practices have promoted sustainable development through formal, non-formal and informal learning, supported the development of ESD school plans, equipped educators with the knowledge to include sustainable development in their everyday teaching, developed ESD tools and materials and encouraged ESD to be a part of teacher education.

In December 2002, the United Nations General Assembly, through its Resolution 57/254, declared a Estonia has a fairly dense network of nature and environmental education (EE) centres. The centres support implementation of ESD as well as offer extra-curricular activities for students and non-formal education opportunities and self-development activities for adults. These establishments are called by different names, mainly according to the scope of their services, and they include nature schools, environmental education centres, science centres (e.g. the AHHAA and the Energy Discovery Centre), thematic centres (e.g. the Ice Age Centre) and museums, and even some enterprises. The centres differ in the opportunities they offer. Some have an exposition and classrooms with learning aids, while others provide educational EE and ESD programmes and nature outings. Some educators from centres visit schools and organise EE and ESD activities at schools and the schools' surroundings.

Estonian culture is closely linked with nature. Nature centres are like small oases, which preserve and keep alive the bond between nature and human beings. Eleven nature centres (Aegviidu, Elistvere, Emajõe-Suursoo, Kabli, Kauksi, Kiidjärve, Nõva, Oandu, Pähni, Simisalu and Viimsi nature centres) of the State Forest Management Centre were renovated. These centres received modern rooms or exhibitions and have been equipped with educational resources. All the necessary information connected with these centres is available at the interactive website www.loodusegakoos.ee. Ten nature centres of the Environmental Board were also renovated. Sustainability was a valuable perspective in these investments and Estonia can be proud of all these state-of-the-art education centres.

Sustainable Estonia (SE21) is a strategy for developing the Estonian state and society until the year 2030 with the aim of integrating the success requirements arising from global competition with the principles of sustainable development and preservation of the traditional values of Estonia. The main task

of the strategy is to answer the question of what should be done to ensure successful functioning of the Estonian society and state also in the longer term. SE21 is designed as a feedback-based and periodically self-correcting societal process, in a way a mechanism of self-management of the society. The core of SE21 consists of (commonly valued) development goals, which are expected to be realised with contribution from a broad range of actors and with funds from a variety of sources.

Among four main goals stated in the strategy viability of the Estonian cultural space is the first goal. The Estonian cultural space is defined as an arrangement of social life based on Estonian traditions and the Estonian language.

Sustainability of cultural space is assessed using the following three criteria (sub-goals) along with their indicators:

1. Extent of the Estonian cultural space.
2. Functionality of the Estonian culture.
3. Temporal continuity and plasticity of the Estonian culture.

Key mechanisms for achieving the goal are education, reflexivity, communication and innovation. Sustainable development is harmonious development of social, economic and environmental areas.

In other words, a country can be considered sustainable, if the quality of people's life is improving, there is a safe and clean living environment and natural resources are used reasonably in order to increase economic competitiveness.

Goals for Estonian sustainable development have been agreed until the year 2030 in National Strategy on Sustainable Development "Sustainable Estonia 21". These goals are: vitality of Estonian cultural space; increase of people's welfare; socially coherent society; ecological balance.

Estonian Strategy for 2020 brings together the activities from different fields, taking into consideration economic competitiveness. In the nearest future, focus is set on productivity and employment and specific activities shall be determined in the development plans of different ministries.

Topics related to sustainable development, competitiveness and reporting are coordinated by the Strategy Unit of the Government Office. Advisory functions are performed by the Commission for Sustainable Development and inter-ministerial working group for sustainable development.

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ISSUES OF THE COASTAL RIVERS ORGANIZATION IN BIG AND VERY BIG CITIES STRUCTURES

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The current pace of the world's development requires fast and correct actions in every sphere of human life activities. But often hasty decisions, which are motivated by immediate needs of today, lead to problems that in length of time become global. One of the world's most urgent global problems today is the ecological situation. Climate change, the destruction of ecosystems, the pollution of water and land resources and saturation of the air with chemicals creates a negative impact on the human body. Most of all, this problem applies to big and very big cities, where the level of the ecosystem pollution is very high, and the lack of a sufficient number of recreational areas causes deterioration not only of the physical but also the psychological state of their inhabitants. In addition, due to a fast pace of life and information overload, residents of metropolises have a particularly high need for a quality rest, strength and energy recovery. The most effective way to rehabilitate the physical and psychological state of a person is the natural environment.

The landscape component of the natural environment is not only the ecological basis and dominant of any city, but an urban composite frame and a "breath" of fresh and cool air from the green peripheral zone that surrounds the city. The so-called "green wedges" and "green skeleton" of the city are nothing else than river beds, territories that are inconvenient for construction with a complex terrain, steep slopes, zones of unique landscapes, etc. Modern riverine areas are embankments, residential quarters and public spaces, recreational areas and public spaces of various types that form complex urban systems. The riverside floodplains of small rivers do not always become a distinguishing feature of the city, since their impact on the city is much weaker than from the large ones, so the banks of small rivers often remain undeveloped or uncluttered, or spoiled by industry, human indifference or state negligence.

The history of the emergence and development of many cities in the world is inextricably linked with the water spaces of rivers and riverine territories, the formation of which is determined by the spatial composition, landscape-urban planning environment and the role of the natural dominant of the city. Many cities arose in river valleys, which were important urban development components of the city – the river dominated in the spatial organization of the cities and it was the main means of communication. In most cases, riverine

territories were considered as unsuitable areas for construction due to seasonal flooding, inaccessibility or generally were peripheral zones of the city.

Industry that appeared at the beginning of the XIX century required a dense industrial development of riverine territories for purely economic purposes, without regard to the sanitary zone of the river or its aesthetic attractiveness. In the process of development the city expanded and absorbed these spaces occupied by industry. Modern needs and conditions are changing very quickly, thus these territories happened to be inside the historical centers of cities, especially on the banks of rivers, where production was most often located. The problem becomes accentuated by the irrational use of natural resources of the coastal zones, because the "existence" of industrial and technical facilities and structures does not allow effectively implement the recreational function of the riverine territories and create modern ensembles of embankments.

However, in the XX century there was a large-scale rethinking of the requirements for the functional saturation of riverine territories, awareness of the advantages and their features. The already familiar role of the unused territorial city reserve was replaced by its intensive development as an urban public space, which, in turn, became regarded as a place of social activity of the city, with the formation of architecturally significant objects.

The modern environment of most of the big and very big cities is characterized by an imbalance between the natural and artificial elements of urban space due to a spontaneous urbanization, hypertrophied urban growth and global technicalization. Due to artificial alteration and pollution of the coastline, the uniqueness of the landscape, which can no longer be restored, is lost; the most effective and attractive territories from the natural (ecological), psychological, aesthetic, compositional, spatial, etc. points of view disappear. In addition, such reckless actions lead to disruption of the river systems, changes in the ecosystem and disruption of the natural processes in general.

International experience proves increased attention to the organization of city spaces in the former industrial zones, where large-scale environmental and urban development programs for the renovation and reconstruction of the natural environment are carried out. Particular attention is paid to the embankments of the former industrial districts in unique landscape areas (hilly terrain, the presence of water areas, specific vegetation, special microclimate, etc.).

TIMBER FRAMING AS ONE OF THE BEST REVIVING STYLES IN MODERN CONSTRUCTIONS

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There has always been a growing interest to natural building materials as they can be perfectly used in all types of construction. Timber framing is a distinctive style of building construction in which heavy timbers frame the structure instead of more slender dimensional lumber (for example, 2 x 6-in.). Timber framing was a building practice used throughout the world until toughly 1900 when the demand for cheap, fast housing brought dimensional lumber to the construction forefront. In the 1970s, craftsman revived the timber framing tradition in the United States and have ushered the design style into the modern era.

Meticulously crafted and beautiful, timber frame homes are also versatile, energy-efficient and sturdy. But what exactly makes timber framing so unique? We cover everything you need to know about how modern design meets traditional craftsmanship in today's timber frame homes.

Timber framing and "post-and-beam" construction are traditional methods of building with heavy timbers, creating structures using squared-off and carefully fitted and joined timbers with joints secured by large wooden pegs. It is commonplace in wooden buildings through the 19th century. If the structural frame of load-bearing timber is left exposed on the exterior of the building it may be referred to as half-timbered, and in many cases the infill between timbers will be used for decorative effect. Timber framing is strong, old and so well-established that they used to just call it building. It forms the basis of a building that will last for hundreds of years.

One of the big advantages of timber-frame construction is that it is so strong it doesn't need load-bearing walls cutting through the middle of the house, so you can design the layout in any configuration you want, including a totally open great room/dining room/kitchen/entry. On the other hand, in open designs, the frame connects the volumes and brings them down to a more human scale due to the warmth of the wood and the joinery. The skeleton of timbers also can be covered any way you want, so your timber home can look like any other style of house and can fit in anywhere.

What's the Difference Between Post-And-Beam and Timber Frame Homes?

You'll often hear a timber home's structure referred to as either post-and-beam or timber framing. The difference has to do chiefly with the method used to fasten the frame's complex joinery system together. A post-and-beam home employs metal fasteners, which are either hidden behind the timbers or face the

interior. Timber framing uses only wooden pegs to secure the frame's joinery. Whether you choose post-and-beam or timber frame will determine the look and feel of your home's interior.

Benefits of Timber Framing

Beyond the aesthetics of exposed timber and open floor plans, timber structures enjoy a durability unmatched by conventionally-built homes. Timber framing also provides more structural integrity in the unfortunate event of fire damage, as the large timber supports are more resistant to burning completely through than the thinner cuts of wood that make up conventional building structures. Finally, a timber home affords the owner opportunity to make a bold design statement, as timbers come in a number of sizes, shapes and colors. A timber home can take on a casual or rustic mountain style, an ornate Victorian style, the Timber Framing Terminology , timber framing has a language of its own.

Below is a brief list of commonly-used timber frame terms to help you better understand the process.

- **Timbers** are the wooden beams that comprise the home's structural frame.
- **Posts** are the main upright timbers that comprise the timber frame.
- **Crossbeams** connect the post beams, providing stability.
- **Joints** are where two timbers or frame pieces come together. Joints can range from simple to highly decorative and include lap joints, mortise-and-tenon joints, dovetailed and pegged joints, among many others.
- **A truss** is a rigid triangle of timbers. Trusses provide column-free floor space and are typically incorporated on the top floor.
- **Hybrid** is a type of building that combines the methods of timber framing and conventional stud-frame building or, in our industry, log construction. Combining building styles can sometimes save you money and will definitely add visual interest to a home.
- **SIPs** (structural insulated panels) sheath the timber-frame structure. Made of two layers of durable, flat wood and filled with a highly dense insulating foam in between, SIPs have more or less revolutionized the timber frame building process.

SIPs: What You Need To Know

SIPs (structural insulated panels) are the most popular way to enclose a timber home. Although individual products from manufacturers vary, today's SIPs all have a solid core of insulation sandwiched between two layers of oriented strand board (OSB). Other materials used in SIPs include plywood, wafer board, sheet metal and gypsum board. The white core often is polystyrene, extruded polystyrene, Styrofoam or polyurethane — the same durable yet lightweight foams used in bicycle and motorcycle helmets and egg cartons.

Benefits of Using SIPs to Insulate a Timber Home:

- They're flexible.

SIPs can arrive at the home site in bundles of large generic panels that builders cut to fit the home's specific floor plan. Or panels can be cut exactly to the home's design at the factory by the manufacturer and then numbered for easy installation, which results in less wasted materials and resources.

- They're energy efficient.

SIPs cut heating and cooling costs by as much as 60 percent over products used for conventional "stick" construction. Even where wall thickness is the same, SIPs outperform stick framing on whole-wall energy performance by 40 to 60 percent.

- They're soundproof.

SIPs block sound like few other materials — a big perk, especially in bedrooms, dens, home offices and media rooms. For more information, visit sips.org.

Timber Frame Home Truss Styles

The kind of structural support your design requires, as well as personal preference, will determine your home's truss system. A triangle is the simplest form of truss, but its use is limited to small buildings. Adding a king post in the center allows for a wider span. Queen-post trusses, in contrast, look like a rectangle within a triangle. The dramatic hammerbeam truss is used to span large interior spaces and enables ceilings to soar.

Hammerbeam Truss
- Achieves the cathedral quality
- Creates vaulted spaces
- Can be enhanced with embellishments

King Post with Struts
- The most cost-effective
- Offers a strong, sturdy appearance
- Creates a cozy, intimate feeling

Queen Post (modified)
- Can span distances of 30 feet or more
- Offers an open area in the center of the truss
- Visually lowers the ceiling height for a more intimate feel

Scissor Truss
- Perfect for those seeking something unique
- Can create a narrow, cottage-like aesthetic
- Ideal for steep roof pitches

Taking into account everything written above, we can conclude that timber framing should be widely used in modern constructions. More and more people are becoming interested in this style all over the world. It is undoubtedly perfect style for those who want to have both sturdy and environmentally-friendly buildings.

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ADAPTIVE MODEL OF ENERGY EFFICIENCY PROGRAMS MANAGEMENT AT INDUSTRIAL ENTERPRISES

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Nowadays relevance of introduction of optimizational measures at the production site increases for industrial enterprises in Ukraine. This is caused by the high energy resources cost and overall unsatisfactory state of production capacities and technological processes. Not only buildings and constructions are subject to optimization and energy renovation, but also their equipment and process chains.

Such condition of enterprises causes negative effect on the economy of Ukraine, as well as on the competitiveness of Ukrainian products on foreign markets. The main consequence of the influence of a high level of energy consumption lies in a higher cost price of domestic products on foreign markets in comparison with, for example, European products. This is caused by a more significant energy component within the cost price.

One of the ways of optimization of energy consumption for industrial enterprises is represented by implementation of energy efficiency programs. An advantage of a program is a complex approach, that is expressed by the opportunity parallel or coherent implementation of projects in:

- energy renovation of buildings and structures;
- replacement of production lines and other equipment;
- implementation of new technological chains;
- implementation of complete or partial use of renewable sources of energy in energy supply for production and other needs;
- conduction of information campaigns for employees.

Definition of the most efficient decisions within implementation of energy efficiency programs is a labor intensive and durable process with a high proximity of making wrong decisions. Optimization of this process is possible with application of the adaptive model.

In development of the adaptive model machine learning technologies are used. The ready to use model is a forecast service based on artificial intelligence that is developed with the help of Microsoft Azure Machine Learning Studio (AMLS) service. Selection of the model is determined by the necessity of making calculations by several dozens of criteria.

It is proposed to create the input data database containing information necessary for the model training with the help of an auxiliary program written in C# programming language. The functional of the program includes generation of values of corresponding characteristics of the object in within the defined interval, subsequently forming the input data table and exporting it to Microsoft Excel .csv format. After the model is trained in AMLS user can enter arbitrary parameters of the object and obtain its optimized parameters as the output.

Due to the use of the abovementioned adaptive model within implementation of energy efficiency programs at industrial enterprises minimization of the expenditures for realization of the energy efficiency measures, reduction of the time necessary for making decisions, increase of the quality of implementation results of the operations will be reached.

CITY ZONING

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City zoning was initially proposed as a method that was supposed to solve the organization's problems with area planning, public health and population safety. City zoning generally controls the built environment, offering numerical parameters for the urban form. In the State Building Regulations of Ukraine, in particular in DBN B.1.1-22: 2017 "Composition and content of the zoning plan", zoning is a city planning documentation of the local level that is developed to determine the conditions and restrictions of the use of the territory of settlements for urban planning needs within the determined zones.[1] Zoning of a certain territory is developed in accordance with the decisions of the Master plan of the settlement. Zoning determines the conditions and restrictions of use of the city territory, provides justification of the boundaries of the territorial zones, establishes town planning regulations, determines the types of prevailing and concurrent use of the land plots, boundary parameters of permitted construction in these zones. That is, zoning is limited to creating a single map of the zones by approving a list of types of permitted development for each of them. An important component of zoning is the scheme of planning restrictions designed in accordance with the requirements of nature conservation, land, urban and other legislation.[2]

Zoning of the territory is created with the purpose of: regulation of planning and development of territories taking into account state, public and private interests, rational use of the territory of the settlement, ensuring free access of citizens to the information regarding the development of the settlement, mutual harmonization of state, community and investors' interests , ensuring compatibility of development of separate land areas with the surrounding development and land use, facilitating the implementation of long-term development tasks of the city or a settlement taking into account the urban features, objects of historical and cultural heritage and ecological state, development of engineering and transport infrastructure of the settlement, improvement of the network of socio-cultural as well as trade and public services of the population, preservation of the objects of cultural heritage and objects of the nature reserve fund. Decisions regarding zoning of the territory are made taking into account the current legislation of Ukraine in the field of urban development and requirements of the state building codes, such as the Land Code of Ukraine, the Water Code of Ukraine, the Law of Ukraine "On Regulation of Urban Planning", the Law of Ukraine "On the Basics of Urban Planning", the Law of Ukraine "On the Improvement of Settlements ", DBN B.2.2-12: 2019 "Planning and Development of Territories "[4], State Sanitary and Epidemiological Standards. Urban planning activities contrary to the established functional, construction and landscape designation of the territory are prohibited. Individuals and legal entities are responsible for violating zoning requirements in accordance with the law. [3]

Using all these rules and options, zoning affects the city's shape and design, but it can't really influence what the city will look like in the future. Unfortunately, the Land Code contains only one article, namely Article 180, which deals with land zoning. According to this article, land zoning should be carried out within the settlements. Therefore, the main task of land zoning is to determine the requirements for permissible types of development and other use of land within separate zones in accordance with local building rules. In Ukraine, the planning of the territories of settlements for their use is based on the principle of purpose for each land plot. This means that when a land or property is leased, its intended purpose is set, that is, a permit for certain use of the land, so it is very difficult for developers or land owners to consider some specific situations that are not suitable for regular zoning.

The development and approval of the building codes and zoning plans for settlements have their disadvantages, such as:

−   according to Article 30 − 2 of the Law of Ukraine "On Planning and Development of Territories" the drafts development codes should be discussed by the local community, but there are no rules regarding the procedure for approval of these local development rules[5];

−   town planning legislation does not specify the entity that has the right to develop draft of local development codes, in particular, it does not specify the

requirements imposed on the entity and whether it is necessary to obtain a license to perform such works[6];

– draft development codes do not require a sanitary and environmental expertise, although this would make the development more expedient;

– no regulatory and methodological support for designing zoning plans and schemes for land use restrictions has been developed in accordance with the local rules for territorial development;

– some areas of the city may not be assigned to a specific area, for example, public lands that is not covered by the law.

Space-spatial coding is primarily focused on mixed land use development and has a balance between uniformity and flexibility of the types for this land using. For more flexible application to urban development projects, Form-Based Code can create more mixed use by setting a few simple rules, leaving everything else for adaptation, innovation and cultural difference within the coding of a particular area. However, the Form-Based Code draws attention to the design of the public sphere and the characteristics of individual buildings, public spaces and streets. With the help of diagrams and tables, which are developed in the coding system of the city, a more detailed use of urban planning processes in the city is proposed and encourages residents to express their views on the development of the city or a particular area. In fact, the purpose of spatial coding is not to control or regulate buildings, streets, and land use, but to offer unique ways to create urban space at each planning site by proposing schematic standards that govern buildings, streets, and the area as a whole. By setting the Form-Based Code on the territory, it is possible to maintain detailed urban planning standards for the settlement, such as construction, urban planning, architectural standards or street design standards, while satisfying the requirement for spatial planning. The components of the Spatial Codes (Form-Based Code) can be: a regulatory master plan of the city or a detailed plan of a particular area, norms and standards of urban space in a particular locality. In addition, coding developers can add components such as architectural standards, landscaping standards, if necessary. Each component has its own elements with typical descriptions and rules. Each element provides the desired levels of descriptions and rules. Urban space standards have two elements – the highway and public space. In order to make this space more passable and accessible, street types are designed based on the use of buildings or a specific area. Public spaces are defined based on area, location, size, generality and types of urban space.[7]

Generally, the development and implementation of three-dimensional coding ("Form-Based Code") will allow a more detailed development of the settlement in accordance with the functional purpose, to include community opinion into the development of these areas. In contrast to the zoning of urban areas, coding can allow the development of the mixed land use as well as the balance of using the urban land.

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COMPOSITIONAL ROLE OF «THRESHOLD SPACES» IN ARCHITECTURAL COMPOSITION

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Compositional problems in architecture are becoming increasingly important due to the complexity of the structure of modern cities' life activities. Today, an architect has to solve technical, economic, social and other problems without which it is impossible to achieve the main goal of architecture – the organization of space for full human life activities. In this sense, the compositional role of movement is quite relevant, which allows to perceive the work of architecture from different positions and angles, to evaluate it as a whole taking into consideration the previous and subsequent fragments of the city, to understand its composition in space and time.

Thus, the relevance of the research topic is proved by considering the ratio of the spatial and compositional organization of the city (ensemble) and the function of movement. Transport and pedestrian traffic is an important city-forming factor. It affects the formation of the compositional structure; the interaction of the ensembles, the perception of which is closely connected with the process of movement; a certain sequence and growth of impressions, the possibility of viewing holistic panoramas, with a sense of unity of different levels of the urban structure.

In modern world, urban environment is becoming more complicated, more and more detached from man, more and more in conflict with his/her genetic code. The loss of humanness has led to the loss of environmental values,

created uniformity, technicality, spatial amorphousness of the environment, etc. This is primarily the result of insufficient development of the problems of architectural composition, which are closely related to the aspects of human movement in the architectural space; perception of this environment and gaining aesthetic impressions of it.

The genetic precondition of the movement factor is the aspect of environment perception caused by the archetypal constructions of human thinking. The effect of overcoming the path is important for the emotional and aesthetic perception of the urban environment in the process of movement. In this regard, the most interesting aspects in the movement factor may be the study of the so-called «threshold spaces» – some composite nodes that occur when moving along a certain route from one point to another. As a result, of the conducted research the qualitative characteristic of the «threshold space» as an element of architectural-spatial composition is substantiated.

The method of structural-semiotic analysis offered in this research and the basic principles of construction of rhythmic town-planning structures will allow to comprehend the town-planning ensemble in the categories of movement, their psychological setting and certainty of the mutual relations. The object of modeling in the study is a rhythmic structure based on the repetition of «threshold spaces» in the direction of movement. The situation of collision of qualitatively heterogeneous spaces as binary oppositions in the urban space is expressed in the form of spatial boundaries between different types of the structures. The rhythmic series of «threshold spaces» in the direction of movement in the urban environment is an important component of the spatial and light language of the architectural and poetic image and style.

Due to the attention paid to humanization of the urban environment, it is important to study everything that reveals the essence of the human as a personality. First of all, it is an archetypal basis in the human perception, which leaves an imprint on his/her perception of the world. This aspect is important for the education of any specialist, especially an architect. It is no coincidence that attention is paid to this aspect when new educational technologies are developed.

UKRNAFTA THESE DAYS

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Ukrnafta, one of the largest oil and gas companies in the country, is engaged in the exploration, production, sale, and processing of hydrocarbon. The company also owns a chain of refueling stations and provides oil-field services in Ukraine. The company consists of six production units, three exploration and drilling units, three gas processing plants, and 537 refueling stations. In 2016, Ukrnafta employed 25,117 people.

Production results in 2019

Key points:

• Oil and condensate production continued to grow (+ 4.7%), leading to an overall increase in oil production in Ukraine in 2019;

• Gas production in 2019 amounted to 1.16 billion m^3, an increase of 7.5%;

Analysis of production results:

In 2019, Ukrnafta increased its oil and condensate production and natural gas production. The average daily production of oil and condensate increased by 4.6% to 4.15 thousand tons / day compared to the year 2018 – 3.97 thousand tons / day. Daily gas production also showed an increase from 2.96 million m^3 / day to 3.18 million m^3 / day.

The company managed to achieve positive production results in the conditions of limited investment resources due to a number of operations at the existing well fund: transition to new productive horizons, optimization of major and ongoing repairs of perspective wells, replacement of critically worn equipment.

The company is in the process of implementing a remote monitoring of wells equipped with centrifugal pumps (EVN). In 2019, 84 wells were added to the system and now it covers 196 wells.

In total, last year Ukrnafta carried out 7 operations of fracturing, completed major repairs (KRC) at 160 wells, carried out 57 operations for production intensification and withdrew 121 wells.

Thanks to these measures, the company was able to produce an additional 173.4 thousand tons of oil and condensate and 138.1 million m^3 of natural gas.

Rent payments and tax debt

For December 2019, Ukrnafta paid UAH 506.7 million in rent to the state and local budgets of different levels for the use of subsoil. Of these, UAH 25.3

million came to local budgets in accordance with the mechanism set out in the legislation for the distribution of rents for oil and gas production.

The highest revenues from Ukrnafta rent were received from the budgets of Sumy (UAH 10.6 million), Ivano-Frankivsk (UAH 6.04 million) and Poltava (UAH 3.6 million) regions. Rental income depends on the volume of hydrocarbons produced in a given region and is used by communities mainly for the implementation of local infrastructure and social projects.

For the twelve months of 2019, Ukrnafta paid UAH 12.47 billion to the budgets of all tax levels. The amount of taxes paid includes more than UAH 60 million paid by the company to repay the overdue tax debt. According to the State Fiscal Service of Ukraine, Ukrnafta is among the top 10 taxpayers.

Movement and supply of gas

Ukrnafta has a balance of more than 3000 km of gas transmission networks used in the production activities of oil and gas production units and gas refineries in the process of collecting, preparing and transporting (moving) gas as its own production, as well as production of other gas companies and gas from other gas suppliers. Part of the in-house gas pipelines is used to transfer gas to the gas transmission system, gas distribution systems and direct consumers.

Plans for 2020

Ukrnafta plans to continue the development of hydrocarbon deposits at the West Koziyiv and Kachaliv fields by an existing well fund in the Kharkiv region. This is reported in the register of environmental impact assessment (ATS).

At the West Kozyivsky Oil Field (HPP) according to the planned activity, it is envisaged to develop deposits with the available wells by means of a mechanized method of operation with the use of a gas-lift compressor station based on AC compressors of type 250.

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ENVIRONMENTAL PROBLEMS OF UKRAINE

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In the conditions of scientific and technological progress, the relationship of society with nature has become much more complicated. People got the

opportunity to influence the course of natural processes, conquered the forces of nature, and began to take possession of almost all available renewable and non-renewable natural resources. But at the same time they pollute and destroy the environment. According to the World Health Organization (WHO), up to 500 thousand compounds are practically used with more than 6 million known chemical compounds; of which about 40 thousand are harmful to humans, and 12 thousand are toxic.

A high concentration of technogenic objects contributes to environmental pollution, reduces the comfort of life. The main sources of urban air pollution are transport, energy systems and industry. As a result, noise, vibration and electromagnetic pollution of cities is formed. Hazardous to human health is an increased electromagnetic background from various sources of radiation – television, radio stations, radio transmitters of mobile phones.

More than 6 million tons of harmful substances enter the atmosphere of Ukraine annually. The main pollutants are industrial enterprises, which, together with smoke, emit sulfur dioxide and carbon dioxide, nitrogen oxides, chlorine, fluorine, ammonia, particles and compounds of mercury and arsenic into the air. The increase in the number of cars on the roads has also increased the amount of harmfulemissions into the atmosphere.

Human intervention in natural processes increases sharply and can cause a change in the regime of groundwater in entire regions, surface runoff, soil structure, intensification of erosion processes, activation of geochemical and chemical processes in the atmosphere, hydrosphere and lithosphere, changes in microclimate. Modern activities, for example, the construction of hydraulic structures, mines, roads, wells, reservoirs, dams, land deformation by nuclear explosions, the construction of giant cities, watering and landscaping of deserts, and other everyday aspects of human activity, have already caused significant visible and hidden changes in the environment.

The main sources of natural water pollution are:

– atmospheric waters that carry significant amounts of pollutants that are washed out of the air and are primarily of industrial origin. When confluent along slopes, atmospheric and melt water additionally capture a significant amount of substances. Especially dangerous are drains from city streets and industrial sites, which carry a significant amount of oil products, phenol waste, and various acids;

– urban wastewater, including mainly domestic wastewater containing feces, detergents (surface substances), microorganisms, including pathogens;

– industrial wastewater generated in a wide variety of industries, among which ferrous metallurgy, chemical, timber chemical, and oil refining industries consume water most actively.

In historical terms, there are several stages of change in the biosphere by humanity, which culminated in environmental crises and revolutions, namely:

    –   the impact of humanity on the biosphere as an ordinary biological species;

    –   super-intensive hunting without changing ecosystems during the formation of mankind;

    –   changes in ecosystems as a result of processes occurring naturally: grazing, increased growth of herbs by burning, and the like;

    –   intensification of the impact on nature by plowing soils and deforestation;

    –   global changes in all environmental components of the biosphere as a whole.

The increase in the scale of extraction of mineral resources raises the problem of protecting the subsoil. The rational use of subsurface resources and reducing the loss of useful components during mining and processing should be considered. For this, it is necessary to introduce the integrated use of mineral raw materials, widely apply modern effective technologies for the extraction and processing of deplated ores, and waste management. The aggravation of these problems makes it necessary to solve the problem of the further coexistence of man and nature based on the rational use of natural resources.

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ELON MUSK: THE MAN OF TOMORROW

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The 46-year-old entrepreneur, engineer, inventor, investor and billionaire Elon Musk is known for his "fantastic" ideas, many of which he has already been able to realize. For many people, his name is associated only with Tesla Motors, but in fact, he is the founder or investor of a large number of other companies, each of which reflects Musk's dreams to change the human concept of life on the planet.

Many of his ideas at first glance seem unbelievable – but not so long ago, the autopilot of the Tesla electric car also looked something impossible.

In 2002, Musk founded SpaceX: according to him, this became one of the most important events in the history of mankind.

Today, SpaceX is developing and launching state-of-the-art rockets and spacecraft. With this project, Musk wanted not only to revolutionize space

technology, but also to make space rockets more accessible and, finally, to allow people to settle on other planets.

Musk believes that humans should become an "interplanetary" species, and dreams to colonize Mars.

In 2012, the SpaceX Dragon was the first spacecraft capable of delivering cargo from the International Space Station back to Earth. The official website states that the Dragon capsule was designed to transport people into space, and in 2018, Musk would like to realize this goal.

In 2017, Dragon is the only real cargo spacecraft in the world that can return to Earth, and the Falcon 9 rocket aims to send people into space – while the company is working with NASA to realize this idea.

In 2004, Musk also invested in Tesla Motors, which produces electric power, and soon became a member of its board. A few years later he became the CEO – after he invested his own funds in the "rescue" of the company.

Tesla recently unveiled its new electric installation, and in Australia built the world's largest lithium-ion battery, which provides energy to 30,000 homes per hour.

Musk has also become an investor in SolarCity, a company that produces solar panels and builds gas stations for Tesla machines. Among the many other companies that Musk invested in include Mahalo.com, Stripe, Vicarious, DeepMind Technologies (which he sold to Google), NeuroVigil.

The entrepreneur also invested in the nonprofit organization OpenAI, which is working on researching the safe use of artificial intelligence. Musk himself has repeatedly warned that he considers the development of artificial intelligence the greatest threat to humanity in the 21st century.

In 2013, Musk announced the idea to create the Hyperloop project – a railway system that will allow people to travel in a capsule through a tunnel at a speed of more than 1000 kilometers per hour. From the very beginning, Musk proposed the project as an opportunity to travel safely and energy efficiently between two cities in the USA (San Francisco and Los Angeles), but in 2016 the company published a list of 10 routes in different countries where such a railway could appear.

In 2014, they established an industrial space for the development and testing of project components, and already in 2016 in Nevada began the construction of a test "tunnel", the first photos of which appeared in the spring of this year. In May, the company announced the first successful test of the tunnel.

On the official website of the project it is indicated that now "the company is working aggressively to achieve the goal of having three operational systems until 2021."

This spring, SpaceX announced plans to deploy satellites to provide "alternative" ultra-high-speed Internet. In 2019, Musk plans to send 4425 satellites into space, promising affordable prices for incredibly fast Internet for

people from all over the Earth. The project is planned to be implemented until 2024.

In 2016, Musk founded The Boring Company, an infrastructure project aimed at building tunnels through which cities can travel at speeds of up to 200 kilometers per hour. The name itself contains a play on words and in translation means both "Drilling Company" and "Boring Company".

Musk's ideas are often criticized, calling them implausible and fantastic. For example, Zubrin, president and founder of the Mars Society, a non-profit organization for relocating people to Mars, told The Guardian that Musk promises too much, but often does not even keep up with his projects deadlines, although he can accept criticism and adjust goals to make them more attainable.

However, if Musk can still fulfill all his promises, he will change the course of history forever.

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UKRTRANSGAZ. EXPERIENCE AND PERSPECTIVES

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Ukrtransgaz transports gas through pipelines to consumers in Ukraine, the EU, the Balkan countries and Turkey. The Ukrainian gas transmission system (GTS) is one of the most reliable and powerful in Europe. Its input capacity is 302.1 bcm per year, including 23 bcm per year from the EU, and output capacity is 178.5 bcm per year, including 146 bcm per year towards the EU and Turkey. To ensure safe natural gas transmission to Ukrainian and European consumers, Ukrtransgaz cooperates with GTS operators in neighboring countries and with major energy companies including PGNiG (Poland), Gaz System SA (Poland), Eustream a. s. (Slovakia), FGSZ (Hungary), JSC "Moldovagaz" (Moldova), SNTGN Transgaz S.A. Medias (Romania), OJSC "Gazprom" (Russian Federation), OJSC "Gazprom Transgaz Belarus" (Belarus), E.ON (Germany), RWE (Germany), Engie (France), Net4Gas (Czech Republic), Bulharhaz EAD (Bulgaria), DESFA (Greece), Botas (Turkey) and others.

Gas underground storage management.

Given the fact that Ukraine stopped gas imports from Russia in November 2015, the year 2016 was the first when Ukraine did not use Russian gas while

preparing for the heating season, instead refilling its underground storage facilities with gas acquired in reverse flow from Europe. As a result, the country started the heating season with gas reserves of 14.7 bcm, which is about 2 bcm less than in the previous two years. This sparked expressions of "concern" from the Russian side regarding "insufficient gas levels in" of Ukrainian underground storage facilities. However, due to proper planning and forecasting, Naftogaz managed to pass the heating season while ensuring the security and continuity of gas supplies to Ukrainian consumers and uninterrupted gas transit to European countries. During the 2016-17 heating season, 6.7 bcm of natural gas was withdrawn from storage facilities, which is 21% less than the same period the previous year. In the first quarter of 2017, 3.9 bcm of natural gas was withdrawn from the UGS, which is 1.6 bcm less than the previous year and can be attributed to increased gas imports from EU countries. Since March 2017, natural gas supplies are rising at the storage facilities with more than 150 mcm accumulated by early April. According to the Naftogaz Restructuring Plan, the UGS are subject to comprehensive analysis with the assistance of international experts that will include legal, economic and technical evaluation to determine the most efficient operational management model. Based on the results of this analysis, an action plan will be developed and submitted to the Secretariat of the Energy Community to ensure efficient operation and management.

Tariffs for the transportation of gas to Ukrainian consumers

The National Energy and Utilities Regulatory Commission set tariff rates for transporting gas to Ukrainian consumers at UAH 236.7 per 1000 cubic meters(excluding VAT) from 1 January to 31 March 2016 and from 1 April reduced this rate to UAH 219. At the GTS entry points located on the state border of Ukraine, the rate is USD 12.47 (excluding VAT). The tariff for pumping, storage, and withdrawal of gas has remained at the level of 2013 and is UAH 112 per 1,000 cubic meters without VAT

Long-term period targets:

•   increase the company's efficiency and transparency and integrate into the European Network of Transmission System Operators for Gas (ENTSOG);

•   implement energy saving technologies under the energy efficiency program and the energy resources saving plan.

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THE IMPORTANCE OF THE BUILDING PROFESSION

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Construction is one of the oldest human occupations. Because of lack of caves the ancient people had to build themselves small huts as refuges from the cold weather, shelters for protection from insects and others. After some time, people began to use a creative approach to construction. So in ancient Egypt, people without technology, only thanks to labor of slaves, knowledge and skills of Egyptian architects and builders, were able to build huge structures that have survived to this day.

People began to build their first homes a long time ago when they decided to get out of the caves. In antiquity, a multi-million army of slaves was engaged in the construction. Later these works were performed by employees. But the masters of this craft were always appreciated. Thanks to their hands and their abilities architectural masterpieces were created all over the world: palaces, temples, pyramids and just simple houses. Many buildings have survived so far, they still remain examples of antiquity.

As for the profession itself, choosing it, you need to keep in mind that it is difficult and requires constant dedication combined with painstaking daily work. It is hard not to surrender, carry on building, when it is snowy, windy, hot or cold. But it is difficult to imagine today the modern life of a city and a village without masons, installers, bricklayers, carpenters, architects and so on. Therefore, I believe that the profession of a Builder is at the top of the most necessary professions list today.

At the same time, the construction profession is one of the most important because it is the builders who provide people with shelter, a sense of comfort and security of their own home. Builders oversee, coordinate and work on the construction, repair and renovate homes and other buildings. They may also manage entire projects.

The building profession attracts many young men and women nowadays. In our country housing construction is carried out on a large scale. Hundreds of factories produce prefab panels. Builders construct and reconstruct residential and industrial buildings, bridges, schools, palaces of culture, etc. They build tunnels, canals, power stations, dams and reservoirs. Builders must comply with strict safety regulations, including using and wearing protective equipment and ensuring the construction site is safe.

No record exists of the first calculations of the strength of structures or the behavior of structural materials, but the building profession only really took shape with the Industrial Revolution and the re-invention of concrete.

Now this profession is not only the one of the most popular and demanded, but also one of the well- paid professions. Construction activates many other industries and the economy, supplying construction sites with various materials, transport, construction equipment and others. It is undeniable fact that due to this process, I mean constructing, a lot of people are provided with good jobs.

To construct does not mean only to build any structure. It also means creating, creating and creating, because the construction of a truly beautiful building requires not only certain knowledge and experience but also talent. Therefore, the profession of a Builder at all times was surrounded by universal honor and respect. In addition, the work of builders is always seen by everyone and, skillfully performing it, a person brings joy and aesthetic pleasure to others. And the person can be judged by the same people if he fails to give them enjoyment and visual satisfaction.

To create something is natural for humans. It can be proved by the fact that since the early days of his existence, a man has always been engaged in construction. But not everyone can be a good builder. A person who choose the profession of a Builder must have such qualities as decency, responsibility, diligence and, of course, love for his work.

A country's most famous buildings can tell us a lot about its way of life and the culture during the period when they were built. A bit like looking at a historical photograph. But unlike a photo, buildings continue to be changed after construction has finished. Let's take as an example The Heydar Aliyev Center which is located in Baku(Azerbaijan) The design is noted for its distinctive, flowing lines and lack of sharp angles.

To sum up, I want to say that buildings have a great influence on our lives. Not only citizens have the opportunity to enjoy views but also tourists from all over the world. It can be beneficial for the economy of the visited country as more tourists mean more money.

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THE INFLUENCE OF DRIVER'S DISTANCE ON ACCIDENTS INITIATION

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Mostly accidents happen when road users do not have an opportunity to carry out a safe maneuver, which allows to avoid the accident. Such situations are typical both for a high speed driving out of the city, and a low speed city driving.

For the road safety purposes, the opportunity required for secure maneuvers are primarily characterized by the available space or safe distance between vehicles in different road situations: from trail traffic flow to the distance remaining between vehicles stopping in front of the crosswalk.

Currently, accidents occur due to the driver's negligent actions, Therefore, the problem of a wrong choice and keeping the distance becomes one of the most actual. The problem is caused by the fact that drivers do not pay due attention to the choice and keeping a safe distance, which corresponds to the traffic intensity, speed and other road conditions. The dependence of the safe distance on the type of vehicles, as well as on the other road users' action, including pedestrians, is not taken into account. Drivers leave too short distance between the vehicles, thus, they overestimate both their resources and the capabilities of the vehicle.

As a result, the right choice and keeping distance is one of the most important elements that ensure the safety of road users.

1. **Methods of the distance choice and the factors influencing the distance choice assessing.**

The literature analysis [1-2] shows that a number of factors influence the distance choice, namely, traffic speed; road surface (quality and condition) combined with the time of the day and weather conditions; the driver's personal skills and the driver's general condition; the vehicle condition; traffic density; number of passengers or cargo weight; mistakes and incorrect actions of other drivers, as well as the behavior of other road users.

It is generally viewed [3], that the optimal safe distance is the following:

Tab. 1. The optimal safe distance

Dry coating	Wet coating	Slippery road
speed / 2 (i.e, for the speed of 60 km /h – 30 meters) Or it can be measured in seconds and equals 2-3 seconds (the time needed for the vehicle to travel the distance to the front of a moving vehicle (vehicle leader)	equals to the speed or 4 seconds	equals to double speed or 8 seconds

Among the existing methods of determining the distance the system of automatic emergency braking Emergency Brake Assist (EBA) should be noted. The system includes infrared sensors that detect insecure situations in transport flow in a radius of 100-500 meters. If the speed of the vehicle leader decreases, the sensors signal to reduce the speed. If the distance between two vehicles becomes dangerous or the vehicle leader stops in the flow, an automatic braking of the vehicle moving behind takes place as the result [4].

2. **Traffic modes study.**

A study of traffic modes was conducted for determination the driver's distance influence on the accidents initiation. Measurements were performed between two vehicles moving one after the other using the RACELOGIC device. The results of the study are presented in Fig.1.

| Measurement of traffic parameters by the GPS of the leader vehicle | → | Measurement of traffic parameters by the GPS of the vehicle behind | → | Determining the distance between vehicle by comparing the distance traveled by GPS coordinates |
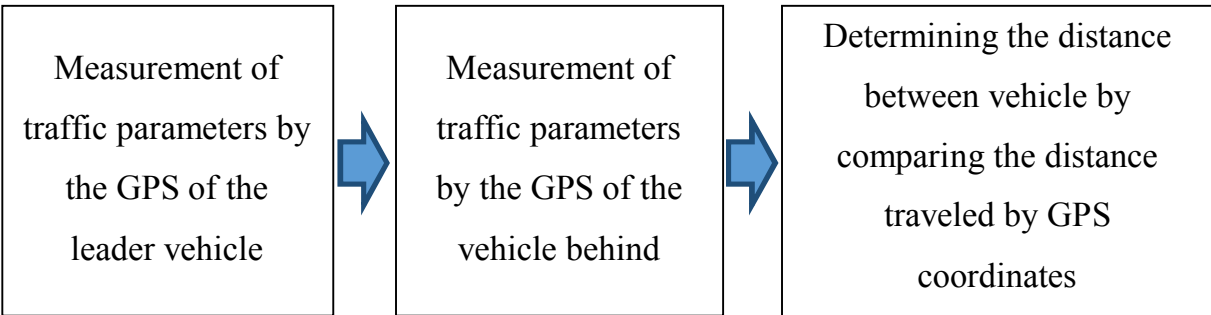
Fig.1. *The structure of the study of the distance between vehicles*

Fig.2 shows the speed of vehicles indicated in different colors. The leader vehicle is marked in gray. It started the movement first at 109 second of measurement. Moreover, Fig.2 shows the dynamics of change of speed depending on the time of movement.
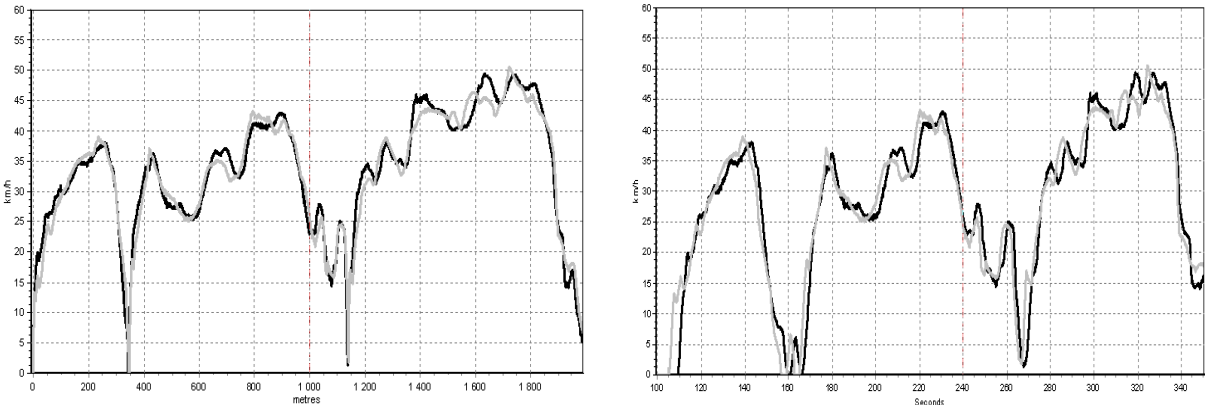
Fig.2. *The vehicle speed depending on road distance and the travel time*

Conclusions

1. Therefore, the presented graphs prove that there is a close relationship between choosing the right safe distance and the speed. If the speed between two vehicles in the traffic flow increases, the distance between the specified vehicles accordingly increases, i.e., the distance of the vehicle moving behind depends on the speed of the leader's vehicle. Reliable means of safe movement after the

leader are constant monitoring of its actions, warning signals and keeping a safe distance.

2. Moreover, there is an inverse relation, in which the speed depends on the selected distance.

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INFRASTRUCTURE OF A COTTAGE VILLAGE

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Since the beginning of the 2000s, cottage villages have become increasingly popular, which have many undeniable advantages over unorganized development. Cottage village is an organized residential complex of low-rise buildings with a land plot allocated in kind with a fence and with the obligatory presence in the village of an administrative building for staff and security.

Everyone who wants to buy a cottage seeks to get not only a well-maintained house with the most modern level of urban comfort, but also have a commercial and social infrastructure. It is desirable that its facilities are located as close as possible from new housing, so that there is an opportunity to buy groceries somewhere, have a nice free time, be treated, arrange children for kindergarten or school, and have a possibility not take them downtown every. All this can be provided by a well-conditioned cottage town.

When designing a cottage village, infrastructure facilities are necessarily provided, because living in the country with urban comfort is the norm of a civilized buyer. Infrastructure should be designed and created in such a way that the residents of a suburban village would be interested, convenient and comfortable. All objects should be located in accessible places, designed by several blocks for sports, recreation and necessary needs.

When designing a cottage village, infrastructure facilities are necessarily provided, because living in the country with urban comfort is the norm of a

civilized buyer. Infrastructure should be designed and created in such a way to make the life of residents of a suburban village more exciting, and feel comfortable. All objects should be located in accessible places, designed by several blocks for sports, recreation and necessary needs.

What infrastructure facilities should the cottage village have?

An integral part of the suburban village infrastructure is children's and sports grounds. Comfortable living in nature requires special well-designed places for active recreation of the whole family. Venues should be the "center of attraction" of all residents, and it is here that it is best to place a cafe, equipment rental and other useful services for entertainment for the whole family. In the right cottage villages, the sports complex includes a hockey court with fiberglass sides measuring 60x30 meters; a universal sports and playground with artificial grass coating, a street-ball field and a block of sports equipment, namely horizontal bars, wall mounted gym ladders and exercise machines. A place is also planned for kids; the children's town should be equipped with a rope pyramid, a trampoline, a swing, a sandbox and other shells that develop agility, speed and spatial thinking. There must be benches for parents, and the entire complex should be surrounded by an asphalt path for lovers of skates and skateboards. The whole complex requires good lighting.

A standard suburban village should have a kindergarten. The placement is chosen taking into account the surrounding area, because the kids must be protected from the noise produced by cars. But an asphalt road should lead to the kindergarten so that the parents could drive up freely and pick up the children in cars.

If an island of untouched nature is created in the cottage village, this will have a positive effect on the general mood of life and on instilling in children a sense of kindness and compassion.

The entrance to the cottage village must be equipped with an entry group. Directly at the entrance there is a security checkpoint with video surveillance, which means that only residents and friends can get into the village. To avoid delays at the entrance, it is better to have a widening of the road, namely two lanes for entry and the same for exit. The extreme stripes are reserved for the residents of the village so that the barrier can be opened remotely by the electronic key received directly from the car. Inner bands provide access control. Near the entrance, a multifunctional complex urging the residents not to forget about the urban comfort is recommended to be built. A grocery and a household goods store with a separate parking and porch, a service block: a car wash, a tire fitting and an auto parts store, a building materials store, a seedling, seeds, and country utensils store add a certain degree of comfort. A cottage-village comprises a commercial and administrative building where the management company, a health post, dry-cleaning and other household services are located. There is also a place for small but useful services, namely a bakery and a cheese factory.

Experts believe that the availability of infrastructure in villages of any class is a positive factor, but one should not forget that this increases the growth in the cost of the property for the developer. As a result, the cost of objects for buyers will also be higher, and this also affects the increase in utility bills for service.

Thus, when choosing a plot of land for purchase and construction, customers should pay attention to the cottage village infrastructure.

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PROBLEMS OF RECREATION TERRITORIES ORGANIZATION IN THE FOREST PARK BELT STRUCTURE

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The organization of recreational territories in the structure of the city is connected with the problems of development and use of natural territories, and namely, with the problems of the whole regional settlement system. Creation of large cities, industrial centers and urban population growth results in environmental destruction. The pollution of the atmosphere, soil, water, oxygen consumption and carbon dioxide emissions are increasing. In this regard, the need for organizing mass recreation of the population in the conditions that favorably affect human health and psychophysical state intensifies. For mass recreation of the population, green (suburban) zones are used, which simultaneously with the improvement of the air basin perform recreational, sanitary-hygienic, water protective and other functions. Forest plantations is an important component of the suburban areas that affects the microclimate, purifying the atmosphere.

At first, green zones were created only around large cities, and since 1943, according to the decree on designation of forests to green zones in the state forest fund, it was planned to create them around all cities, regardless of the conditions. The green zone included forest parks, protective forest plantations, forests of the resort sanitary protection districts, suburban parks and other forests that were used for the population recreation. The border of the zone was marked as the prospective border of the city, and all the settlements, located within the borders of the green zone, were not subject to further territorial development. Besides, the expansion of sites' development at the expense of forest parks was also not allowed. The modern stage of urban development, which includes

commercial component, has radically changed the attitude towards forest park zones and environment as a whole.

A forest park is a forest massive or its part, allocated for mass daily rest of the population, ordered and brought into a single landscape planning system; it is an integral part of a complex landscaping system of settlements, recreation places on the territory of a suburban zone where different functions can be distinguished. The concept of "forest park" appeared in 1909, when the brochure by G. Salish "Forest Park, its structure and content" was published in Germany. The choice of a place for a forest park has a chain of conditions: a picturesque terrain, presence of a water basin, a healthy microclimate, a physical proximity to the city and availability of a transport network.

The landscape of a forest park is one of the varieties of the anthropogenic landscape, largely exposed to the same impacts as the natural landscape. Forest park landscape is a forest biogeocenosis, the content of which is mainly determined by the predominant wood and the type of forest, and the form – the landscape, as well as the relationship of other forest components and their taxation indicators. Many well-known forest parks are formed according to the landscape principle, which emphasizes the beauty of the nature – a combination of forest walls, glades, meanders of rivers, the water surface of the lakes. The structural features of the forest park landscape are closely related to the biological and ecological properties of the forest. The integrity of this natural environment is an integral part of the overall integrity and harmonious human perception of the world.

Thus, the forest park landscape is a kind of cultural landscape, an important element of the urban structure of the city, created by the nature and the man. It is a certain element in the recreational structure of the city, which combines vegetation, landscaping elements, engineering and maintenance facilities and creates a favorable environment for recreation.

Today, the territory of forest park zones of large cities already has its cozy charm and soulful aesthetics. Zoning has already taken its shape. The habits of the citizens to amuse their leisure in such places have also been developed. Nevertheless, recreational resources possess certain reserves, that is, they have a certain level of exhaustion, which is theoretically determined by the load threshold. Above this threshold, the natural resources either significantly change becoming less attractive or finally degrade. Excessive exploitation of the resources often leads to their destruction: the soils become denser from trampling, the hydrological regime changes, plant associations disappear and the environment becomes polluted with household waste. The standards of the recreational load are determined by the natural conditions of the recreational territories, the observance of which and a certain attitude to the environment ensures the balance of natural ecosystems, depending on the intensity of the impact and the mode of their use.

Thus, recreational activities, focused primarily on the recreational needs of the population, act as an element of a social balance of the national economic complex. At the same time, recreational needs are considered to be a dynamic, manageable and one of the most important categories, since they are a part and a condition for implementation of the program of a harmonious development of the personality and a socio-biological recovery.

FIRST RESULTS OF GAS MARKET REFORM

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Over the past three years, Naftogaz, has been actively involved in promoting reforms in the energy sector. The military conflict in Eastern Ukraine has exacerbated the issue of the country's energy independence, which can only be achieved through drastic and sometimes painful reforms.

In April 2016, a supervisory board was set up. This independent body assumed a number of duties previously performed by the government. At the same time, the supervisory board still lacks sufficiently broad authority and responsibilities to control the company's board activities. As envisaged by the corporate governance action plan, starting from April 2017, a targeted charter was expected to come into force to grant to the supervisory board powers recommended by the OECD. Political interference in the Company's activities was reduced, leading to greater confidence from international lenders and partners. Due to internal audit risk management, compliance and transparent procurement. Naftogaz obtained effective safeguards against undesirable effects.

The unprecedented openness of, and market pricing in, the unregulated segment made it possible to de—monopolize imports and the wholesale segment of the natural gas market. As a result, the number and percentage share of private companies are steadily growing. For example, the percentage share of private importers in total gas imports has increased from 7% in 2015 to 28% in 2016. In April-May 2016, a single price level for natural gas as a commodity was introduced for both households and district heating company entities (DHCs), which produce thermal energy for households, at parity with imported gas prices.

In July 2016, the Cabinet of Ministers of Ukraine, together with the Energy Community Secretariat, the EBRD and other international partners of Ukraine approved a plan for the unbundling of the gas transmission network

operator. Full implementation of this plan will result in establishing a truly independent operator that will meet European standards of efficiency and professionalism.

In September 2016, the Verkhovna Rada of Ukraine adopted the law "On the National Commission for state regulation in the energy and utility services sectors." The law was a significant step forward, creating basic preconditions for the establishment of an independent market regulator. Undoubtedly, implementation of this law will be another necessary step in this direction.

Despite these isolated achievements, 2016 saw a slowdown of natural gas market reform. Market experts also point out that there is a significant risk of curtailing Ukraine's natural gas market reform and returning to past problems, including threats to energy security and the welfare of citizens.

Corporate governance reform and efforts to separate the duties of the TS0 ("unbundling") are very much behind the schedule set out in approved government plans.

At the same time, the current status could be used as a launch-pad to restart natural gas market reform, including decisive steps aimed at solving fundamental problems of the market.

Creation of a competitive wholesale and retail natural gas market

Naftogaz sells domestic and imported gas to designated regional gas supply companies (oblgazzbuts) for further delivery to all residential consumers throughout Ukraine. These companies are de facto monopolies operating on preferential terms in the household supply segment and are not exposed to competition. Naftogaz cannot enter the retail market and compete with monopolistic oblgazzbuts.

The Energy Community Secretariat expressed surprise at the situation in the household gas supply segment. Naftogaz is ready to compete with regional gas supply companies and to supply natural gas to households bypassing intermediaries. In April 2017, the company submitted proposals to the government.

At the time of publication of this report, no secondary legislation, notably the Network Code (the Gas Transmission Network of Ukraine Code which establishes the "rules of the game" in the market) that meets the EU standard network codes and the requirements of the Third Energy Package including the Directive 2009/73/ EU "Concerning common rules for the natural gas internal market" and EU Regulation 715/2009 "On conditions for access to natural gas transmission networks" had been adopted. Ukrtransgaz is drafting appropriate changes to legislation.

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ENVIRONMENTAL SAFETY OF ROAD TRANSPORT

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Road transportation has positive effects on the economy, but negative effects on environmental safety. The magnitude of the road-safety problem worldwide has been recognized for decades. Similarly, many environmental effects of road transportation have been discussed for a long time. However, the recent discussion of climate change has brought to the forefront the need to significantly curb greenhouse gas (GHG) emissions produced by road transportation. Current transportation is predominantly based on the combustion of fossil fuels, making it one of the largest sources of air pollution and greenhouse gases. Furthermore, transportation is the cause of other environmental effects, such as noise pollution and the loss of land and open space. On the average in Ukraine the exhaust gases of motor vehicles funds cause 40-45% of air pollution, but in cities they give more than 50% of air pollution, and in large cities (from 0,5 million to 1-1,5 million inhabitants) account for 55-70% of then, and very large ones (several million inhabitants) cities-more than 85% of the total air pollution [2, 4].

Ukrainian cars of so called "middle age" produce 8-10 times more harmful substances than the like are emitted into the atmosphere in the European countries. Proper regulation of the fuel system of cars makes it possible to reduce the amount of harmful substances by 1,5 times, and special neutralizers (Catalytic igniters) – reduce exhaust toxicity by 6 or more times [1, 3]. Therefore, the problem of reducing the negative impact on the environmental road transport at all stages of its life cycle is relevant. We consider that priority areas for improving environmental safety road transport at all stages of its life cycle are:

1) various ways of reducing toxic components in environmental (for example, introduction of new engine designs, use of new types of power equipment, use of devices with flue gas neutralization or neutralization, development or improvement of existing standards, control procedures);

2) designing and manufacturing of new types of vehicles which can be quickly disassembled, and reused in the future, and their proper disposal (many countries in the world plan to replace most of the cars with internal combustion engines for electric vehicles). In our opinion, it is necessary to provide continuous increase of environmental friendly materials in production and exercising control over the use of materials in the construction of automobiles harmful substance;

3)   improving the ecology of big cities by meeting the requirements environmental legislation, application of world practice in the organization of zones with a low-emission zone (LEZ) and zero-emissions zones (ZEZ);

4)   the use of alternative eco-friendly types of vehicles such as electric scooters, electric bikes, monocycles, or principles co-ownership of cars. Such vehicles have several advantages – they are compact, easy to use, eco-friendly and available;

5)   the use of mobile applications for carsharing, which allow owning a car together with other people and owning a car share with the right to use it. The model of carsharing is intended to satisfy the traditional desire of people to move quickly and conveniently from one place to another, and it also allows to save time and money.

Thus, we can admit that road transport is one of the main sources of the environmental pollution. The existing level of ecological safety of the automobile transport complex as a whole and its main elements determined by the level of energy and resource consumption, environmental pollution by emissions and waste in the process of vehicle operation. To conclude, we consider that only a comprehensive approach, and the application of innovative methods for reducing negative impact will allow to ensure environmentally sustainable development of the road transport safety.

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PRINCIPLES OF BIONICS IN MODERN ARCHITECTURE

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Bionics is an applied science connected with the usage of organization principles, peculiarities and functions of living organisms during the creation of new technologies. In other words, it is the studying of natural forms and shapes and imitating them in the process of engineering.

Bionic designs are a relatively new tendency in the science and practice of architecture. Its main aims are to learn the laws of natural tissue formation and analyze the structure of different living beings concerning their material and energy saving methods. The term "organic architecture" is closely connected with this branch of studying. Its biggest concern is to make rational and stable constructions with the help of natural technologies and then make them eco-friendly by using such things as plants, gardens and alternative sources of energy. In recent years, bionics has proven that the majority of human inventions were already "patented" by nature.

An unofficial title of "the father of bionics" belongs to Leonardo da Vinci who was the first to use the principles of living organisms in his schemes. For instance, he studied the process of flying and the structure of a bird wing to make a draft of his flying machine. However, all these ideas had not received much attention until the end of the twentieth century, when scientists became interested in them due to the development of cybernetics. In 1960, during the international scientific conference, the main principles of bionics were formulated.

Speaking about architecture, the first person who applied these natural principles to engineering is considered to be Antonio Gaudi, a famous Spanish architect. Not only did he use the elements of nature as decorations, but he also tried to adjust the buildings to the natural environment. A vivid example of this approach is Park Guell where Gaudi created a colonnade looking like tree trunks spliced together.

In the beginning of the 1920s, Rudolph Steiner, an architect from Austria, started applying these principles, and soon more and more people paid attention to bionic architecture. A group of American architects was the first to use the idea of a shellfish construction to the building. They created a spiral-like school where it is easy to get to different rooms like laboratories and classrooms from the central part of a building. Moreover, the structure of clam mantle void inspired engineers to design a system of treatment facilities on the coasts, which are still in the process of improvement. There exist different structures and methods of creating stable formations that modern architects are applying to their projects. Apart from shells, the toughness of bones has also become a point of studying. As an example of this, tubular bones have lots of empty spaces inside, and they become thicker on both ends. A head of this bone is filled with spongy substance, and its bone plates are placed according to directions of the strongest material deformation. As a result, this type of construction makes them both strong and light at the same time. These principles were used while creating a metal carcass of the Eiffel Tower, a well-known symbol of Paris, as its form and structure correlates with the structure of femur, a bone which is able to carry the weight of the whole human body.

A stem of a plant is another example of durability invented by nature. Due to its structure, the height of any stem is 200-300 times bigger that its diameter.

Moreover, they can withstand strong winds without getting bent and broken because of their flexibility. The secret is that the space between plant knots is empty, and knots themselves are filled with tissue. This technology enables to create multi-story buildings in areas prone to earthquakes. A lot of Asian skyscrapers resembling ears of corn can be considered a vivid example of it.

Nowadays biologists and architects continue their cooperative work on introducing bionic approaches to architecture. One of the most ambitious projects connected with bionic is being built now in Shanghai. It is called "the Cyprus City", a giant tower 1 km high which design was inspired by a tree of the same name. The idea appeared in the beginning of the 1990s, but it took more than fifteen years to begin the building process. "The Lilipad City", a project by Vincent Callebaut, is another way to deal with lack of space for growing population. The architect believes that they will become reality by 2100, and also help to overcome a problem of the rising sea level.

In Ukraine there are still not much examples of bionic buildings. "The Wave House" in Odessa is an example of this. It is a private building designed by an architect Mykola Matiushenko which has become a tourist attraction since 2017. The structure of a house resembles a grapevine and is full of round and irregular shapes.

The main principles of bionic architecture are to use natural technology in engineering and design and to combine them with principles of eco-friendliness. Concerning growing ecological problems, this approach is one of current interest to modern architects.

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MAIN RISKS OF THE OIL AND GAS GROUP OF UKRAINE

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An independent risk management service was established at the Oil and Gas group Naftogaz in May 2016. The purpose of the office is to ensure that an effective risk management process and controls are in place to achieve strategic

goals of Naftogaz. The new formulated risk management framework and related regulatory documents are based on the International Standards. In February 2017, an initial risk assessment began at Naftogaz group. The first phase of the assessment ended in March 2017 and identified the material risks inherent in the Naftogaz group. The second phase of the initial risk assessment will result in a comprehensive initial risk assessment report for Naftogaz group. Going forward, Naftogaz group risk assessment will take place on a quarterly and annual basis, as well as in response to specific risk events. The key identified risks can cause serious adverse effects on production performance, cash flows, and the group's financial position.

Technical and operational delivery: the operations of Naftogaz significant health, safety and environmental hazards. The processes and chemicals heighten the potential for a major incident and multiple fatalities, environmental hazards, and loss of business assets. Mitigation measures include training, introducing modern methods of operations, diagnostics, reconstruction and modernization of existing facilities. Subsurface risks are result in uncertainty about the levels of hydrocarbons. These risks may lead to lower volumes of gas extracted and/or increased expenses for drilling and production, that leads to a deterioration of one of the key strategic goals of Naftogaz to preserve and increase exploration and production abilities. Ukrgazvydobuvannya has begun intensive upgrading of its equipment to reduce costs and improve the efficiency of drilling and gas extraction. Naftogaz group is considering various ways of raising funds for investment projects.

Markets: the group tries to attract additional loan proceeds on international financial markets at lower interest rates to cover for the cost of pumping natural gas to underground gas storage. There are two gas pipeline projects in progress today that would allow gas transportation from Russia to EU countries and Turkey while bypassing Ukraine: 1) The Turkish Stream project assumes gas transmission capacity of 31.5 bcm per year. 2) The Nord Stream 2 project assumes gas transmission capacity of 55 bcm per year. The company promotes the creation of integrated infrastructure and commercial gas space between Ukraine, Poland, Slovakia, Hungary and Romania.

Macroeconomics: Naftogaz group carries out its operations in Ukraine and its dependence on the foreign exchange risk is due mainly to the need to purchase natural gas from foreign suppliers. Naftogaz's ability to hedge the risk in the local market is limited due to the nature of the Ukrainian hedging market: 1) foreign exchange forwards market volume cannot meet the needs of the company and activity in the market may cause significant fluctuations of the national currency; 2) limitations of the legal and regulatory framework. Since the Law of Ukraine "On the natural gas market" entered into force, the company has independently established prices for industrial and commercial consumers that are not subject to PSO. Any increase of foreign exchange rates together with the local inflationary environment has the potential to seriously impact on the

population's purchasing power. Depending on the stabilization of the economic and political situation in the country, growing GDP, and government actions increasing household purchasing power, Naftogaz would be able to shift to a market-based approach to pricing and reduce the impact of risk.

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THE CHERNOBYL ACCIDENT, THE BIGGEST ENVIRONMNTAL DISASTER IN THE WORLD

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The Chernobyl disaster is a technogenic environmental and humanitarian disaster caused by two thermal explosions and the subsequent destruction of the fourth unit of the Chernobyl nuclear power plant located in Ukraine (the former USSR) on the night of April 26, 1986.

The destruction was explosive, the reactor was completely destroyed and a large amount of radioactive substances fell into the environment. Three hundred emissions of Hiroshima occurred. This event and the official reaction to it, demonstrated by Moscow, were one of the reasons for the collapse of the USSR.

The disaster is considered to be the largest in the history of nuclear energy both in terms of the number of victims and losses, as well as economic losses.

A radioactive cloud from the accident flew over the European part of the USSR, a large part of Europe, the eastern part of the USA. Approximately 60% of the radioactive substances have settled in Belarus. About 200,000 people were evacuated from pollution zones.

The Chernobyl accident became an event of great socio-political significance for the USSR and the world. This left a certain imprint on the investigation. The approach to the interpretation of the facts and circumstances of the accident has changed over time. However, there is still no consensus.

Initially, the government tried to hide the scale of the tragedy, but after reports from Sweden, where radioactive particles brought from the eastern part of the USSR were found at the Forsmark nuclear power plant, and estimates of the volume of infection, the evacuation of about 130,000 residents of the Kiev region from contaminated areas began. About 600,000 people, especially the liquidators of the disaster, experienced a radioactive damage. Around the Chernobyl nuclear power plant, a 30-kilometer exclusion zone has been created.

The Chernobyl accident caused concern in the West. They feared that the wind would carry radiation dust to their countries. Foreigners, despite all the obstacles, tried to find out the truth of what happened. "For the input and official data obtained in the KGB of the USSR, there were constant attempts by workers of diplomatic and other missions of the United States, France and Canada in Moscow, correspondents and other foreigners to obtain information in connection with the Chernobyl accident", the KGB reported the party's leadership on April 30th, 1986. In another report, July 18th, the head of the KGB states that the Western special services use correspondents accredited in Moscow to collect information about Chernobyl. "Special services of the United States, England, Germany, France and Canada use correspondents accredited in Moscow to collect information. People who come to Kiev as tourists, for example, employees of foreign news agencies, television companies, publishing houses ("BBC", "New York Times", "Zuddochey Zeitung", "Spiegel", "Figaro", "Suar", etc.) tried to get information about measures to eliminate the accident and the mood of the residents, why they visited markets, shops, interviewed Soviet citizens."

Consequences of the accident:

1. An intense fire lasted for 10 days, the total release of radioactive materials into the environment amounted to about 14 ex-becquerels (about 380 million curies).

2. More than 200 thousand square kilometers were exposed to radioactive contamination, 70% of which in Ukraine, Belarus and Russia.

3. The city of Pripyat was evacuated, as well as the population of the 10-kilometer zone around the Chernobyl nuclear power plant. In total, in May 1986, about 116 thousand people were resettled from 188 settlements in the 30-kilometer exclusion zone around the station (according to other sources, about 350 thousand).

Radioactive contamination partially went to other countries. In particular, we are talking about Norway, Finland and Sweden.

The exact number of victims of the accident has not yet been named. The approximate data is about 4 thousand people who died from radiation exposure at the time of the accident. According to Greenpeace, the total death toll from the Chernobyl disaster could be 90 thousand people.

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EXTERNAL AND INTERIOR DECORATION OF BUILDINGS AND STRUCTURES

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The facade is not only the face of the building; it is the image and reputation of its owner. In order to make a proper impression, the facade must have a beautiful and well-groomed look. Location of the house, its purpose, the number floors surrounding the area; all this must be taken into account of facade works. Of course, the design of the facade must meet the functions for which each specific building is intended, because no one will, for example, decorate an industrial building with columns or stucco. Each building should have its own individual facade, especially now when the era of typical homes is a thing of the past. Correctly chosen façade cladding affects the durability of the house, its ability to preserve heat, the level of humidity in the premises. The facade should be strong, fire-resistant, steady, heat-conducting, and to have necessary sound insulation. Facade cladding should cope well with adverse external action. This pollution has the form of dust, soot, soot, precipitation, sunlight, and salty wind blowing from the sea. All these factors have a destructive effect on the materials which the house is built of. So, the façade cladding must be particularly resistant to such action.

Waterproofing is another important task of facade cladding. Facing should protect the facade from external moisture, and if we are talking about the lining of the plinth, we should also bear in mind such effects as capillary rise of ground and melt water. It is obvious that the cladding must be resistant to moisture and prevent its penetration. But at the same time, the facade cladding must be characterized by sufficient vapor permeability; otherwise its life will be short.

Condensate, which is inevitably formed on the inside of the finishing layer without opportunities for evaporation, will destroy not only the layer of facade cladding, but also the wall itself. This is especially true for regions with frosty winters. Condensate in such a climate is formed intensively, and the smallest droplets of water, penetrating into the structure of the building material and freezing there, contribute to the formation of microcracks, which, in turn, sooner or later leads to it destruction. Finally, thermal insulation is another serious task to be solved which is designed to promote the facade cladding. This setting is closely related with the previous one. With the wrong ratio of water absorption and vapor permeability, as well as excess moisture accumulating in the walls, it will not only lead to the destruction of the facade cladding, but also to the heat loss during the winter period.

Thermal insulation of facades is achieved through comprehensive measures. Here it is necessary to consider and heat-conducting properties of finishing materials, and additional thermal insulation, used under the cladding, if any is present, and the material the house is built of. There are many ways to line the facades, which are designed not only protect the walls of the building from weather disasters, but also ensure the attractive appearance of it. Materials play a key role in any technology for decorating facades. Today, three main trends are used in external decorating of buildings, namely various front panels, plasters, tile or stone.

It is these options are used for finishing the facade of the building; they will not only enable to decorate it, but also become a reliable protection against natural aggressors.

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MATHEMATICAL MODELING OF THERMAL EFFICIENCY OF THE BUILDING ENVELOPE ISOLATION WITH ACCOUNT FOR THE ACTUAL CONDITION

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In contrast to studying the thermal state of the buildings that undergo general thermal modernization, studying thermal processes that occur due to partial insulation of the enclosing structures is not extensive. This is proved by the results of the search for scientific developments on this topic in scientific databases. In a number of the analyzed articles the following terms can be found: "individual insulation", "patch insulation", "partial insulation", "fragmentary insulation", "non-systemic insulation" and "uncontrolled insulation".

Currently, the official regulations of Ukraine do not reflect the problem that has arisen in housing and communal services, namely, the individual insulation of the external walls of the apartment buildings within individual apartments. However, national scientists have repeatedly stressed the inadmissibility of such actions.

After analyzing the actual condition of the building envelope of the residential buildings, the residents of which are consumers of KP Lozova "Teploenergo" (44 houses), it was found that the percentage of individual insulation (performed by the residents within their own apartments) of the external walls of the apartment buildings ranges from 0% to 16.3% of the total area of the outer surface of the external walls. According to the statistical method "median", the average value of the individual insulation for these buildings for 2019 is 4.4%. Due to the absence of the controlling mechanisms over this process at the state and local levels, there will be a tendency to increase the rate of individual insulation. Thus, there is a need to define the process of individual insulation as an integral element of the current state of housing and communal services of Ukraine.

Individual insulation is a complex of non-systemic measures taken by the residents of the apartment buildings and aimed at reducing the heat loss from the premises when heating is turned on.
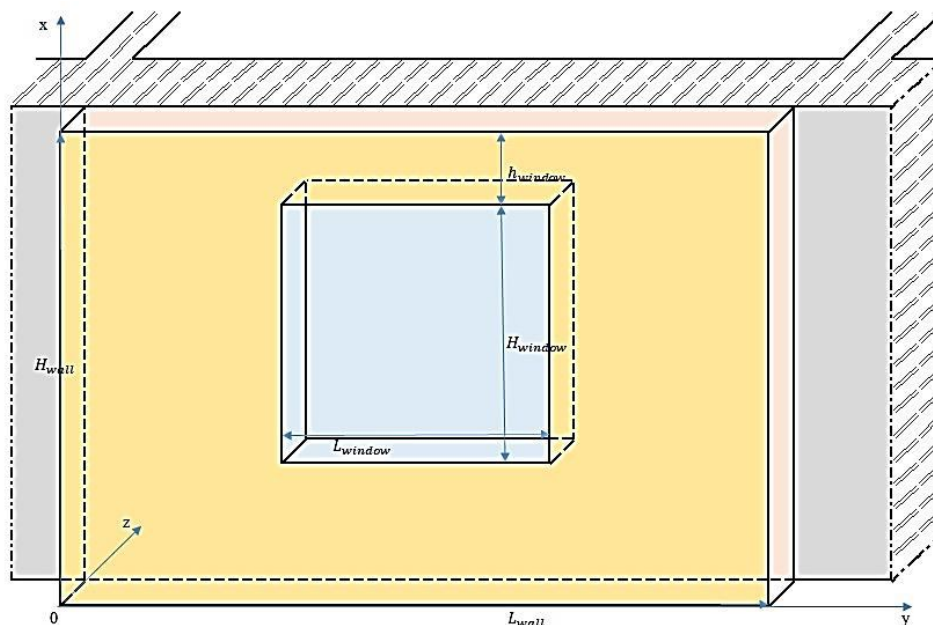
Fig. 1 – Construction of the external wall with a fragment of partial insulation

The purpose of this study is to determine the heat flux through a fragment of the external wall of a residential apartment building having a layer of insulation. In the case shown in Figure 1, the heat flux is distributed not only across the envelope, but also along in the horizontal and vertical directions, and, therefore, there is a need to build a three-dimensional mathematical model.

A mathematical modeling of a partially insulated wall of an enclosing structure with determination of the heat flux was carried out by solving a three-dimensional differential equation of thermal conductivity with the task of boundary conditions of the II, III and IV kind and distribution of the characteristics of the layer of the building structures and insulation. Fig. 2 shows

the result of researching the enclosing structure of the room with a window having an insulating glass unit (blue colour). Two variants of calculation were carried out: for the cases when all the adjacent premises are insulated (Fig. 2 a), and when only the wall under consideration is insulated (Fig. 2 b).
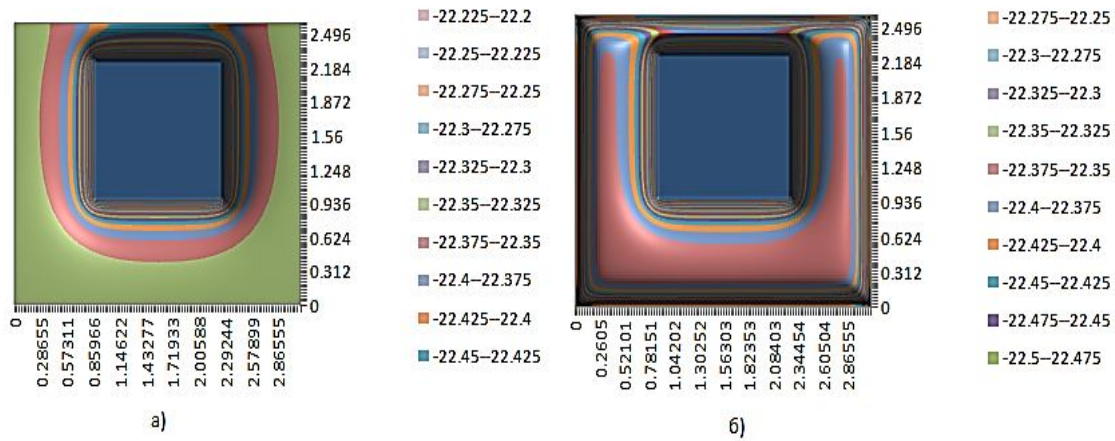

Fig.2. Results of modeling for the temperature distribution

As a result, the increase of heat flow through the wall in the option **b** compared to the option **a** is 11%, and in comparison with the one-dimensional calculation (without regard to the insulating glass unit) it is twice a large.

In the future, according to the previously considered methodology, the redistribution of the internal temperature in the premises of the building and the thermal efficiency of the entire enclosing structure will be calculated.

DEVELOPMENT AND IMPLEMENTATION METHODS MULTICRITERIA EVALUATION OF EFFICIENCY ENERGY SAVING ACTIVITIES IN THE FIELD OF HEAT SUPPLY

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In recent years a significant number of cities in Ukraine have joined the Covenant of Mayors on Climate and Energy, which provides for the holding municipal authorities measures to significantly reduce greenhouse gas emissions by 30% by 2030 [1]. Achieving this result requires a new strategy for the use and development of the municipal energy system, which envisages increasing the environmental safety of boiler plants and thermal power plants through the introduction of innovative high-efficiency energy-saving, environmental and economically sound technologies [2].

Consequently, our purpose was to create and practical implementation method of multicriteria assessment of the effectiveness of energy saving measures with thermal energy of buildings by indicators of energy, environmental and economic effects. To achieve this goal, the following tasks were solved, such as: the creation of a multi-criteria method for evaluating the effectiveness of energy conservation measures in the field of heat supply and realization of the created method for assessing the effectiveness of energy-saving measures recommended for implementation at full-scale facilities.

The following indicators are used as criteria for assessing the effectiveness of the studied measures: 1) energy effect – the absolute and relative value of the saved thermal energy (E_I); 2) environmental effect – the amount of fuel saved, reducing emissions of greenhouse gases and pollutants into the atmosphere (E_{II}); 3) economic effect – the cost of saved thermal energy and fuel (E_{III}) (Fig. 1).
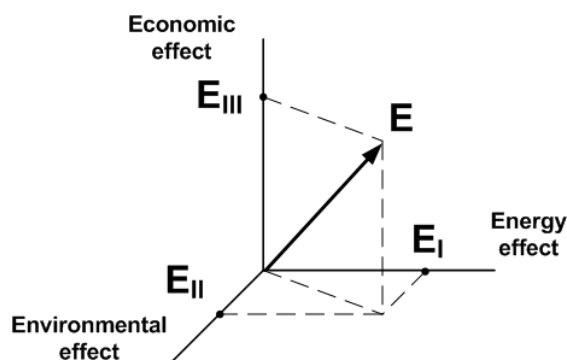
Fig. 1. Components of the overall effectiveness of energy conservation measures in the field of heat supply

The practical realization of the created method basis on the 2 full-scale objects: № 1 – a 3-story fragment of the administrative building of O. M. Beketov National University of Urban Economy in Kharkiv with a total heated area of 225 m^2 and No. 2 – the building of the communal institution «Kharkiv Palace of Children and Youth Creativity» with a total heated area of more than 13700 m^2.

For full-scale object № 1, the effectiveness of using «smart home» technology to control the thermal conditions of the building's premises using the HERZ Smart Comfort automated system has been evaluated. The following performance indicators for the use of this measure for the heating period are thermal energy savings – 3734 kWh or 17%, reduction of natural gas consumption for heating – 406.4 m^3, reduction of CO_2 and NO_x emissions – 789.1 kg and 0.86 kg, respectively reduction of payment for consumption of thermal energy – 4041 UAH and fuel – 4441 UAH.

For full-scale object № 2 was evaluated the effectiveness of 2 energy-saving measures: controlling the thermal conditions of the building's premises

with the HERZ Smart Comfort system and using an alternative heat source – heliosystem, which consists of 180 solar collectors. It was established that the 1-st measure has such an annual effect: energy – 130,3 Gcal or 11.1%; ecological: reduction of natural gas consumption – 16.5 thousand m^3, reduction of CO_2 and NO_x emissions – 32.0 tons and 0.035 tons, respectively; economic: reduction of payment for searing – 249.5 thousand UAH; 2-nd measure has such an annual effect: energy – an additional amount of thermal energy – 376.7 Gcal or 20.2%; ecological – reduction of natural gas consumption – 47.7 thousand m^3, reduction of CO_2 and NO_x emissions – 92.6 tons and 0.101 tons, respectively; economic: reduction of payment for thermal energy – 721.3 thousand UAH; the payback period of the measure is 5 years.

The research results showed such properties of the proposed method for evaluating the effectiveness of energy-saving measures, such as: high information content of the results, providing the possibility of multicriteria optimization of the parameters of heat supply systems and heat consumption of the research object, ability to improve by increasing the number of studied performance indicators.

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ENVIRONMENTAL PROBLEMS OF THE OIL AND GAS INDUSTRY

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Our environment is constantly changing. We cannot deny this fact. Technological progress does not have the most beneficial effect on the environment.

We all worry about the environment. Environmental problems must be resolved now, but this requires enormous financial difficulties and human resources. Nowadays, many people lead unnatural lifestyles. They lose touch with nature. Such simple things in life as sunlight and fresh air become something special. Tall buildings block the sun. Exhaust fumes pollute the atmosphere.

In my report, I want to talk about the environmental problems of the oil and gas industry. This problem directly affects me since I want to work in this

industry in the future. I will tell you exactly how oil and gas drilling affects the environment.

The oil and gas industry is truly global: operations are carried out in all corners of the globe, from Alaska to Australia, from Peru to China, and in every habitat from the Arctic to the desert, from tropical rainforests to temperate forests, from mangroves to the open sea.

The exploitation of oil and gas reserves did not always go without any environmental side effects. Oil spills, land damage, accidents and fires, as well as cases of air and water pollution, were registered at different times and in different places. Recently, the social impact of this industry has attracted attention. The oil and gas industry has worked to solve the problem of protecting the environment. Now I will talk about the most important environmental problems of the oil and gas industry in my opinion.

1. Oil and gas production is a threat to wildlife. Loud noises, human traffic and vehicle traffic resulting from drilling operations can harm bird communication, breeding and nesting. Infrastructure built for energy development can also be a hindrance. Power lines, wells, fences and roads separate the habitats of many species.

2. Air and water pollution damage the life of people. In the US, 1.3 million oil and gas facilities are existing production wells and refineries. More than 12 million people live within 1/2 mile of these facilities, and many are exposed to air and water pollution every day, which can lead to a number of health problems. Oil and gas production is one of the largest killers in the world, according to the United Nations. When fossil fuels are burned by power plants, automobiles, and industrial facilities, they emit toxic gases. Inhaling this air can cause respiratory problems such as asthma, cardiovascular disease, and even cancer.

3. Hazardous emissions cause climate changes. After the industrial revolution, people burned more and more fossil fuels, releasing more greenhouse gases into the atmosphere. These emissions trap unwanted solar heat and cause the temperature of the planet to rise. The consequences are all around us in the form of longer seasons of forest fires, stronger hurricanes and sharp heat waves. The majority of polluting emissions come from fossil fuels. The most common type of greenhouse gas is carbon dioxide, which is mainly released into the air because of burning oil, coal and gas, which feed everything from automobiles to production.

4. The inevitable effect of gas and oil production is manifested in the use of large areas of land for drilling sites, parking areas for trucks, equipment, gas processing and transportation facilities, as well as access roads. The main possible negative impacts are emissions of pollutants into the air, groundwater pollution by uncontrolled gas and liquid flows, leakage of drilling fluids caused by their emissions, and uncontrolled discharge into water. Liquids that are extracted contain hazardous substances.

5. Burning gas emits CO2. Although oil does not produce the same amount of CO2 as with coal combustion, it still emits greenhouse gases into the atmosphere and increases global warming.

In conclusion, I can give many examples of environmental pollution resulting from the processing of oil and gas products. Today's priorities for the development and production of oil and gas should be overestimated taking into consideration the fact that the risks and the burden of negative impacts on the environment food is not compensated by a corresponding potential benefits, as indicators of the production of this gas is very low.

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HOME HEATING SYSTEMS

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A warm dwelling has long been a concern of the man; today this topic has not lost its relevance. Thermal comfort in the house is provided by various heating systems. For many centuries, mankind has used the simplest heating system namely the oven. It heated everything: from royal palaces to peasant houses. The oven is still used to heat private houses, especially in rural areas. However, scientific and technological progress has improved the system of heat supply, which has led to the emergence of various modern heating systems.

Heating is understood to be the artificial heating of premises during the heating period in order to compensate for heat loss and maintain a given temperature level that meets the conditions of thermal comfort and the requirements of the technological process. In our country it is one of the main components of a modern comfortable home.

Modern technologies and appropriate equipment have made it possible to create a wide range of heating systems that meet almost any requirements: sanitary and hygienic, economical, construction and installation, operational, etc. As a rule, all heating systems consist of three elements: heat-generating installation (heat sources), means of the heat carrier delivery (heat pipes) and

heating devices (radiators). The classification of heating systems is quite broad due to their diversity.

Namely: solid fuel boilers, electric boilers, individual convectors, liquid fuel boilers, heat pumps, solar heating systems, gas boilers, under-floor heating systems, etc.

In our country, people living in private homes and outside the city limits most often use heating systems of the most general type. In agricultural regions of our country, heating is provided by solid fuel boilers, and in the industrialized regions of the country – by gas heaters, since they have a straightforward design, easy to install and operate. However, more and more people have started using other alternative heating methods.

As an example, the use of natural power sources, which are operated in Kherson, Odessa and coastal areas of our country. These alternative power sources include solar panels or (solar photovoltaic modules) and wind mills.

Solar panel is a photovoltaic generator, the principle of which is based on the physical properties of semiconductors, it absorbs the sunlight energy and converts it into electrical or thermal energy. The service life of a solar battery generally reaches 25 years.

Wind power plants (WPPs), also: a wind power plant is a power plant that uses a wind turbine to convert mechanical wind energy into electrical one. Wind power plants are a system of renewable energy, since wind is a renewable energy source. Wind power plants are also sometimes referred to as "wind mills".

These two types of alternative energy sources are economically unprofitable in our region due to the fact that in our latitudes the number of sunny days is limited and the efficiency is nullified, and with wind farms everything is much more complicated because they are effective only in coastal areas, and their installation is simply ineffective in other parts of our country.

Another type of alternative power source is heat pumps.

A heat pump is a unit that makes it possible to use free environmental energy for heating. The energy contained in the air, soil or water is transferred to the heat carrier of the heating system. The principle of operation of the heat pump is based on a closed Carnot cycle.

This type of energy delivery is quite effective for our region, because in winter the soil does not freeze to a great depth, which enables to use the energy of the earth. However, the heat pump is the latest invention and the equipment required for its operation is quite costly.

Unfortunately, almost all alternative power supplies for people in our region are either inefficient or very expensive to maintain, so most residents continue to install and take advantage of solid fuel, gas and electric boilers.

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NAFTOGAZ ENERGY EFFICIENCY MANAGEMENT

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Naftogaz priorities to protect the environment are maintaining high environmental standards, rational use of fuel and energy resources, energy efficiency, and the introduction of energy management systems by enterprises of the group.

The group's energy consumption structure. Natural gas dominates (almost 86%) the fuel and energy resources (FER) consumed by the enterprises of the group. As a result of the energy efficiency program for 2015-2020 and energy conservation programs implemented by subsidiaries ,in 2016 Naftogaz saved 306.8 thousand t in reference fuel (214.8 thousand t in oil equivalent), or UAH 1.6 billion in monetary terms. Natural gas savings amounted to 240.1 mcm and electricity savings totaled 25.5 million kWh. Actual energy savings exceeded the target by 90.8 tcm in reference fuel, including natural gas by 68.9 mcm. The introduction of a 6 MW condensing power plant (CPP) into operation in Shebelynka gas condensate and oil processing enterprise (Ukrgazvydobuvannya) resulted in significant reduction in thermal energy consumption. The CPP uses waste heat of flue gas from gas fractionation units for technological needs and producing electricity in a steam turbine for its own needs.

Implementation of energy management system at the enterprises of the group. In 2016, Naftogaz began to implement an energy management system (EnMS) to streamline energy efficiency management procedures in accordance with the energy efficiency requirements of ISO 50001. During 2016, an energy audit was performed at the enterprises of the companies, energy efficiency policies and objectives were drafted, and an EnMS implementation plan for 2017-2020 developed.

Monitoring of natural gas consumption by different groups of households. In order to analyze the actual use of natural gas by households, the company has monitored the consumption of natural gas during the heating season 2015-2016 via in different social groups. In addition, to determine the maximum amount of natural gas used for different purposes by customers with

no heating sources other than natural gas, the company, together with gas distribution organizations, conducted monthly on-site inspections to check the use of gas consumption. Implementation of the company's proposals will improve the efficiency of natural gas use, reduce the need for natural gas and for subventions from the state budget for subsidies, and create the conditions for the direction of released funds to increase hydrocarbon production in Ukraine.

Implementation of innovative energy efficiency projects. In 2016, Ukrtransgas worked with the Institute of Engineering Thermophysics and the National Academy of Sciences of Ukraine to develop a basic solar power plant scheme for the simultaneous production of electricity and cooling at transmission system facilities. As of the date of this report the solar power plant pilot project has been launched .The power plant can generate almost 400 thousand KWh of electricity per year to satisfy the office and industrial site needs of Ukrgaztehzvyazok branch facility. In addition, Naftogaz has developed a number of recycling projects designed to transform combustion heat at compressor stations (CS)and boosting compressor stations(BCS),the energy of overpressure at gas transportation system (GTS)facilities and the geothermal energy in the depleted oil and gas wells.

Targets for 2017-2020:

1) Promote company proposals to allow households to use the unused part of their energy subsidies for energy saving measures.

2) Continue implementation of the energy efficiency program. In 2017, as a result of implementation of the energy efficiency program, the enterprises of the company plan to save 148 thousand t in reference fuel (100.7 thousand t in oil equivalent).

3) Continue implementation of energy management systems according to the requirements of ISO 50001.

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THE ROLE OF CARGO TRANSPORTATION IN THE MODERN WORLD

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Quite frequently, we face the necessity of goods shipping. Nowadays this process has become a routine part of life for most people. This article is devoted

to the importance of transportation the goods from one part of the world to another. We will look closely at the issues such as the significance of the transportation business and its role in the process of globalization.

We should start by saying that cargo transportation is an important part of the global economy. The international transport system was fully established only in the 20th century[4], but it is still in the process of constant development. The international transportation is carried out through several types of transport: by land (which includes road, rail transport and pipelines), by water (which includes shipping), and by air[1]. Every type of transport is really important for global logistics.

According to statistic, in the beginning of the 21st century maritime transport has become the leader in freight transport. It provides more than 60% of transportation between countries[3]. Capacity to ship an unlimited number of goods is a major advantage of water transport. No other mode of transport is capable of carrying as much cargo as waterways can. Shipping applies to all types of goods by sea. Liquid, loose, fragile and valuable goods are transported by ships[3]. This type of transport is the most advantageous for transportation, because of large capacity for long distances the price for transportation is quite low.

Rail transport is advantageous because it is able to carry any kind of cargo. There are various types of wagons for this purpose: a tank wagon is designed for liquid cargo, a hopper for bulk cargo, and a refrigerator for transporting perishable products, etc. [4] . This type of transport is resistant to weather conditions. This means that goods can be delivered to any place in the world.

International transportation by road is the most flexible. Cargo can be delivered to any place where roads exist. Because of road development and mobility, road transport can quickly deliver goods to the right place. The vehicle is able to deliver goods from the consignor's warehouse to the consignee's warehouse without additional overloads, thus saving delivery time.

Air transport is the youngest type of transportation, but it takes the first place in intercontinental traffic. This type of transport carries perishable products, flowers, electronics, machine parts[2]. Air transport is the safest mode of transport, and it is unlikely that anything can happen to cargo and it will be damaged. One of the main advantages of air transport is absolute independence from the geography of the area[4]. Airplanes can deliver goods even to the most difficult places, where other modes of transport cannot reach.

Pipeline transport also plays an important role in international trade. Pipeline transport is beneficial not only because it can be laid on the ground or underwater[1], but also because it can work effectively anywhere in the world, regardless of the climatic conditions of the area. This type of transport can work smoothly and deliver goods such as petroleum products or gas throughout the year.

Transport development affects the surrounding area. Areas with transport infrastructure become more attractive for many human activities. The largest transport hubs of international importance attract industry focused on imported raw materials and export of finished products[2].

With the development of international means and routes of communication, the nature of international trade has become global, raw materials and goods have been involved in trade exchange. The globalization process would not have been possible without goods transportation. Transport shapes international economic relations, contribute to closer ties between countries.

Transport is one of the most important business sectors of the economy. It meets the needs of the economy and the population in transportation, it is the largest component of infrastructure. Transport has a significant impact on the dynamics and economic development of countries and the world. Due to transportation, goods are moved from the place of their production to the point of consumption[2].

To conclude, we would like to note that transport connects time and space between manufacturers, buyers and sellers. Thus, transportation reduces the time and space gap between production and consumption and is the important part of the modern world and economy.

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BASICS OF WORKING WITH THE RASPBERRY PI SINGLE-BOARD COMPUTER

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The Raspberry Pi single-board microcomputer, developed by the British Raspberry Pi Foundation, runs on the free Linux-based Raspbian operating system. The Raspberry Pi was developed as a training manual in Computer Science, but the idea was so successful that in a few years the mini-computer won widespread popularity.

Over time, the Raspberry Pi has undergone several modifications, each of which differed from the previous model by any of the parameters. This approach allowed to adjust the cost of the product depending on the needs of the user, which also had a positive effect on the popularity of the device. The entire Raspberry Pi line uses processors with the APM-architecture, which has proven to be the best (Fig. 1).

Figure 1 – the Raspberry Pi

To date, there are 11 varieties of Raspberry Pi. The latest versions are equipped with the wireless WiFi and Bluetooth modules which expand the application of mini-PCs in the field of Ethernet-technologies.

The main distinguishing feature of the Raspberry Pi from an ordinary PC is the presence of GPIO (General-purpose input / output) pins on the board through which you can connect displays, buttons, sensors, relays and other electronic modules to the board at your discretion.

To get a practical idea of working with GPIO, some small projects have been completed. The electrical diagram of the task ''LED'' is shown in Figure 2.
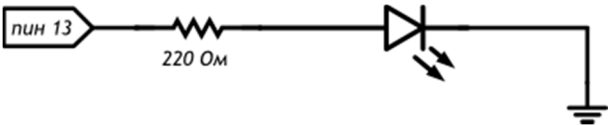
Figure 2 – Electrical diagram of the task "LED"

The electrical diagram of the task "Piezodynamics" is shown in Figure 3.
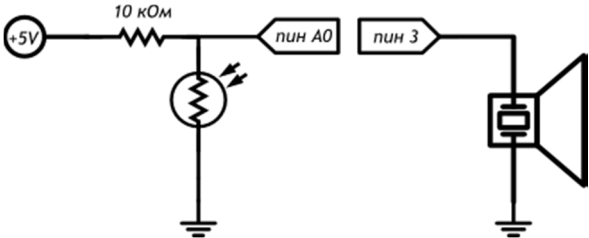
Figure 3 – Electrical diagram of the task "Piezodynamics"

This module is used for sound notification in systems, for the operation of which in the desired sound signal.

Piezoelectric speakers are widely used in various household appliances and toys that use electronic boards. It converts commands based on the binary number system 1 and 0 into sound signals.

The assembled circuit with the Piezoelectric speaker is shown in Figure 4.
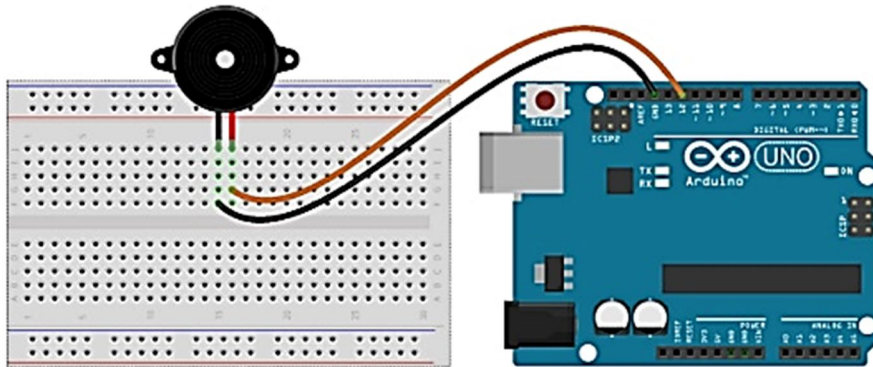
Figure 4 – Assembled circuit with the piezoelectric speaker

Thus, the Raspberry Pi microcomputer is a good device for both studying and implementing more complex projects due to its multifunctionality.

NATURE INTEGRATED ARCHITECTURE: THE ORIGIN AND PERSPECTIVES

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People and nature have been interconnected since the very beginning of the human kind. Climate and weather, wild animals and plants affected all their activities, and though at first people were fully depended on their environment regarding all natural forces as gods and spirits they needed to worship, human civilization gradually tried to conquer the nature and adjust it to their demands.

As time passed, people learned to use natural resources and obtained the knowledge on how to tame the dangerous side of their habitat. However, this power was only an illusion, and nowadays we are getting more and more consequences of our intrusion. Intensive changes brought to the nature created ecological discomfort, so more and more scientists of different branches turn their attention to principles of eco-friendliness.

Nature integrated architecture is not a particular style of architecture, but rather a form of ethical relationships between people and nature expressed in the form of engineering and design. This term was firstly used by Frederick Law

Olmsted, a landscape designer who created Central Park in New York in 1859. Despite this fact, some ancient civilization had created examples of nature integrated architecture long before the concept was introduced. One of the most famous examples is the Hanging Gardens of Babylon which looked like a giant green hill. Trees in this construction were situated on the stares of a high tower. A layer of soil on each step enabled to create a lush garden of local and foreign plants looking like a miracle for ancient people considering dry climate in Babylon.

An important milestone in the development of nature integrated architecture can be considered the appearance of "organic architecture" concept created by Louis Sullivan. Its aim is to integrate a building into its natural environment by using materials typical for local areas so that it merges with it. The design and form of a building should not only reflect its function, but also match the nature around it.

Modern concepts of this type of architecture are based upon the principle of compensating the damage caused to the nature by constructing the building. It means that people create "the second nature" as an equivalent to the lost one. There are lots of technics that can be used for it: vertical garden facades, green rooftops, underground architecture, inside (also called winter) gardens, dematerializing the building with the help of a mirror façade etc. Nevertheless, we should not confuse nature integrated designs with so-called "green" building, as it influences not the environment itself, but people living in it. It mixes natural elements with the constructions to make the area comfortable for its residents by making the air fresher and the landscape pleasant to look at.

There exist some prominent examples of nature integrated architecture in the world. Campus Sergio in Greece is considered to be a part of the landscape because of its green roof. On the top of Commerzbank skyscraper in Frankfurt a whole complex of ten spiral gardens is placed, each of them is dedicated to a different theme. An artificial canyon in Namba Park, Osaka, is covered with plants growing on terraces and balconies, so this makes the air around cooler and helps to save the space needed for houses in the area. Another example of this approach to building is Agora Tower in Taipei which is called "green DNA" due to its unusual twisted shape; it is made of eco-friendly materials, has solar panels installed on the top and lots of trees on its balconies.

Speaking about Ukraine, our school of architecture still needs time to adjust to the new tendency, and so we do not have any famous examples of it.

Nature integrated architecture is not just another style of building; it has established new ethics in relationship between people and nature showing their interconnection and mutual dependency.

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OIL AND PETROLEUM PRODUCT MARKET

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Global oil market

2016 witnessed the lowest crude oil prices for the past 12 years, with the average Brent oil price at an average of USD 44 per barrel. Moreover, the price of oil throughout 2016 was quite volatile, fluctuating in the range of USD 26 to USD 55 per barrel.

OPEC member countries seek to achieve a stable trend towards strengthening global oil prices through the transition from 'sustainable mining to 'supply-and-demand balance' policies.

The European market for oil and petroleum products

The European oil refining capacity is about 16 % of the global capacity. According to the European Petroleum Refiners Association, refinery capacity utilization in Europe in the period 2007 through 2015 fell from 87% to 78% in the period between 2007 and 2014, about 17 refineries stopped operations (mainly in Italy, France and the UK), and at the beginning of 2015 there were 83 refineries operating in Europe.

The decline in European refineries capacity utilization levels compared to 2015 was due to increase in diesel fuel imports from Russia, the USA, Asia. However, the European refineries capacity utilization level in 2016 was still significantly higher than in 2014.

In 2016, the consumer price change trend for petroleum products corresponded to the global oil price change trend in particular. The increase in oil prices in the period of January through December 2016 amounted to about 75%, while at the same time, increase in the EU amounted to 6% for gasoline and about 13% for diesel fuel.

Oil and condensate extraction in Ukraine

UGV is the largest gas production company in Ukraine and second in the production of oil and condensate: in 2014 the company's share in the total gas production was 68%, and it had a 20% share in crude oil and condensate extraction in Ukraine. As of the beginning of 2015, the company's operational assets included 2 441 gas wells, 194 oil wells, and 82 drilling rigs. There are presently 139 hydrocarbon fields under development, located in Kharkiv, Poltava, Sumy, Donetsk, Dnipropetrovsk, Luhansk, Lviv, Ivano-Frankivsk, Volyn, Chernivtsi and Zakarpattya regions.

The depletion of the company's initial recoverable reserves at existing fields is estimated at almost 72% in gas, 21% in oil and 63% in condensate. In March 2015, the parliament increased the royalty rate for oil and gas companies, and for UGV it was set at 70% of revenues to ensure the state has sufficient reserves to finance utility subsidies for households following the gas price hike. The increased royalty rate, albeit introduced for plausible reasons, negatively affects the finances and production rate of UGV and, if extended for a long period of time, can lead to a sharp reduction in the production of oil and gas in Ukraine.

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SYNERGETICS OF MANUAL AND COMPUTER GRAPHICS IN VISUAL COMMUNICATIONS

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The visual component of the living environment is one of the priority objects of design creativity. It happens due to the fact that in the process of life a person receives most of the information through visual perception. Creating visual communication objects, the designer uses an arsenal of design tools: from layout to compositional formulation, style formation, conceptual design of the object. The purpose of the design is to provide an environment of human activity with art-shaped information models aimed at the cultural identification of a person. Creating such models, the designer (artist) works with the form, so the processes of shaping in this activity are fundamental. Through design, the designer expresses the basic idea, communicates with the consumer. In the process of searching for methods of shaping in design based on the latest achievements of science and technology, a synergistic approach is becoming actual. It is resulted in giving a form systematic and non-linear nature. Thus, with the problem of applying and combining different types of graphic expression of the form (manual and computer graphics), synergistic effect has become important.

Synergetics originated in the 1970s on the basis of the Theory of Complexity, which is related to the name of the Belgian physicist Illya Prigogin, the theory of catastrophes, founded by mathematician-topologist Rene Tom and theory of Chaos founded by the British physiologist Eduard Lorence. German theoretical physicist Hermann Hacken introduced the concept of synergetics in

his work and considered the possibilities of self-organization in the human sciences, and therefore in design. Scientific theories have gained new quality in the era of high computer technologies of the late nineteenth and early twentieth centuries, and they have provided new opportunities for shaping, including design.

Hacken said that synergetics studies systems that through self-organization can form spatial, temporal, or functional structures [4]. The source of development of such structures is randomness, irreversibility and instability, and the fundamental principle of self-organization is the emergence of a new order and complication of systems due to the random deviations of the states of their elements and subsystems [4]. From a worldwide point of view, synergetics uses a universal theory of evolution to describe the mechanisms of any innovation, so the theory extends to the field of design.

Design differs from other areas of human activities as it contains a significant share of subjective, individual, intuitive, so undoubtedly, the quality of visual communication is primarily determined by the creativity of the author, his talent and taste. But to implement your plan you need to use a variety of techniques. By creating a competitive design of an object, the specialist forms his own unique set of tools and methods of work. Quite often the understanding and application of techniques can prompt a new idea, a non-trivial creative solution. Nowadays, for most designers, computers and imaging software are becoming the most important tools.

Depending on the technology used to create the object of visual communication, the graphics can be manual and computer.

Manual (easel) graphics as a means of shaping the visual image in the objects of visual communications are usually used in special cases, for example, when creating unique projects in the field of graphic design.

Computer graphics is a symbiosis of science, creativity and technology. Due to the fact that the creative component of a designer's professional activity cannot be formalized and in this aspect the efficiency of his work is determined only by the degree of talent, it is possible to radically increase efficiency only by reducing the volume and complexity of routine operations. Computer graphics is the basis on which you can achieve this goal. Using computer graphics programs, a designer can not only materialize their creative ideas faster, but also quickly and efficiently apply new design tools. In particular, when working on font compositions, the use of vector graphics software allows you to create extraordinary and unique effects.

Depending on the principle of image formation, computer graphics are divided into two-dimensional (raster, vector), fractal and three-dimensional [6].

Computer technology allows you to conduct experiments that are designed for unpredictability of the result, as well as to operate unimaginable within Euclidean geometry forms – "solitons", "hypercubes", "self-similar fractals" and others. In the field of application of the synergetic approach to

formation the presence of fractals, very beautiful and infinitely various structures, in modern design is indicative. Fractals are geometric shapes that are self-similar: they consist of several parts, each of which is similar to a whole figure. Self-similarity as the main property of fractals confirms the basic law of aesthetics – the law of unity in diversity. From the point of view of fractal "style", the form is presented as dynamic processes of alternation of order and disorder, space and chaos, linearity and nonlinearity, which are frozen in physical structures [7].

Creating a visual image in the objects of graphic design occurs in several stages, using different technologies. At the same time, it is effective to combine the use of both manual graphics and computer.

When images are created in such a way, nonlinear dynamic systems are combined, the new formation is not equal to the sum of its parts, and forms a system of another level. Synergetics explains the process of shaping in design and, in particular, the creation of objects of visual communication and gives a new image to objects, things, ideas of a complex world.

Objects of graphic design are a set of formative elements of different artistic directions and styles with scientific achievements, high technologies, which gives a qualitatively new development of design, unpredictable (nonlinear) directions of form formation. Form occurs in the process of movement, constantly evolving and changing, while demonstrating the regularity of the processes of formation. Such conscious properties of the object of visual communication as its systemic nature, probabilistic nature of development, dependence on specific, subjective features, application of the principle of additionality, spatial-temporal and subjective-objective unity of perception of the object find correspondence in synergetic picture of the world [7].

The penetration of synergetics into design is a natural process, which is a consequence of the requirements of the era: the need for rapid and high-quality information. Thus, synergetics provides a large number of opportunities for new knowledge, a new form in design using a combination of different scientific theories, advances in technology and unique human capabilities, different methods of expression. Synergetics in the design of visual communication objects provides new methods of shaping, which contribute to the deepening professional knowledge and the formation of a holistic, more objective picture of the world.

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SECTION 5
METHODOLOGY OF ENGLISH LANGUAGE TEACHING.
INNOVATIVE METHODS OF TEACHING ENGLISH
AT HIGHER AND SECONDARY EDUCATIONAL
ESTABLISHMENTS

USING HUMOR IN LANGUAGE TEACHING

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Have you heard the one about the mice?
A mother mouse was outside with her three baby mice. Suddenly a hungry cat appeared in front of them. The three little babies were afraid for their lives, but the mother mouse wasn't. She turned to the cat, looked him directly in the eyes, and shouted, "Bow wow. Woof, woof! The cat turned and ran away. The mother then said to her children, "You see. It pays to be able to speak another language."
It also pays to use humor when teaching a language. Some people might wonder why and how. This paper will give both affective and pedagogical for reasons using humor in language classes. It will then share five strategies with examples illustrating how to mindfully incorporate humor in language lessons.
Why should we use humor when teaching a language?
Affective reasons
- Laughter naturally relieves stress. It acts "as a release valve for the whole body" (Piore 2019) and can decrease student anxiety.
- Humor can build a positive classroom atmosphere. If students are laughing at the same time, it brings them together in a shared experience using a universal language—laughter—thus building a positive classroom atmosphere.
- Humor builds bridges between a teacher and students. It shows students that the teacher is human.
- Using humor provides a change of pace in a lesson plan and helps prevent boredom.
Pedagogical Reasons
- Laughter is a communicative human reaction. Scientists say laughing is our first way of communicating. Babies laugh before they speak (Borenstein, 2010).
- The use of humor is a social skill. Neuroscientist, Robert Provine, (Johnson 2003) says that when we laugh, it is most often a social response rather

than a reaction to a joke. Chiasson (n.d) writes that because humor is a communicative human reaction and social skill just like greeting and conversing with friends and since it plays a major role in every day social interaction, it should not be ignored in the language classroom.

• Humor encourages creativity. Activities with humor ask students to think outside the box.

• The use of humor helps with student recall. Neuroscientists have found that people's brains light up more when a person is looking at or listening to something humorous. This in turn is important to memory (Piore 2019).

• Humorous materials are often authentic materials which can motivate and engage students.

What do some teachers say about using humor in the classroom and what are my (B) responses?

A. I'm a teacher, not a stand-up comedian.

B. Using humor in the classroom does not mean a teacher stands in front of the class telling jokes. Humorous moments can come from interactions and creative activities. A lesson might not have any humorous moments, but adding them some of the time can be beneficial to students' learning.

A. I don't want chaos in my classroom.

B. Using humor does not cause chaos. Poor classroom management skills do.

A. I don't feel confident/competent enough to be humorous in my L2.

B. I understand this because I have taught my L2 French and L3 Spanish. I hope what follows will help teachers who feel this way see how they can change that feeling.

A. I don't have a humorous personality.

B. I understand this too because I think this about myself. That's one reason I became interested in this topic. The strategies below have helped me incorporate humor in lessons. They can help you too!

Strategies for incorporating humor into your lessons and classroom

1. Keep track of your or student's remarks, exaggerations, motions, and sounds that have elicited smiles or laughter from your students. These can be written in a notebook or on the page in a textbook where these remarks were used. This strategy is particularly useful for those who lack confidence in using humor or feel they do not have a humorous personality. By building a repertoire of these laughter evoking words and actions, a teacher can use them from year to year.

Here are two examples from my repertoire.

• When I ask a question and no one volunteers a response, I say, "*Volunteer or victim?*"

• If I make a mistake when writing on the board or in a handout and a student points it out, I say, "*Just checking to see if you're paying attention!*"

2. Twist typical themes in traditional tasks. Sometimes an activity is very predictable and as students work through it, it becomes a mindless task. How can teachers make the activity more engaging by adding a humorous element and changing what students expect?

Here is an example of a typical dialogue, and the same dialogue with a twist.

> Teacher: Here's your homework.
> Student: Thank you.
> Teacher: Your assignment is very well done.
> Student: Thank you. I did my best.

> Teacher: Here's your homework.
> Student: Thank you.
> Teacher: Your assignment is very well done. Did anyone help you with it?
> Student: No, my father did it all by himself.

Here is another example—some typical textbook topics for a process essay. There is nothing wrong with them, but if a teacher feels the class needs a change of pace, the second set of topics will do that. I have used both sets. The twisted topics required the students to think outside of the box. While still requiring the students to show they had grasped how to write a process essay, the content of their essays was less predictable. The essays were more interesting for me to read, and their peers got some laughs when essays were exchanged for peer comments.

> How to make your favorite dish from your culture
> How to plan the perfect party
> How to prepare for a disaster
> How to pass the TOEFL

> How to convince your roommate to cook all the meals
> How to fail a test
> Surefire steps to have customers complain to the manager
> How to guarantee no second date

3. Collect anecdotes, jokes, and riddles to be used for activities. These authentic materials can be found online, in magazines, and on sign boards. There are many ways they can be used for language practice while adding an element of humor.

One way is to use an anecdotal text as a listening or reading task. Give the text without its ending, and have the students predict the ending. Here is an example that could be used in an intermediate to advanced lesson on social media.

Directions:

1. Tell students that they will listen to a passage on social media and making friends. Before they listen to the passage, they should discuss these questions.

      a. Are you on Facebook? Why or why not?

      b. If you are on Facebook, how do you use it?

2. Tell students they will hear three principles (in this case, ways Facebook is used) with examples. They should write down the principles.

3. Read the text, except for the last sentence.

4. Discuss the three principles with the students.

5. Tell students to take notes on the examples given for the three principles. Read the text again, except for the last sentence.

6. With a partner, students discuss the examples.

7. Read the text again, except for the last sentence. With their partners, ask students to discuss what they think the last sentence of this text is.

8. Have pairs share their answers with the class. Then read the story again with the last sentence. Be sure students have understood the humor.

Text (Source: Image-store.slideshare.com)

I am trying to make friends outside of Facebook while applying the same principles.

Therefore, every day I walk down the street and tell passers-by what I have eaten, how I feel at the moment, what I have done the night before, and what I will do later and with whom.

I give them pictures of my family, my dog and of me gardening, taking things apart in the garage, watering the lawn, standing in front of landmarks, driving around town, having lunch and doing what anybody and everybody does every day.

I also listen to their conversations, give them the "thumbs up" and tell them I like them.

And it works just like Facebook! [I already have four people following me: two police officers, a private investigator, and a psychiatrist.]

Another example is to use jokes for grammar practice. These examples are from *Grammar with Laughter* by George Woolard. https://www.scribd.com/document/9694578/Grammar-With-Laughter

The Present Simple: Use do, does, don't or doesn't to complete the jokes.

1. What type of car _____ your dad drive?

 >I _____ know the name, but it starts with a P.

  That's strange. Our cars start with a key.

2. _____ you ever have problems making up your mind?

  >Well, yes and no.

Here are some other ways to use anecdotes, jokes, and riddles.

- Give an anecdotal text without punctuation. Have students put in the punctuation needed.
- Scramble the sentences of an anecdote. Have students put them in order.
- Use an anecdote for a dictation.
- Give students anecdotes or jokes to practice and tell classmates.
- Have students find the punchline to jokes/answers to riddles.

4. File funny pictures, signs, and comics according to theme for use in a lesson.

Funny pictures and signs abound on the Internet. The ones below came from a quick search. A variety of comics can be found https://www.gocomics.com/.

Examples of a few ways to use them follow.

- Use them to introduce a topic, a concept, or a holiday.
- Use them to teach or elicit vocabulary.
- Have students practice oral or written storytelling based on pictures or signs.
- Hang pictures around the classroom and have students write captions.

- Have students make their own comics using https://www.makebeliefscomix.com/.

5. Consider using humorous video clips, skits, and games to supplement a lesson.

Although sitcoms such as the American one "Friends" provide comprehensible input, it is time consuming to look for clips to supplement a specific lesson. Some sites have videos especially made for English Language Teaching such as Simple English Videos https://www.simpleenglishvideos.com/. An example of a funny video clip from that site is "How to Handle Calls When You're Busy"

https://www.youtube.com/watch?v=76suoGC9gQA&feature=youtu.be .

Depending on the level of the students, they can write their own skits and give them a "twist" as explained in point 2 of this article. Games, such as charades or Pictionary, require little preparation and no extras. Student take turns acting out a word or sentence or drawing it while their classmates try to guess it. All of these supplemental activities can aid learning while lightening lessons.

Conclusion

This article gives five plans of action for strategically implementing humor in language teaching. Even teachers who feel they do not have a natural sense of humor should be able to incorporate these painlessly and successfully. Teachers who use any or all five of these strategies will discover that adding humor to some tasks some of the time can foster learning and make lessons more engaging for their students and themselves.

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UKRAINIAN SPEAKERS' PRODUCTION OF ENGLISH COMPLIMENTS: A VIEW INTO THEIR INTERLANGUAGE

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Pragmatics has been a paramount part in the field of intercultural communication for linguists. It concerns the study of linguistic interaction between people and it analyzes conversation and the speech acts (Wierbicka, 1991). To acquire pragmatic competence, speakers must also have a good command of speech acts. Searle (1969) considers that "a speech act is the basic or minimal unit of linguistic communication" (p.16). Speech acts are very important because they let people express in universal ways and with appropriate knowledge; therefore, knowing how to use speech acts, allows the speaker to have "communicative competence". For the purpose of the present study, the uses of compliment expressions have been analyzed. Manes (1983) defines compliments as those speech acts which have the reflection and expression of cultural values because of their nature as judgments, over expressions of approval or admiration of another's work, appearance or taste. The objective of compliment expressions is to establish or to reinforce solidarity. Many of the values reflected through compliments are personal appearance, new acquisitions, possessions, talents and skills.

A second notion this paper addresses, is the idea of interlanguage. *"Interlanguage, or learner language, is the type of language produced by second-language learners who are in the process of learning a language. In this process, learners' errors are caused by such phenomena as borrowing patterns from the mother tongue, extending patterns from the target language, and expressing meanings using the vocabulary and syntax which are already known"* (Richards, Platt, & Platt, 1992).

This process where English language learners make errors in their interlanguage by borrowing patterns from their mother tongue is referred to as "negative transfer" or "interference" by a number of researchers (James, 1980; Nobel, 1982; Swan & Smith, 1987; Brown, 2001; Parker & Riley, 1994; Horwitz, 2008). Interlanguage is this study was the main motive to conduct the study. Thus, we analyzed how semi-fluent to fluent Ukrainian speakers of English produced compliments as a speech act, and then compared the results to the linguistic patterns of the same speech act to those used by native speakers of English in the US. Therefore, the purpose of this study was to analyze the interlanguage used by the Ukrainian participants and what factors affected or shaped such processes.

In the present study, participants were interviewed via a survey to collect the following variables: compliment form, tone used, compliment frequency, relationship between users, gender relationship, speakers' age, and attributes praised. Participants consisted of native speakers of English (control group) from the United States and native speakers of Russian and Ukrainian from all over Ukraine.

Approximately 300 compliments were collected in English from the Ukrainian participants and 250 compliments were collected from the American Participants. The results in this study yields important implications to inform cultural patterns to help avoid pragmatic failure and has implications for teaching English to Ukrainians.

Literature Review
Communicative Competence

Communicative Competence is concerned with the knowledge that allows children to acquire any language. Hymes (1972) states that in few years and with limited experience, a child is able to understand and produce grammatical utterances in his/her native language. A child not only is able to produce accurate sentences but also, he/she learns how to use them correctly in a context. This theory comes from the dichotomy: Competence and Performance, postulated by Chomsky (1965) who says:

"Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and he/she is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attentions and interest, and errors (random or characteristic in applying his knowledge of the language in actual performance)." (Chomsky, 1965, p.3)

Chomsky (1965) also declares that Linguistic competence is the tacit knowledge of language structure, it is not conscious or available for spontaneous report, but implicit in what the ideal speaker listener can say. Communicative competence is just the actual use of language in concrete situations. On the other hand, performance is postulated by Chomsky as the observable behavior and it is very important because such an aspect is a set of processes often termed with encoding and decoding. (p.3-4). Additionally, Chomsky claims that on the idea of performance, the competence is reflected so it is crucial to state the difference between competence and performance. Therefore, competence is just the unconscious knowledge that helps anyone to produce and understand an infinite number of sentences, whereas performance deals with the sociocultural factors, it is concerned with psychological by-products of the analysis of grammar and does not have a social interaction.

Also, Labov (1966-1969) refers to communicative competence in children and he claims that the child not only acquires sentences and grammar in a grammatical way, but also he is capable of use "speech acts" or silence in a

appropriate way. All this involves linguistic competence and linguistic performance as defined below:

Competence: It is the unconscious knowledge that enables the speaker to produce and understand an infinite set of sentences; this is the meaning of the expression "creative" when applied to language and it is isolated from individual and cultural variables.

Performance: It means having a sociocultural content, concerned with psychological by-products of the analysis of grammar, not with social interaction. In other words, Performance is the process of encoding and decoding.

Later Hymes (1971-1972) uses Chomsky's concept of competence and performance. Therefore, He claims that communicative competence is the communicative capacity of a person so a normal child acquires knowledge of sentences to know when to speak and when not, and what to talk about with whom, when, where, and in what manner appropriately and accurately. Hymes declares the ability that any human being has to produce language because with language we can lament, rejoice, beseech, admonish, aphorize etc. and this model of language must go to a communicative conduct and social life. All this leads to Hymes' famous quote:

"The image is that of a child, born with the ability to master any language with almost miraculous ease and speed; a child who is not merely molded by conditioning and reinforcement, but actively proceeds with the unconscious theoretical interpretation of the speech that comes its way, so that a few years and with a finite experience, it is master of an infinite ability, that of producing and understanding in principle any and all the grammatical sentences of language." (Hymes, 1970-1972, p.270).

Therefore, Hymes suggests that any person acquires a language due to the innate abilities of producing and understanding several utterances, but also due to the sociocultural factors that involve the speaker when interacting in a determinate environment. In addition, speech abilities can not be explained without reference to communicative competence because it considers sociocultural factors. There are 4 judgements that determine the adequate theory of language uses, as being stated by Hymes:

"(1) whether (and to what extend) **Something is formally possible.** *(2) whether (and to what extend)* **Something is feasible in virtue of the means of implementation available.** *(3) whether (and to what extend)* **Something is appropriate in relation to a context in which it is used and evaluated.** *(4) whether (and to what extend)* **Something is done."** (Hymes, 1967,1964, 1971).

In the same way, Tripp, Cazdem (1966, 1970, 1972); Bloomfield (1933), Goodenough (1957) & Searle (1967) postulate that a person has the innate knowledge that becomes in a ideal fluency owing to social life and ability for use. As a consequence, this knowledge allows speaking accordingly in several contexts, between different social situations, but also it let us controlling

linguistic forms, speech acts, and using other codes of communication. Later, Canale & Swain (1980) distinguish Communicative Competence by excluding psychological factors and They describe 3 levels of this one: Grammatical Competence, Sociolinguistic Competence, and Strategic Competence.

Grammatical Competence is the competence which is understood to include knowledge of lexical items and rules of morphology, syntax, sentence, grammar, semantics and phonology.

Sociolinguistic Competence that includes sociocultural rules of use and rules of discourse.

Strategic Competence that has verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or to insufficient competence.

Also, Gadamer (1976) suggests that a person develops communicative competence taking into account the social class that he/she belongs; the family, the friends, the teachers, coworkers, acquaintances and strangers who are involved. This depending on the totality of success and failure being experimented in the interaction. Gadamer (1976) also states that someone's communicative competence can be extended and enriched no matter if there is not a perfect communicative competence. The communicative conflicts are the performers of communicative competence, it is a set of objectives to avoid the insufficiencies of the real human interaction so then we will get a big flexible concept, which covers the psychological therapy, the politic education and the types of mother tongue and foreign languages.

In summary, it is not only necessary to have a knowledge of rules of use such as syntax, morphology, etc. To acquire a language; there must be the appropriate use of language in a context as well as the correct use of the rules of grammar and pronunciation. All this together will let speakers avoid miscommunication in language. (Hymes 1972). That is the reason why communicative competence is important when a child is acquiring the mother tongue or when a speaker is learning a second language.

Pragmatics and Pragmatic Competence

As it was mentioned before, second language learners besides having the grammatical knowledge; they need the knowledge of the appropriate use of language in a context and the sociolinguistic rules of a speech community, all this is concerned with the study of Pragmatics. Additionally, if a L2 speaker wants to understand an utterance in the target language, he/she needs pragmatic competence that is the knowledge needed to determine what sentences mean when they are spoken in a certain way and context. (Fraser & Rintell 1980).

Pragmatics is the study of linguistic interaction between people (Wierbicka, 1991). Pragmatics analyzes the conversation and the speech acts. In a general way, it studies the functions of the linguistic sentences and their characteristics in the communication processes as well as the language use in a context and in particular situations. (Van Dijk, 1978 p.79 and 81).

Pragmatic Competence

After having defined Pragmatics, it is essential to define Pragmatic Competence. Fraser & Rintell explain pragmatic competence as the knowledge to determine the meaning of any sentence depending on when it is spoken, the way and the specific context, (p.77). Also, any time a speaker uses the language in a social context, he/she is performing one or more speech acts such as: requesting, complimenting, declaring, apologizing, criticizing, etc. So when they are expressing such speech acts, they are showing their pragmatic competence. (Fraser & Rintell 1980) and (Kasper 1992).

In addition, Fraser, Rintell & Kasper claim that when any speaker pronounces a sentence, the meaning of the utterance depends on what the sentence means, how it is spoken, intonation, stress, pauses, the content in which it is spoken, status, relationship, background of the participants and the topic.

According to Bialystok (1993), pragmatic competence is:
"the ability to use and interpret language in contexts" (p. 43)
Bialystok also mentions the speaker's ability to use language for different purposes and the listener's ability to understand the real intention of the speaker. Thomas (1983) postulates that:
"it is the ability to use language successfully in order to achieve a
specific purpose and to understand language in context" (p. 92).
Thomas also concerns that pragmatic competence in these situations is very important because without this, speakers would have pragmatic failure. It is when a L1 speaker perceives the purpose of a L2 utterance as other than the L2 speaker intended, pragmatic failure has occurred because the utterance totally failed to achieve the speaker's goal. Consequently, the results are misunderstanding, communication breakdowns, frustration etc. (Beebe & Takahashi 1989).

Thomas (1983) states that pragmatic patterns are important to be able to use the appropriate utterances in a context, in addition if a hearer wants to understand and interpret what the speaker intended through his utterance, such a hearer must take into account both "contextual and linguistic cues". (p. 99). According to Thomas, there are 2 kinds of pragmatic failure:

Pragmalinguistic failure that occurs when speech acts are inappropriately transferred from L1 to L2 (Thomas 1983, p. 99).

Sociopragmatic failure which refers to the social conditions placed on language in use, it also covers patterns such as social distance, gender and intimacy of relationship (ibid).

Wolfson (1989) refers that all the situations which cause misunderstandings, are transferring the inappropriate form of language from L1 to L2, or probably overgeneralizing the use of a L2 form to inappropriate settings etc. That is the reason why speech acts, speech events and pragmatic competence are important to understand the reasons which provoke pragmatic

failure and it is helpful to conduct cross-cultural research to investigate student's L1 strategies.

Finally, pragmatic competence plays an important role in the acquisition of a language because speakers avoid pragmatic failure and it helps to understand the meaning and purpose of the utterance in any context.

Speech Acts

Searle (1969) considers that "a speech act is the basic or minimal unit of linguistic communication" (p. 16). Speech acts play an important role in the communication because they are helpful to understand the rules of speaking in a language and they allow us to make sociolinguistic studies such as the present study about compliments. Cohen (1995) defines speech acts as the functional unit of communication; those include: making refusals, making statements, asking questions, apologizing, leave-taking, making introduction and giving compliments. Also, Austin defines speech acts as:

"Those components of language that try to establish if something is valid or not, whether or not it constitutes an agreement in where each part knows what the other has in mind, how this affects them so speech acts try to formulate an explicit and formal procedure for achieving such consensus and understanding the truth." (P. 249–251).

In addition, Austin makes a distinction of the 3 main kinds of speech acts: locutionary, illocutionary and perlocutionary acts.

Locutionary acts – the utterance of a sentence with determinate sense and reference. Take for example the following sentences:

1)   "be careful" or "John is at home", in those examples, such utterances involve rhythm, intonation, pace, and volume to give meaning.

Illocutionary acts – an act that is performed in the uttering of a meaningful utterance; it is using a sentence to perform a function. Austin (1990) describes this act as the act we perform when we say something, in other words this reflects the intent of the speaker in uttering a sentence: promising, confirming, suggesting, advising, baptizing, etc. Take for example the following sentences:

2)   "I promise to give you back your bag next Friday" or "She told me to be careful", in those examples it is performed an act that is different from the act of pronouncing it; in those cases, the acts being performed are promising and warning.

Perlocutionary acts – the effects of the audience by means of uttering the sentence, such effects are special according to the circumstances of the utterance. In other words, it is the consequence of another act. Take the following examples:

3)   "it was very kind for you to helped me", that is the listener's effect. Another example is ordering someone to be quiet that is an illocutionary act where the result of that same person becoming angry would be the perlocutioary act. (Bennett 1994).

Austin (1962, as cited in Chaika 1989), postulates these 3 categories briefly; the locutionary act is which has meaning, the illocutionary act which has certain value and the perlocutionary act which obtains the effects of the words uttered.

The 3 different speech acts are categorized in the table 1.

Table 1. **Locutionary, Illocutionary and Perlocutionary acts**

Utterance / Locutionary	Illocutionary		Perlocutionary
Shouting Whispering Murmuring	Promising Asking Stating Suggesting Proposing Complimenting Describing Warning Criticizing	Reporting Threatening Telling Requesting Ordering Arguing Asserting Commenting Approving	Intimidating Persuading Deceiving Scaring Convincing Inspiring

Moreover, O'Grady (1989) gives an excellent example that provides an analysis of the use of the 3 type of acts. Let's suppose that a teacher who is having trouble maintaining the order in the classroom utters the sentence: *"I'll keep you: in after class"* (as stated in Aceves, 1996, p. 12), when the sentence was uttered, the teacher is at the same time producing 3 speech acts: a locutionary act (involving utterance of a sentence with meaning 'I'll make you stay in school later than usual'); an illocutionary act (a warning); and a perlocutionary act (silencing the students).

Austin has described good definitions of the 3 categories of the speech acts (locutionary, illocutionary and perlocutionary) but also Mulholland (1991), explains in the following quote how such categories take place at the same time:

"Every time someone speaks, 3 events take place: an utterance is made (a locution); a speech act of discursive power and intended influence over others occurs (with illocutionary force); and an effect on the listener is generated (a perlocutionary effect)." (P. 11).

In addition, Searle (1956, 1989, p. 249–251) divides illocutionary acts into 5 categories.

Representatives – which commit the speaker to the truth of the expressed proposition (paradigm cases: asserting, concluding).

Directives – attempts by the speaker to get the addressee to do something (requesting, questioning).

Commissives – commit the speaker to some future course of action (promising, threatening, offering).

Expressives – express a psychological state (thanking, apologizing, welcoming, congratulating).

Declarations – effect immediate changes in the institutional state of affairs and which tend to relay on elaborate extralinguistic institutions (excommunicating, declaring war, christening, firing from employment).

In a similar way, Habermas (1984) defines speech acts as the action oriented to success (real sincere communication). Additionally, Habermas in his theory of communicative action and speech acts; mentions that the plans and communication of individual speakers are coordinated by the illocutionary effects of speech acts and the objective of this is finding the common understanding. Moreover, speech acts must be successful and see if these ones work or not because any conversation is found on criteria of "truth". In any conversation, there must be a principle of right and wrong, if the action performed is justified or not; or if this is sincere.

Finally, it has to be mentioned that speech acts are very important because they let people express in universal ways and with appropriate knowledge; therefore knowing how to use speech acts, allow the speaker to have "communicative competence".

Compliments
Justification

The speech act of complimenting in this study was selected because American and Ukrainian L2 learners of Ukrainian, Russian and English, get confused when they try to make or understand a compliment in the target language. Also, the misunderstanding of compliments carries false interpretations leading to Pragmatic failure. Another important aspect to consider was to investigate how semi-fluent and fluent Ukrainian speakers of English can use compliments appropriately, but also to see how their interlanguage takes place in the production of this speech act.

The research questions for this study are presented as follows:

• What are the similarities and differences between the two speech communities (Ukrainians speaking English, and Americans speaking English) in their expression of compliments?

• What are the patterns (structures) that American English speakers use to realize a compliment?

• What are the patterns (structures) that Ukrainian [Russian/Ukrainian] speakers use to realize a compliment in English?

• What possible factors contribute to the production of compliments in English from the Ukrainian speakers?

• What strategies can be taken from this study in order to teach English compliments to Ukrainians and to teach Ukrainian/Russian language compliments to foreigners in the second language classroom?

Compliments

Aceves (1996) in her study of compliments, states that the study of the compliment speech act contributes valuable information that concerns when and

how and to whom, one may offer a compliment as well as how to interpret implicit social and cultural meanings; and how to respond appropriately when one receives a compliment. Compliment as a general term means giving praise, credit, eulogy, to a person for any possession, characteristics, skill, etc. and sometimes such an expression has sexual or flattery connotations.

Holmes (1988, as cited in Chung-Hye 1992) defines a compliment as:

"A speech act which explicitly or implicitly attributes credit to some one other than the speaker, usually the person addressed, for 'good' (possession, characteristics, skill etc.) which is positively valued by the speaker and the hearer" (p. 446).

Manes (1983) defines compliments as those speech acts which have the reflection and expression of cultural values because of their nature as judgments, over expressions of approval or admiration of another's work, appearance or taste.

Manes postulates that the objective of the compliments is to establish or to reinforce solidarity. Many of the values reflected through compliments are personal appearance, new acquisitions, possessions, talent and skill.

A different variation of compliment expressions are *pick up lines,* being categorized in the way of flattery, Montoya (1996, 1998) in his compilation of more than 500 pick up lines defines them as:

"An expression that is used to meet another people, usually of the opposite sex, a pick up line is only as useful as the conversation that follows it".

"Pick up lines are usually humorous and witty and some of them fail to generate useful conversation" (p. 1).

Montoya (1996) concerns that pick up lines have many classifications, and most of these expression are told in a sexual manner from one gender to another. Consequently, Montoya states that *flattery pick up lines* are usually told by a man to a woman and many of them have sexual connotations. He defines them as:

"these lines are honest attempts at breaking the ice through complimenting but others, just seem to be quite the affront" (p. 2).

In the same way Montoya (1996) refers to *innuendo pick up lines* because they have the same characteristics than the *flattery pick up lines* but they are deeper because they are formed in a metaphoric way. Take for examples of pick up lines in the following sentences:

"are you as beautiful on the inside as you are on the outside"

"I just wanted to show this rose how incredibly beautiful you are"

Importance and Function of Compliments

Holmes (1987) suggests 3 functions of compliment exchanges. (1) that compliments are usually used as mean of expressing liking when used as positive affective speech acts. In other words, compliments allow increase solidarity between people. Example: How nice you look today! (2) that compliments can serve as positive politeness strategies before a face threatening

act (FTA). All this means that a compliment can be used in a very stressed situation in order to obtain something; a compliment is used before asking what you want. Example: "Doesn't your hair look wonderful! by the way, could I borrow your Spanish book?". (3) that compliments may be face threatening acts themselves as they indicate an intrusive desire on the speaker's part towards the hearer's possessions. As a consequence, the compliment will be included in the request. Example: "can I borrow your wonderful Spanish book?".

Another author who states the importance of the compliments is Bolton (1994), and She proposes 3 conditions based on the format of Searle (1969) for a compliment to be performed:

1. Hearer has certain quality Q.
2. Speaker believes Q is admirable.
3. Speaker wants hearer to know/believe that speaker admires Q.

In addition, Manes (1983) claims that the major function of the compliments is the establishment or reinforcement of solidarity between the speaker and the addressee as well as they play an important role because make possible judgements, expressions of approval or admiration of another's work. Finally, Wolfson concludes that compliments are also windows through which we can view what is valued by a particular culture, for instance: In the United States, Americans compliment each other on personal appearance, new acquisition and work (Wolfson 1981), suggesting that Americans value these attributes. In Japan, people are more apt to compliment skill and study (Barnlund & Araki), suggesting that Japanese people value skill and study. However, in other countries such as Mexico, people is less expressive that Americans (Aceves 1996), suggesting that Americans were more expressive than Mexicans. Same situation happens in Ukraine (Perea et al, 2018).

Previous Studies

Using ethnographic methodology Wolfson (1981) & Manes (1980), collected more than 1000 American compliments in several situations. The results showed that 80% of the American compliments were categorized into 3 syntactic patterns:

NP + BE/look + (intensifier) + ADJ   ex: Tom's tie is beautiful

I + like/love + NP   ex: I love your shirt

PRO + be + ADJ + NP   ex: This is a great party

They said that most of these patterns depend on adjectives for their positive semantic value, also they found that the most predominant adjectives were: *nice, beautiful, good, great,* and *pretty*. Americans praised more appearance more than any other attribute.

Wolfson (1981) also noted different cultural differences in complimenting and observed that Iranians and Arabic speakers tend to use proverbs and other ritualized expressions when complimenting. She gives the example of an Arabic speaker complimenting a friend's child, the English equivalent is: "She is like the moon and She has beautiful eyes".

Barnlund & Araki (1985) compared Japanese and American compliments using interviews for collecting their data, They asked people to describe:

1) The most recent compliment they had given and received.
2) The relationship between the giver and the receiver of the compliment.
3) The attribute praised.
4) The exact words used in the compliments.
5) The day the compliment was given.

Both Americans and Japanese complimented: appearance, work/study, personality/traits, skill and taste. Japanese praised skill and work/study whereas Americans praised appearance. The compliments reported by Japanese people occurred 13 days before the interview approximately, and the compliments reported by American people occurred 16 days earlier.

Holmes & Brown (1987) state than American people liked to compliment in a very frequent way so it provoked that non-native speakers of English got embarrassed. They conducted a study of compliments and used an ethnographic methodology, they collected 200 compliments in New Zealand. These results were similar to those of Wolfson & Manes. 80% of the compliments belonged to one of the syntactic patterns mentioned by Wolfson and Manes; 2 thirds used these adjectives: *nice, good, beautiful, lovely* and *wonderful;* one more time the attribute praised was appearance.

In a comparative study of South African English and American English compliments, Herbert & Straight (1989 as cited in Ylanne, 1993) found that a high frequency of American English compliments reflected a more democratic society compared with the South African society. In South Africa, English compliments were infrequent, but the few ones given, they were accepted. According to Herbert (et.al.) it reflected a more elitist society where negotiation of solidarity was performed less frequently.

Tomaszcyk (1989 as cited in Ylanne, 1993) investigated the complimenting behavior in Polish and British English. He found that although both complimenting and responding to compliments were syntactically and functionally very similar in the 2 languages; a different preference hierarchy for compliment responses was predominant. Compliments were more frequently acknowledged and accepted in British English than in Polish, consequently it showed a preference for "downgrading responses" or responding with justifications, example:

A: 'great shirt',
B: I look like a haystack'.

Nelson, El Bakary & Al Batal (1995) compared Egyptian Arabic and American English compliments by using a similar methodology used by Wolfson & Manes (1980,1981). They found that American compliments were shorter and less complicated than Egyptian compliments. Egyptians used a lot of similes and metaphores and long series of adjectives in complimenting as well

as their compliments were less frequent than the American ones. Take for example the following compliment:

"inti insaana 'add eeh Kwayyisa wi sarifa wi 'a'la wi
Hakiima wi razina wi sakiyya wi labiqa wi mish na' Sik haaga."

(you are such a good and nice and sensible and wise and serious and intelligent and diplomatic person and don't lack a thing.)

In this study, appearance, personality, traits and skill/work were the principal factors being complimented by both cultures. Egyptians complimented personality traits more than Americans, and Americans complimented skill/work more than Egyptians.

Aceves (1996) conducted a study on Mexican Spanish compliments using the methodology employed in Barnlund & Araki (1985). The most important attributes complimented in this study were: appearance (62%), traits (22%), and skill/work (16%). Mexican females praised both males and females. Also, Mexican men praised women and not men, none of the Mexican men complimented another man on appearance or on skill/work. The adjectives found here were: *bonito(a) (pretty); simpatico(a) (nice); guapo(a) (handsome)* and *padre (cool).* Such compliments were given on the average of 11.2 days before the interview.

Nelson (et.al.) (1997), conducted a study of Mexican Spanish and American English compliments; 30 Mexican and 35 American university students were interviewed in their own language. Over 65% of both Mexican and American compliments were adjectival and used a limited number of adjectives. The 2 nationalities praised more: personal appearance, personality/traits, skill and work.

The differences found here were related to gender. Also, American males complimented another male on appearance even more than Mexican males; Another factor was the fact that Mexican females were more frequently complimented more than American females by males. American females and males complimented acquaintances more than Mexicans. Also, intimates were complimented by Mexican females even more than intimates being complimented by American females. Finally, the great difference found was the syntactic formula of the Spanish pattern. "QUE+A (+)" (p.27) which was not seen in the American patterns.

Similarly, Perea (1999), in a comparative study of American English and Mexican Spanish compliments found out that these expressions share similarities and are rather formulaic syntactically talking. The most important American compliment formulas found in this study were:

Syntactic pattern	%	Example
NP+be/look+(intensifier)+ADJ **2**	(20%)	This soup is delicious
PRO+be+ADJ+(complement)	(19%)	You are intelligent
*ADJ+Sust(+)***4**	(17%)	Nice skirt

Similarly, the most important Mexican compliment formulas found were:

Syntactic pattern	%	Example
(NP)+Ser/Estar/Ver+(intensifier)+ADJ	(28%)	Esta muy bonita tu camisa
*Que+A**3**(+)**4***	(23%)	Que guapo

In terms of studies done in Ukrainian and Russian languages vis-à-vis American English compliments, Perea, Solodka, & Romanchuk (2018) and Perea et al (2018) analyzed compliments from native speakers of English from the USA in correlation with compliments from native speakers of both Russian (as spoken in Ukraine), and Ukrainian languages. Results also suggested that compliments in these three languages were syntactically formulaic, but also, they found similarities across the three languages. Following are the similarities across these languages based on their study.

RUSSIAN	UKRAINIAN	ENGLISH
PRON + HAVE + ADJ + + N/NP	***PREP + PRO + + HAVE + (intensifier) ADJ + + N/NP***	***PRO + HAVE + ADJ + + NP***
У тебя красивые глаза. (You have beautiful eyes.)	В тебе такі хороші парфуми (You have very good perfume)	Wow, you have very white teeth.
	Який (how) + + HAVE + + (intensifier) ADJ + + N	
	Який у тебе гарний парфум! (How good perfume you have)	
PRO + ADV (intensifier) + + ADJ	***PRO + + (intensifier) + + ADJ***	***PRO + BE + ADJ + + COMPLEMENT***
Ты очень умный. (You are very clever.)	Він дуже влучний (He is very accurate)	You will be successful anywhere you go
PRO + ADJ		
Ты красивая. (You are beautiful.)		
PRO + LOOK + ADV	***PRO/ADV + LOOK***	***PRO/NP + LOOK + + ADJ + COMPLEMENT***
Она выглядит изумительно. (She looks gorgeous!)	Класно виглядаєш (You look cool)	You look beautiful today. Like a model!
ADJ	***ADJ (+)***	***ADJ + NP***
Милая. (Pretty.)	Розумний (Smart)	Great job!

I like/love + (intensifier) + your + N	*I LIKE (YOUR) + N*	*I + like/love + NP*
Мне нравится твоя обувь. (I like your shoes.) Я очень люблю твой голос. (I love your voice very much.)	Мені дуже подобається твоя зовнішність (I like your appearance so much)	I really like your neighborhood! I love the color of your hair!
PRO + ADV + V Ты приятно пахнешь. (You smell good.) Вы хорошо поработали. (You did a good job.)	*PRO + ADV + V* Ти гарно посміхаєшся (You smile beautifully)	*PRO + VERB + + COMPLEMENT* They did really well. I wish I had your legs. You are all legs!
PRO + HAVE + (intensifier) + N **You are (my) + the most + ADJ + N** **PRO + my + N**		

The aforementioned results are pivotal for the results of the present study, which will be discussed later in the conclusions section of this article. We argue that syntactic similarities are important across these three languages but also, they offer an explanation for possible patterns in interlanguage. Also, those syntactic structures in the production of this speech act can also explain why Ukrainian second language learners of English produce English compliments in specific way, which may seem as a negative transfer by native speakers of English.

Methodology

The methodology employed in the present research is an ethnomethodology approach since the idea is to work with people in their natural contexts. Thus, researchers are concerned with describing a group, asking questions, etc. The method of data collection used was similar to that of previous studies on compliments such as those from Barlund & Araki (1985), Nelson (1985 & 1997), Perea (1999), and Perea, Solodka, Romanchuk, Kushnirenko and Oganesyan (2018).

The number of participants in this study included 81 American Native Speakers of English as the control group and 157 Ukrainian speakers of English (semi fluent to fluent) who participated in an online and paper and pencil survey. It is important to note that the Ukrainian participants consisted of university students, teachers and professors of English, and people who knew English from all over Ukraine including cities from Mykolaiv, Kherson, Lugansk, Crimea, etc. Simultaneously, the American participants were university students, professors and people from all over the USA and some other living overseas. The universities they belonged to came from Portland State University, George Fox University, University of Texas at San Antonio, University of the Incarnate Word, and several other cities within the USA.

Our results indicate 300 compliments in English (control group – American participants) and 250 compliments in English also (experimental group – interlanguage Ukrainian participants) were collected. The following sections discuss in detail each variable under investigation.

Once the data was captured via the online and paper and pencil survey, we established a coding system in order to accurately analyze and filter all the expressions. As noted in the figure 1 below, first we trained 10 coders to analyze each expression and codify each one with all the variables we wanted to investigate. After this, three of the main investigators analyzed in depth the variables, the coding system, and did a deeper analysis on the semantics of the expressions. Then, the final stage consisted of verifying the categories and the coding with the two PIs who were the professors at the Faculty of Foreign Languages and Literatures and the Head of the Translation Department at V. O. Shukhomlinsky National University of Mykolaiv.

Figure 1. **Process of Data Coding and Analysis**

Instrument of Data Collection

In order to investigate and analyze the variables under consideration for this study, we have implemented a survey, similar to the one used in previous studies in the collection of English compliments (Aceves, 1996; Nelson et al, 1997; Perea & Solodka, 2018; Perea et al, 2018; Perea, 1999; Perea, 2004; and Perea, Solodka, & Romanchuk, 2018). As noted in table 1 below, we can observe the number of questions for each survey. The survey for the control group (American Native English Speakers) had a total of 26 questions while the survey for the experimental group (Ukrainian English Speakers) had a total of 23 questions. The explanation for this discrepancy can be noted in the appendixes section for the complete surveys of data collection. Thus essentially,

for the American participants we asked 1) the last compliment they had told to someone, 2) the last compliment they had received from someone else and 3) the last compliment they had listened to from other people tell each other. In this case, these scenarios were realistically possible since the participants all lived in the US or in an English-speaking environment. On the other hand, for the Ukrainian participants, this was not the case. Because all of them during the time of the study were living in Ukraine, they only had the opportunity to use English naturally during their time at work (if the job allowed for an English-speaking situation) or at the university. Therefore, Ukrainian participants were asked the following questions: 1) last compliment was they had told to someone, 2) the last compliment they had received from someone else.

An additional discrepancy as noted in the table below included additional variables not asked for the Americans but addressed to the Ukrainian participants. These included: their profession type, the number of years studying English, the context or situation where they use English on a regular basis, what skills they use in English (writing, speaking, listening or reading), and the percentage of time they use English per week.

Table 2. **Instrument of data collection and correspondence of variables to the questions of the interview**

Interview for American participants		Interview for Ukrainian participants
Variable	*Question #*	*Question #*
Compliment form	5,12,19	10, 17
Attributes praised	6,14,20	11, 19
Relationship between giver and receiver	9,18,23	16, 23
Gender of the compliment giver and receiver	10,16,22,24,25	14, 21
Frequency of compliments	8,15,22	13, 20
Tone used	7,13,21	12, 18
Age	3, 11, 17, 26	15, 22
Profession	NA	5
# of years studying English	NA	6
Context used for English	NA	7
Skills used	NA	8
% of time per week using English	NA	9

Notice that the remainder of the questions tapped at the variables under investigation: the compliment form or syntactic formula, the attributes praised, the relationship between the giver and receiver of the compliments, the gender between the interlocutors, the frequency to which each group tells compliments, the tone used in the compliments and the overall age of participants.

The expected responses in the survey were open ended and were delivered on an online survey using the platform "survey monkey." The instruments for both American and Ukrainian participants were delivered in English. In some cases, researchers were able to provide a paper and pencil version of the survey to those Ukrainian participants willing to answer it in this format.

Results

1.   Compliment Form in Interlanguage & American Compliments.

Table 3. **Compliment form in Interlanguage compliments**

Syntactic pattern %	Example
ADJ + NP *15%*	**Beautiful** **Bright-coloured eyes**
PRO + BE + ADJ + *+ COMPLEMENT* *33%*	**you are beautiful it's true** **you are beautiful, my sun** **You are very beautiful today you have a beautiful hairstyle**
DEM ADJ + BE + ADJ/NP *2%*	This flowers is fine This soup is delicious That color looks great on you
INTENSIFIER/ADJ + *+ COMPLEMENT* *3%*	Very well (about help) Very tasty cake "Thank you" Well done, you are right
PRO/NP + LOOK + ADJ + *+ COMPLEMENT* *10%*	**Marina, you look wonderful today** **You look good in that color hair** **Thank you, very nice** **You look amazing! You have a nice dress!**
POSS ADJ + N + BE + *+ ADJ/COMPLEMENT* *8%*	Your look is pretty good today Your english is well Your hair is beautiful and long Wow! Your program is so awesome, you've made a great job.
I + like/love + NP *5%*	I like your look today! Heheh, I like your sense of humour, you always know how to make me laugh. I love your dress! – Thank you so much!

PRO + HAVE + ADJ + NP *9%*	**You have an impeccable taste!** **You have a good hairstyle** **You have beautiful eyes! – Thank you!**
PRO + VERB + + COMPLEMENT *7%*	I missed you. I translate some texts very good It is needed to be a man to see just how marvelous you are You advised me to watch a great film, thank you. Your bright smile reminds me of those exciting summer days, miss you so much!
NP + BE + ADJ + + COMPLEMENT *0.80%*	Oh, it was wonderful!
IMPERATIVE VERB + + COMPLEMENT *0.80%*	Look nice and optimistic just buy beer for friends
IDIOMATIC EXPRESSION *(What a ADJ + N)* *1.60%*	what a beautiful parfume What a terrific look! What a wonderful sash! What is a grief for a such good student!
NP (Det + ADJ + N + + Complement) *3%*	A good answer to the question a great jacket. A nice look my beautiful flower My bunny, a cat, my beloved My dear.
Other NO PATTERN *1.60%*	about how good his wife looks about a beautiful hairstyle a photo has sharp focus
Total (100%)	

Table 4. **Compliment form in American compliments**

Syntactic pattern %	Example
ADJ + NP *14%*	**Great job!** **Awesome students, people, activities, and party at America House, Kiev!!!**
PRO + BE + ADJ + + COMPLEMENT *26%*	**You're awesome** **You will be successful anywhere you go** **You're a 10/10, for real, you're so beautiful**
DEM ADJ + BE + ADJ/NP *9%*	That was an insightful answer Hey that's a nice shirt, I like the style and the color is awesome This is really cute!!!

INTENSIFIER/ADJ + *+ COMPLEMENT* *2%*	Very good, I'm very proud of you So honored to work with such great and talented future English teachers, translators, interpreters and philologists from Ukraine!!!)))
PRO/NP + LOOK + ADJ + *+ COMPLEMENT* *26%*	**You look really professional in that outfit-I love the cardigan.** **You look beautiful today. Like a model!** **You look fucking hot.**
POSS ADJ + N + BE + *+ ADJ/COMPLEMENT* *3%*	Your hair is so cool Your home is lovely. What a great apartment Our grandchild is so adorable! Oh honey, your grades are so awesome! Great job!
I + like/love + NP *10%*	**I really like your neighborhood!** **I love the color of your hair!** **Sasha, I really liked your video presentation, it was very good!**
PRO + HAVE + ADJ + NP *5%*	You have perfect marketing skills and you are not afraid to speek to anyone You have a good memory. What's your secret? Wow, you have very white teeth.
PRO + VERB + *+ COMPLEMENT* *13%*	**They did really well** **I wish I had your legs. You are all legs!** **You need to go back to the store where you bought these pants and buy every single color they come in because they look great on you.** **Your grades have improved greatly. I'm proud of you!**
NP + BE + ADJ + *+ COMPLEMENT* *1%*	The food was great! The pastor is a wonderful preacher
INTERJ + INTENSIFIER + *+ COMPLEMENT* *2%*	Thanks so much for your very kind words! Thanks so much. It was great to have you. Thank you for sharing nicely with your sister
IMPERATIVE VERB + *+ COMPLEMENT* *1%*	Keep posting the amazing photographs Look at you!!! Go Luis! Great job, keep up the good work!

IDIOMATIC EXPRESSION *1%*	Way to go Congrats
QUESTION + *+ COMPLEMENT* *1%*	Can you try not to be so awesome, you are making the rest of us look bad A multi-lingual child! Amazing! who said that teaching a second, third, fourth, etc. language is bad for children??)))
INTERJECTION + NP *1%*	Bravo, my intellectual friend! Thanks, friendo
Other NO PATTERN *1%*	Without your help we would be in trouble
Total (100%)	

Table 3 demonstrates in detail the syntactical patterns used by the Ukrainian language speakers producing compliments in English. The most frequently used patterns (in bold) include PRO + BE + ADJ + COMPLEMENT (33%), ADJ + NP (15%), PRO/NP + LOOK + ADJ + COMPLEMENT (10%), and PRO + HAVE + ADJ + NP (9%). These formulas were compared with the ones used by the American native English speakers (Table 4). Thus, the most common syntactical patterns in American compliments are PRO + BE + ADJ + + COMPLEMENT (26%) correlates with the one used by Ukrainians. Such pattern as ADJ + NP is used almost equally among American (14%) and Ukrainian (15%) speakers. We also revealed some syntactical patterns peculiar to American compliments, which include PRO/NP + LOOK + ADJ + COMPLEMENT (26%) and I + like / love + NP (10%). Besides, a certain percentage (1-1.6%) of all the collected data belongs to idiomatic expressions in the both languages. A final pattern seen frequently amongst Americans was PRO + VERB + COMPLEMENT (13%). In the interlanguage data, we can see the types of mistakes (spelling, of usage) done and the presence of British English as these participants were mainly exposed to this English variety.

2. *Compliment Length in Interlanguage & American Compliments.*

Table 5. **Compliment Length**

Interlanguage English compliments	American English compliments
4.4 words (251 compliments – 1112 words)	**5.5 words (245 compliments – 1360 words)**
Simple compliments: Clever Soft hair My bunny, a cat, my beloved My dear	**Simple compliments:** Nice! Hey beautiful! Excellent report! Way to go

Complex compliments:	Complex compliments:
Your bright smile reminds me of those exciting summer days, miss you so much!	So honored to work with such great and talented future English teachers, translators, interpreters and philologists from Ukraine!!!
Hohoho! You're sooo pretty! Looks like I'm falling in love!	Got the privilege to visit and listen to the awesome presentations from these bright kids!! I feel excited to work with them and I look forward to it!
You are very beautiful and intelligent, thank you very much	
I can't remember it, but sometimes i say, that my friend look perfect	You need to go back to the store where you bought these pants and buy every single color they come in because they look great on you.
Wow! Your program is so awesome, you've made a great job.	
You have beautiful eyes. They are like an ocean.	

As noted in Table 5 above, English compliments produced by the Ukrainians and the Americans differ in length, i.e. an average American English compliment comprises 5-6 words, while an average interlanguage English compliment consists of 4-5 words. As a rule, simple compliments include several words and they form the majority of compliments in both the languages. Notice also that the Ukrainian compliments seems to be more metaphorical and expressive, while the American compliments are richer in vocabulary and more descriptive (more intensifiers, adjectives, adverbs, etc.).

3. Adjectives used in Interlanguage & American Compliments.

Table 6. **Adjectives**

INTERLANGUAGE ADJECTIVES	ENGLISH ADJECTIVES
Beautiful – 67 (27,6 %)	**Good (+the best)** – 19%
Good – 29 (12 %)	**Great** – 14,9%
Nice – 21 (8,6 %)	**Nice** – 12,3%
Great – 10 (4,2 %)	**Beautiful** – 9,2%
Smart – 10 (4,2 %)	**Awesome** – 5,1%
Pretty – 10 (4,2 %)	**Amazing** – 3,6%
Well – 9 (3,7 %)	**Cute** – 3%
Cute – 8 (3,3 %)	**Wonderful** – 2,6%
Amazing – 7 (2,7 %)	**Pretty** – 2,6%
Wonderful – 6 (2,5 %)	**Handsome** – 2%
Total – 177 (73 %)	**Smart** – 2%

49 different adjectives (243 – 22 %)	44 different adjectives (194 – 14%)
10 adjectives – 73 %	11 adjectives – 76,3 %
39 adjectives – 27 %	33 adjectives – 23,7 %

The result of adjectives analysis (Table 6) as a part of interlanguage and American English compliments show that Ukrainians operate a slightly bigger variety of adjectives (49 different adjectives) than Americans (44 different adjectives). The most prominent adjectives in the interlanguage compliments are *beautiful* (27,6 %), *good* (12 %), and *nice* (8,6 %); in American compliments – *good/the best* (19 %), *great* (14,9 %), *nice* (12,3 %), *beautiful* (9,2 %). This data yields important information for second language speakers of these languages to not overuse or underuse adjectives that may cause negative transfer in the second language context.

4.   Adverbs used in Interlanguage & American Compliments.

Table 7. **Adverbs**

INTERLANGUAGE ADVERBS	ENGLISH ADVERBS
Exclamations Wow Ho-ho-ho	**Really 20 (71,3 %)** **Very 4 (14,3 %)** **Great/Greatly 2 (4,8 %)**
Nouns My cat My sun My bunny My beloved My soulmate My beautiful flower Eyes like the ocean The woman of any man's dream	 **Other adverbs – 9,6 %** **Nicely 1 (4,8 %)** **Lovely 1 (4,8 %)**
	5 different adverbs (28 – 2 %)

As for other parts of speech, we revealed 5 different adverbs used in American English compliments: *really* (71,3 %), *very* (14,3 %), *great/greatly* (4,8 %) and others. On Table 7 we can see that Interlanguage English compliments lack adverbs, although they are frequently substituted by exclamations (*wow, ho-ho-ho*) or nouns with possessive pronouns (*my cat, my sun, my bunny* etc.).

5. *Tone employed in Interlanguage & American Compliments.*

Table 8. **Tone employed**

INTERLANGUAGE COMPLIMENTS		ENGLISH COMPLIMENTS	
TOTAL SINCERE	**247 (96,5 %)**	**TOTAL SINCERE**	**240 (98 %)**
TOTAL SARCASTIC	**9 (3,5 %)**	**TOTAL SARCASTIC**	**5 (2 %)**
FEMALES	**209 (82 %)**	**FEMALES**	**152 (100%)**
TOTAL SINCERE	205 (98 %)	TOTAL SINCERE	149 (98 %)
TOTAL SARCASTIC	4 (2 %)	TOTAL SARCASTIC	3 (2 %)
MALES	**46 (18 %)**	**MALES**	**93 (100%)**
TOTAL SINCERE	**42 (91 %)**	TOTAL SINCERE	**91 (97,8 %)**
TOTAL SARCASTIC	4 (9 %)	TOTAL SARCASTIC	2 (2,2 %)

Second language learners should bear in mind the tone of a received or produced compliment. As demonstrated in Table 8, American English compliments (98 %) are more sincere than the Interlanguage ones (96,5 %). Moreover, Ukrainian males are more likely to produce sarcastic compliments, while Ukrainian and American women equally produce and receive sincere compliments.

6. *Compliment Frequency in Interlanguage & American Compliments*

Table 9. **Compliment Frequency**

Ukrainian Speakers (Interlanguage English)	Native English Speakers (American English)
8 days 18 hours	2 days and 10 hours

The results in the frequency of compliment production, indicates that American English speakers tend to compliment more frequently their addressees with an average of 2 days and 10 hours, while the Ukrainian speakers complimented a longer average of 8 days and 18 hours approximately in the present study.

7. *Attributes Praised According to Language & Gender of the Giver and Receiver of the Compliment in Interlanguage & American Compliments.*

Table 10. **Attributes Praised According to Interlanguage and gender of the giver and receiver of the compliment**

GENDER	APPEARANCE	TRAITS / PERSONALITY	SKILL / WORK	PERSONAL PROPERTY	OTHER	TOTAL
Female – Female Female – Male	49 (26,3 %) 7 (3,8 %)	35 (18,8 %) 15 (8 %)	2 (1 %) 0 (0,0 %)	16 (8,5 %) 1 (0,5 %)	4 (2 %) 3 (1,5 %)	106 (57 %) 26 (14 %)
TOTAL	56 (30,1 %)	50 (26,8 %)	2 (1 %)	17 (9,1 %)	7 (4 %)	132 (71 %)
Male – Female Male – Male	21 (11,3 %) 0 (0,0 %)	11 (5,9 %) 3 (1,5 %)	2 (1 %) 1 (0,5 %)	4 (2 %) 2 (1 %)	3 (1,5 %) 2 (1 %)	41 (22 %) 8 (7 %)
TOTAL	21 (11,3 %)	14 (7,5 %)	3 (1 %)	6 (3,2 %)	5 (3 %)	49 (29 %)
GRAND TOTAL	78 (42 %)	70 (37,6 %)	4 (2 %)	21 (11,4 %)	13 (7 %)	186 (100 %)

As it can be observed in the aforementioned table 10, it was interesting to see more females complimenting other females in appearance and traits/personality (26% and 19% correspondingly). Also notice that this group was the biggest with a 57% from females praising other females. Similarly, males complimented other females with a 22% and mainly in their appearance and with some degree in their personality (11% and 6% consistently).

Table 11. **Attributes Praised by Interlanguage Compliments**

Appearance	Traits / personality	Skill / Work	Personal property	Other	Total
78 (42 %)	70 (37,6 %)	4 (2 %)	21 (11,4 %)	13 (7 %)	186 (100 %)

As noted in the table 11 above, we can see Ukrainian compliments were mostly addressed to appearance and personality and traits. Personal property was the third most valued attribute when compliments were uttered in English.

Table 12. **Attributes Praised According to language (English-native) and gender of the giver and receiver of the compliment**

AMERICAN ENGLISH-SPEAKING PARTICIPANTS						
Gender	Appearance	Traits / personality	Skill/work	Personal property	Other	Total
F-F **F-M** **F-GROUP**	28 (11,5 %) 9 (3,65 %) 0 (0,0 %)	15 (6,1 %) 9 (3,65 %) 0 (0,0 %)	28 (11,5 %) 19 (7,85 %) 4 (1,6 %)	17 (6,9 %) 4 (1,6 %) 1 (0,4 %)	6 (2,4 %) 9 (3,65 %) 0 (0,0 %)	94 (38,4%) 50 (20,4 %) 5 (2 %)
TOTAL	37 (15,15 %)	24 (9,75 %)	51 (19,75 %)	22 (8,9 %)	15 (6,05 %)	149 (60,8 %)
M-F **M-M** **M-GROUP** **M-EVENT**	11 (4,45 %) 2 (0,8 %) 0 (0,0 %) 0 (0,0 %)	11 (4,45 %) 5 (2 %) 0 (0,0 %) 0 (0,0 %)	17 (6,9 %) 13 (5,4 %) 5 (2 %) 2 (0,8 %)	7 (2,9 %) 7 (2,9 %) 0 (0,0 %) 0 (0,0 %)	6 (2,5 %) 5 (2 %) 0 (0,0 %) 1 (0,4 %)	52 (21,2 %) 32 (13,1 %) 5 (2 %) 3 (1,2 %)
Group-Mixed group **Not identified**	0 (0,0 %) 0 (0,0 %)	0 (0,0 %) 0 (0,0 %)	1 (0,4 %) 3 (1,2 %)	0 (0,0 %) 0 (0,0 %)	0 (0,0 %) 0 (0,0 %)	1 (0,4 %) 3 (1,2 %)
TOTAL	0 (0,0 %)	0 (0,0 %)	4 (1,6 %)	0 (0,0 %)	0 (0,0 %)	4 (1,6 %)
Grand total	50 (20,4 %)	40 (16,2 %)	92 (36,45 %)	36 (14,7 %)	27 (10,95 %)	245 (100 %)

As noted in the aforementioned table for the English native speakers, they tended to compliment more appearance, skill/work and thirdly, people's personality. What is even more interesting in the results is to see that mostly women did praise more than men. Another interesting fact in this study was to see a new trend different from other studies. This was an individual praising an entire group of people (e.g. in a classroom setting). This could be the situation of a teacher praising her students, or an individual praising at their colleagues or an office manager praising their employees.

Table 13. **Attributes Praised by English-native Compliments**

Appearance	Traits/ Personality	Skill/ work	Personal property	Other	Total
50 (20,4 %)	40 (16,2 %)	92 (36,45 %)	36 (14,7 %)	27 (10,95 %)	245 (100 %)

In this table 13, we can see the breakdown by traits as done by American participants. Thus, it is interesting to see that most Americans hierarchically praised: skill & work (37%), appearance (20%), traits & Personality (16%), someone's personal property (15%), and Other (11%). Consequently, as noted in previous studies, Americans culturally tend to praise more people's skills and work and people's personality more than appearance or someone's personal property.

8.   Relationship between the Compliment Giver and Receiver in Interlanguage & American Compliments.

Table 14. **Relationship between the Interlanguage Compliment Giver and Receiver**

SPEAKERS OF ENGLISH (INTERLANGUAGE SPEAKERS)								
GENDER	RELATIVES	FRIENDS	ACQUIANTANCES	STRANGERS	INTIMATES	COWORKERS	OTHER	TOTAL
Female – Female	13 (5,3 %)	30 (12,2%)	22 (9 %)	8 (3,3 %)	0 (0,0 %)	20 (8,2%)	1 (0,4 %)	94 (38,4%)
Female – Male	5 (2 %)	15 (6,1 %)	8 (3,3 %)	3 (1,2 %)	8 (3,3 %)	7 (2,9 %)	4 (1,6 %)	50 (20,4 %)
Female – Group	0 (0,0 %)	1 (0,4 %)	4 (1,6 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	5 (2 %)
TOTAL	18 (7,3 %)	46 (18,7 %)	34 (13,9 %)	11 (4,5 %)	8 (3,3 %)	27 (11,1 %)	5 (2 %)	149 (60,8 %)
Male – Female	5 (2 %)	12 (4,9 %)	10 (4,1 %)	5 (2 %)	10 (4,1 %)	7 (2,9 %)	3 (1,2 %)	52 (21,2 %)
Male – Male	6 (2,5 %)	11 (4,5 %)	5 (2 %)	4 (1,6 %)	0 (0,0 %)	6 (2,5 %)	0 (0,0 %)	32 (13,1 %)
Male – Group	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)	2 (0,8 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	5 (2 %)
Male – Event	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)
TOTAL	11 (4,5 %)	23 (9,4 %)	18 (7,3 %)	14 (5,6 %)	10 (4,1 %)	13 (5,4 %)	3 (1,2 %)	92 (37,5 %)
Group – Mixed Group	0 (0,0 %)	1 (0,4 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)
Not identified	0 (0,0 %)	0 (0,0 %)	2 (0,8 %)	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)	0 (0,0 %)	3 (1,2 %)

As we can see in this data, the Ukrainian participants tended to compliment mostly relatives, friends and acquaintances more than any other people related to them. For instance, females highly complimented friends (19%), acquaintances (14%), coworkers (11%) and relatives (7%). Similarly, male Ukrainian members praised more friends (9%) and acquaintances (7%) respectively.

Table 15. **Relationship between the American English Compliment Giver and Receiver**

American English-Speaking Participants						
GENDER	RELATIVES	FRIENDS	ACQUIANTANCES	STRANGERS	INTIMATES	COWORKERS
Female – Female	13 (5 %)	88 (34,2 %)	27 (10,4 %)	0 (0,0 %)	0 (0,0 %)	3 (1,2 %)
Female – Male	2 (0,8 %)	23 (9 %)	4 (1,6 %)	5 (2 %)	10 (3,9 %)	0 (0,0 %)
TOTAL	15 (5,8 %)	111 (43,2 %)	31 (12 %)	5 (2 %)	10 (3,9 %)	3 (1,2 %)
Male – Female	4 (1,6 %)	29 (11,2 %)	4 (1,6 %)	16 (6,1 %)	18 (7 %)	3 (1,2 %)
Male – Male	0 (0,0 %)	5 (2 %)	2 (0,8 %)	0 (0,0 %)	0 (0,0 %)	1 (0,4 %)
TOTAL	4 (1,6 %)	34 (13,2 %)	6 (2,4 %)	16 (6,1 %)	18 (7 %)	4 (1,6 %)
GRAND TOTAL	19 (7,4 %)	145 (56,4 %)	37 (14,4 %)	21 (8,1 %)	28 (10,9 %)	7 (2,8 %)
257						

In this table 15, we can observe that Americans overall, tended to praise more friends (56%) of all data and acquaintances (14.4%). If we look at the disaggregated data, we can see that females preferred to compliment more friends (43%), but mostly between females. Conversely, males also tended to praise more friends (13%), especially when the friend was a female. Likewise, other relationships targeted by males were strangers (6%) interestingly females, and intimates (spouses, boyfriend-girlfriend, etc.).

9. *Characteristics of Interlanguage (Ukrainian) Participants.*
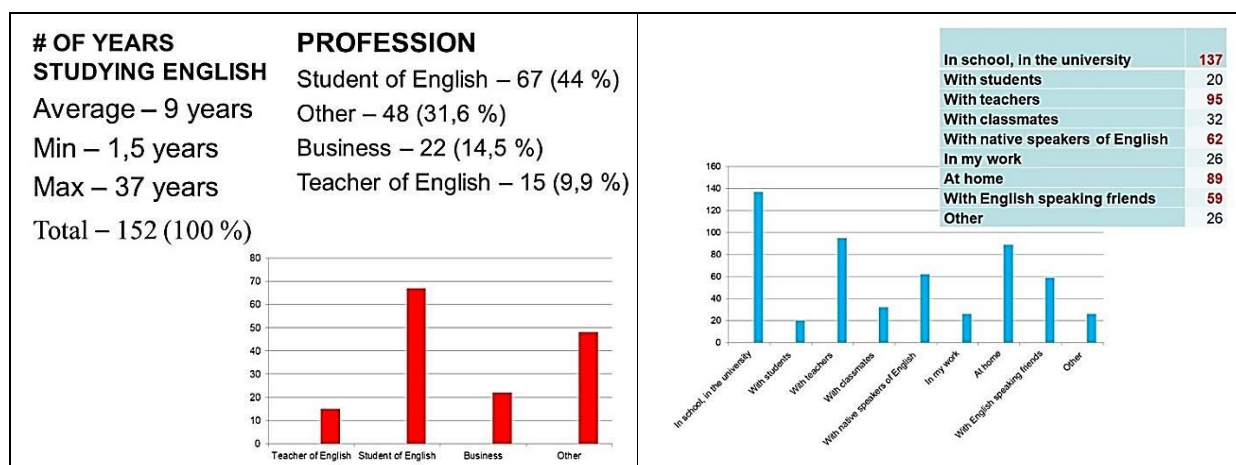
Figure 2. **Characteristics of the Interlanguage Ukrainian Participants**

As noted in figure 2 above, it was important for this study to research the experimental group (Ukrainian participants) to figure out what background they had. Thus, we can see that from 152 participants, the mean was about 9 years learning English with a minimum of 1.5 and a maximum of 37 years being exposed to the acquisition of English language. In terms of the professions in which they reported they used English, the choices were students of English (44%), teachers of English (10%), business related professions (15%) and other professions (32%). Another interesting piece of information was the situations under which the participants used or practice English. These include in school, at the university, when interacting with teachers, with native English speakers, at home and with English speaking friends.

10. *Similarities in the Grammar of the Compliments in Interlanguage & American Participants.*

As we can see in table 16 below, we have identified the similarities between the American English and Interlanguage English formulas to produce compliments, but in addition, we also inserted the syntactic formulas produced by the native speakers of Ukrainian from the study from Perea, Solodka, Romanchuk, Oganesyan and Kushnirenko (2018) in order to establish the connections from the Ukrainian participants' first language to their use of the second language (Interlanguage English).

Table 16. **Similarities in Compliment Form between Interlanguage and American English Compliments**

UKRAINIAN	ENGLISH	INTERLANGUAGE
PREP + PRO + HAVE + ***+ (intensifier) ADJ +*** ***+ N/NP*** В тебе такі хороші парфуми (You have very good perfume) ***Який (how) + HAVE +*** ***+ (intensifier) ADJ + N*** Який у тебе гарний парфум! (How good perfume you have)	***PRO + HAVE +*** ***+ ADJ + NP*** Wow, you have very white teeth.	***PRO + HAVE +*** ***+ ADJ + NP*** You have a very good pronunciation. about how good his wife looks What a terrific look!
PRO + (intensifier) + ***+ ADJ*** Він дуже влучний (He is very accurate)	***PRO + BE + ADJ +*** ***+ COMPLEMENT*** You will be successful anywhere you go	***PRO + BE + ADJ +*** ***+ COMPLEMENT*** You are very brave! You are very tasty prepared
PRO/ADV + LOOK Класно виглядаєш (You look cool)	***PRO/NP + LOOK +*** ***+ ADJ +*** ***+ COMPLEMENT*** You look beautiful today. Like a model!	***PRO / NP + LOOK +*** ***+ ADJ +*** ***+ COMPLEMENT*** You look so cute you look great today!
ADJ(+) Розумний (Smart)	***ADJ + NP*** ***Great job!***	***ADJ + NP*** ***Good, pretty*** ***Bright-coloured eyes***
I LIKE (YOUR) + N *Мені дуже подобається твоя зовнішність (I like your appearance so much)*	***I + like/love + NP*** *I really like your neighborhood!* *I love the color of your hair!*	***I + like/love + NP*** *I like your look today!* *I love your dress! It's amazing!*
PRO + ADV + V *Ти гарно посміхаєшся (You smile beautifully)* ***PRO + HAVE +*** ***+ (intensifier) + N*** *You are (my) + the most* *+ ADJ + N* ***PRO + my + N***	***PRO + VERB +*** ***+ COMPLEMENT*** *They did really well.* *I wish I had your legs.* *You are all legs!*	***PRO + VERB +*** ***+ COMPLEMENT*** *It was great time we spend together in summer!* *You sing beautifully*

As we can observe, the first set of formulas in Ukrainian, English and the Interlanguage used but the Ukrainians speaking English, a good correlation between the three formulas which seems rather apparent: PRO + HAVE + + ADJ + NP present in both English and Interlanguage, yet very similar to the Ukrainian formula: PREP + PRO + HAVE + (intensifier) + ADJ + N/NP. Similar situation happens with the second formula PRO + BE + ADJ + + COMPLEMENT and the Ukrainian formula: PRO + (intensifier) + ADJ. These examples indicate how grammatically Ukrainians may transfer positively elements of the first language into English. Same phenomenon is observed in the next two formulas: PRO/NP + LOOK + ADJ + COMPLEMENT vis-à-vis PRO/ADV + LOOK as it happens in Ukrainian and the formulas in English and interlanguage ADJ + NP and the Ukrainian ADJ(+).

Finally, the formulas in English: I + like/love + NP is slightly similar to the Ukrainian I LIKE (YOUR) + N, where the use of the personal pronoun "your" makes an emphasis on such a formula, still a good indicator of how this structure is transferred from the first language (Ukrainian) to the second language (English). Similar case is seen in the formula: PRO + VERB + + COMPLEMENT (English/Interlanguage) vis-à-vis PRO + ADV + V and PRO + HAVE + (intensifier) + N. Therefore, our argument here is to say that there are indeed similarities syntactically speaking from the L1 in Ukrainian which are being positively transferred into the L2 in English, which allows Ukrainians to form accurate compliments in American English. We also wanted to include the study from Perea et al (2018) as a baseline indicator from this positive interlanguage transfer to explain why the almost perfect correlation between the formulas identified in English and the Interlanguage cases.

11. *Correlation of Compliment Formulas.*
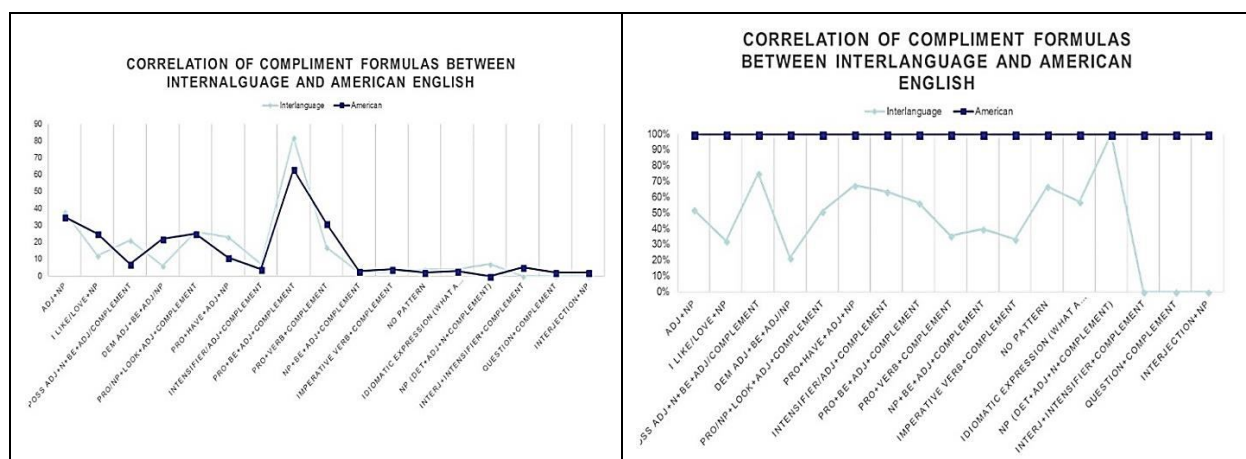
Figure 3. **Correlation of Grammatical Formulas in Interlanguage and American English Compliments**

Interestingly, as noted in the figure 3 above, we have established a correlation of the syntactic formulas between the production of compliments by

the American English native speakers and the Interlanguage Ukrainian speakers. Thus, as it can be observed, there was a strong correlation of syntactic formulas in the NP (Det + Adj + Complement), Idiomatic expressions, PRO + have + + Adj + NP, I like/love + NP. This in turn demonstrates a good acquisition of this speech act in English. Nevertheless, the remaining syntactic formulas, but especially: Interj + intensifier + complement, Question + complement, and Interjection + complement did not get a good correlation. Therefore, Ukrainian users of English need to look at these other grammatical formulas and work on them in order to avoid pragmatic failure and polish their interlanguage process.

Interlanguage Semantic Results

Based in our data, we have observed some examples that could explain the manner in which Ukrainian participants expressed compliments in English, namely Pragma-linguistic Failure as they may have been transferring elements from their first languages (either Ukrainian or Russian) into English.

For instance, we noticed some expressions uttered in English in this way: *very beautiful, very well, well done*, etc. which imply the Russian/Ukrainian transfer of a common idiomatic expression очень + adjective as in очень красивая. Another typical expression that is transferred into English to praise someone's good on an activity, skill, etc. is the equivalent in English "good job" (Молодец) from Russian.

A different set of examples we found where reported speech compliments: *I said my mother that I love her, I said that my friend painted hair in a beautiful color, I told my girlfriend "very good" because she, in my opinion, answered the questions well, I told the boy to another country that he has beautiful eyes, I told my mother that she is so beautiful*. Thus, in these particular examples, we can tell participants misunderstood the task and simply reported their answers. Other examples include: *about a beautiful hair style, about how good his wife looks*. This could be a typical manner in which Ukrainians speak and may answer or simply a pragmatic failure mistake in understanding how to answer the questions in our survey questionnaire.

Other expressions included the use of a determiner + either an adjective, a noun, or a complement such as in the following: *A good answer to the question, a great jacket, a nice look*. Others contained a noun phrase construction: *my beautiful flower, my bunny, a cat, my beloved, my dear*. So, in these constructions we can tell native speakers of American English would be very unlikely to respond to a compliment in this way. Typically, NS of English would add a demonstrative adjective (this, that, those, these, etc.) or will simply state an Adjective + Noun construction such as in: Great jacket, or Good Job. Consequently, what we can assume in these types of constructions is that Ukrainians whether they speak Ukrainian or Russian as their native language, in their grammar, they typically do not use or have determiners (a, an, the). In turn, we could assume speakers overgeneralize the rules of articles. Other expressions

seem rather metaphoric or poetical as in: *my beautiful flower*; *my bunny, a cat, my beloved*, or *my dear*. In these cases, Ukrainian speakers may be culturally transferring typical idiomatic expressions of endearment which are typically use in either Russian or Ukrainian (моя дорога, моя дорогая, дорогой, дорогий). Another typical expression uttered from Ukrainian/Russian is: my bunny (мій зайчик).

A final set of examples we found, were expressions such as: *what a beautiful parfume, what a terrific look!, what a wonderful sash!, what a grief for a such good students!* These expressions in turn denote a possible transfer not too frequent in American English compliments through the use of formula "what a + adjective + complement". Both Russian and Ukrainian use a very idiomatic expression that takes the place of "what a" in English. The particles used in Russian are: какая (feminine singular), какой (masculine singular), and какие (plural for both genders). Conversely, the particles used for Ukrainian are: яка (feminine singular), який (masculine singular), and які (plural for both genders). See the following examples in table 17 from English into both Russian and Ukrainian languages.

Table 17. **Sample Particle-Formulas for Compliments in Three Languages**

English examples	**Russian examples**	**Ukrainian examples**
what a beautiful girl what a handsome boy what/such beautiful girls what/such handsome boys	какая красивая девушка какой симпатичный мальчик какие красивые девушки какие симпатичные мальчики	яка красива дівчина який симпатичний хлопчик які красиві дівчата які симпатичні хлопці

These, we believe, have important implications for the teaching of English to Ukrainian students whose first language is either Russian or Ukrainian. Let us take as examples the syntactical formulas from Perea et al (2018):

a) ***Який(how) + HAVE + (intensifier)ADJ + N*** Який у тебе гарний парфум! (How good perfume you have)

b) ***Яка (how) + ADJ + N*** Яка чудова погода (How great weather is)

c) ***Яка (*how*) + ADJ/PRO + N*** яка ти розумна (How smart you are)

Notice these are typical idiomatic formulas used by Ukrainians, for instance in how to produce specific compliments. Therefore, we can assume that some of the sample expressions produced and discussed in English above, are a consequence of transferring the idiomatic formula from the compliment as noted in a, b, and c, above (***Який, Яка = how)***.

Finally, in some other examples we can see the influence of British English as students are taught this English language variation, yet these do not constitute paralinguistic failure or part of their interlanguage process. Thus, at

the end, we can see some mistakes as part of the grammar acquisition which are normal of the second language learners, but also, we can see idiomatic expressions as noted above from either Russian or Ukrainian languages which transferred into English.

Cultural Implications for Teaching in the L2 Classroom.

After having discussed our results in this paper, we would like to point out the cultural implications from our study in the teaching of the second language (English) in the Ukrainian context.

• For Ukrainians, Natural Human Traits is a physical characteristic people are born with. On the other hand, Appearance is a characteristic that can be changed.

• Ukrainian speakers are very sincere in their production of compliments. In other cultures, speakers are more sarcastic. However, Americans tend to be sincerer than Ukrainians.

• American males tend to compliment other males, which can cause misunderstanding in other cultures.

• Males praise more Appearance in females.

• Emotions are reflection of language as perceived in compliments, thus, it is important to be aware of them.

We suggest identifying the Ukrainian formulas to produce a compliment and avoid transferring these into English. Paying more attention to the English syntactical formulas is also helpful in the ESL classroom. Teachers and students can also compare and contrast both languages in their syntax and semantics. Take as an example the following formulas:

a) **Prep + PRO + have(*intensifier*) + ADJ + N/NP**   У тебе дуже гарні очі (You have very beautiful eyes)

b) **PRO + (*intensifier*) + ADJ**   Він дуже влучний (He is very accurate)

Some Formulas Worth Paying attention to avoid pragmatic failure:

d) **PRO + (*intensifier*) + Suit + N**   Тобі дуже личить цей піджак (This jacket suits you much)

e) ***Який (how) + HAVE + (intensifier) ADJ + N***   Який у тебе гарний парфум!   (How good perfume you have)

f) ***Яка (how) + ADJ + N***   Яка чудова погода   (How great weather is)

g) ***Яка (how) + ADJ/PRO + N*** яка ти розумна (How smart you are)

h) ***PRO + (my) + N***   Ти моє золото (You are my gold)

Pay attention to formulas to produce American compliments:

a) **PRO/NP + LOOK + ADJ + COMPLEMENT**   You look really professional in that outfit! I love the cardigan.

b) ***PRO + BE + ADJ + COMPLEMENT***   You will be successful anywhere you go.

c) ***ADJ + NP***   Good job dude

d) ***PRO + VERB + COMPLEMENT***   You did a great job

e) *I + like/love + NP*   I love the dinner you made!

Some Formulas Worth Teaching:

a) ***INTERJ + INTENSIFIER + COMPLEMENT***   Thanks so much for your very kind words!

b) ***IMPERATIVE VERB + COMPLEMENT***   Keep posting the amazing photographs

Teaching Ideas.

Finally, we would like to conclude this paper by proposing some teaching ideas where English teachers can use to address Ukrainians in their teaching of English:

a. Have Ukrainian students learning English (spoken in Ukraine), practice and produce compliment expressions by following the most important syntactic formulas.

b. Have students in the L2 classroom understand and use the most usual adjectives in the production of compliments.

c. Have student analyze how Gender relationships occur across these 2 languages and discuss under what contexts/situation is appropriate to compliment people.

d. Have students in the L2 classroom practice their oral production of compliment expressions considering the different attributes praised as noted in this study.

e. Have students role play orally the use of compliments across different contexts, with different people, in different situations and with different attributes praised. Then discuss their implications and whether or not certain situations are appropriate.

Conclusion

As we have observed in these results, there exist numerous implications from this study into the teaching of pragmatics in the ESL, Russian and Ukrainian as a Second Language classroom. We can see the importance of understanding the syntactical formulas in English and in the participants' interlanguage as means to teach compliments in the classroom and avoiding pragma-linguistic failure. Students wishing to produce this speech act, can better understand the structure of the expressions and follow the aforementioned formulas. Adjectives are also important to consider as part of the cultural lexicon used within those languages and utilize those that are the most familiar in the second language context. Another important aspect is paying attention to the attributes praised and see how native speakers of English (living in the USA), and reflecting how the Ukrainian participants (living in Ukraine), tend to compliment people in their second language. These results also allow us to take a glance through a window into the cultures where these languages are utilized. We can see what is valued by different speakers in different situations. A final aspect worth mentioning is the fact that by looking at the Ukrainian formulas

(L1) we can establish relationships to the Interlanguage formulas in English and see and predict why and how certain expressions are similar in both English and the Interlanguage sets as a result of the Ukrainian formulas and how Ukrainian think in the second language when producing compliment expressions.

Further recommendations for future studies would be interesting in responses to compliments (perlocutionary speech act) to see how native speakers of these languages respond to these expressions. Also, studies aiming to more naturalistic methods of data collection would allow more valid and reliable data to make more accurate generalizations.

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Appendix 1.
COMPLIMENTS (Survey for Native Speakers of English)

1. Interviewed person – Do not include your real name (Please use a pseudonym that identifies your gender; e.g. Mary or John, etc.)

2. Please select your gender

3. Place of birth (state or region and city) and Age.

4. To what socio-economic level do you consider yourself? (Upper level class, middle class, etc.) and where do you currently live?

5. What is the last compliment that you have given to somebody else? What were your exact words?

6. About what did you comment on?

7. What tone did you use? Was it sarcastic, sincere, funny, surprised, etc.?

8. How long ago did you say the compliment (since today)? (6 hours, 1 day, 3 hours, etc.)

9. Which is your relationship with the person who received the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.).

10. The person who received the compliment was male, female or a group of people?

11. What was the approximate age of the person who received the compliment?

12. What is the last compliment that you have received, and what were the exact words?

13. What kind of tone did the person who told you the compliment use? Was it sarcastic, sincere, funny, surprised, etc.?

14. What was the point of the person who told you the compliment? What did the person comment on?

15. How long ago did you receive the compliment (since today), (6 hours, 1 day, 3 hours, etc.)?

16. The person who told you the compliment was male or female?

17. What was the approximate age of the person who told you the compliment?

18. Which is your relationship with the person who told you the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.).

19. What is the last compliment that you have heard someone else tell to someone else? What were the exact words?

20. About what did those persons comment on?

21. What tone was used? Was it sarcastic, sincere, funny, surprised, etc.?

22. How long ago did you listen to the compliment (since today), (6 hours, 1 day, 3 hours, etc.)?

23. Which was the relationship between those persons? (friends, acquaintances, strangers, coworkers, family members, spouses, significant others, etc.).

24. The person who received the compliment was male, female or a group of people?

25. The person who gave the compliment was male or female?

26. What were the approximate ages of the people who complimented each other?

Appendix 2.
COMPLIMENTS (Survey for Non-Native Speakers of English)

1. Interviewed person − Do not include your real name (Please use a pseudonym that identifies your gender; e.g. Mary or John, etc.)

2. Please select your gender

3. Place of birth (state or region and city) and Age.

4. To what socio-economic level do you consider yourself? (Upper level class, middle class, etc.) and where do you currently live?

5. Please select the profession that identifies you best (Teacher of English, Student of English, Business, Other)

6. How many years have you been studying English?

7. In which situations do you currently use English? (in school/university, with my students, with my teachers, with my classmates, with native speakers of English, in my work (with other users of English), at home (watching movies, TV, reading a book, surfing the internet, listening to music), with my English speaking friends (at school, online, etc.), other

8. What skills do you currently use in English? (reading, writing, speaking, listening)

9. In a typical week, what percentage of time do you use English in any skill category?

10. What is the last compliment that you have given to somebody else? What were your exact words?

11. About what did you comment on?

12. What tone did you use? Was it sarcastic, sincere, funny, surprised, etc.?

13. How long ago did you say the compliment (since today)? (6 hours, 1 day, 3 hours, etc.)

14. Which is your relationship with the person who received the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.).

15. The person who received the compliment was male, female or a group of people?

16. What was the approximate age of the person who received the compliment?

17.   What is the last compliment in English that you have received from a fellow Ukrainian who speaks English as a second language, and what were the exact words?

18.   What kind of tone did the person who told you the compliment use? Was it sarcastic, sincere, funny, surprised, etc.?

19.   What was the point of the person who told you the compliment? What did the person comment on?

20.   How long ago did you receive the compliment (since today), (6 hours, 1 day, 3 hours, etc.)?

21.   The person who told you the compliment was male or female?

22.   What was the approximate age of the person who told you the compliment?

23.   Which is your relationship with the person who told you the compliment? (friend, acquaintance, stranger, coworker, family member, spouse, significant other, etc.).

USE OF DISTANCE EDUCATION IN THE PROCESS OF TEACHING FOREIGN LANGUAGE FOR ESP STUDENTS

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In the modern world, information technologies have entered all spheres of human life, and the sphere of education is not an exception. The use of Internet technologies and distance learning is not new nowadays. Today, distance learning allows you to look at the educational process from a different perspective. With the emergence of Internet, people have the opportunity to enter various resources online. The potential of such technologies is very high, which is why no area of human activity now functions without information technologies. That is why distance education became very popular today.

Nowadays distance education is increasingly used at various levels of education. This is due to the fact that distance learning helps students realize their own educational goals that are directed to develop personality. Using the distance learning techniques, not only knowledge becomes important. The main thing is the ability to apply it to solve specific life problems and use it in different life situations, make responsible, reasonable decisions [2].

Knowledge of foreign language is now considered to be a necessity for every specialist in any field of knowledge. A university graduate must not only receive special linguistic knowledge in all areas of his chosen specialty, but also be able to recognize lexical and grammar constructions, master all types of reading literature in his specialty, master the techniques of summarization and annotation, etc. The distance form of teaching foreign languages, based on the

use of information and communication technologies, is included in the practice of many educational institutions.

As previously mentioned, distance learning takes various forms:

1. Chat classes are classes that are carried out using chat technologies. Classes of this kind take place synchronously, each of the participants have simultaneous access to the chat. Such system of chat rooms exists on the basis of many educational institutions. It provides the working practice of teachers and students.

2. Web classes include conferences, seminars, distance lessons, laboratory work, practical classes and other types of training lessons that are conducted using telecommunication systems and other Internet resources. Special educational web forums are used for web classes. The main difference between web classes and chat classes is the possibility of longer work and the asynchronous interaction of teachers and students.

3. Teleconference is conducted on the basis of newsletters using e-mail. This form of distance learning is actively used in Europe to receive additional education. The formation of theoretical and practical skills is achieved through the systematic study of materials, listening and repeating exercises after the speaker on audio and video media, as well as the practical work, obtaining automated skills.

To organize distance learning, a certain set of tools is needed: a computer, equipment for it and software. As an ordinary user you will need:
- a personal computer (laptop);
- sound transmission device (speakers, headphones);
- video camera and microphone;
- software (Internet browser, Adobe Flash Player, etc.);
- stable Internet connection. Nowadays, almost everyone has this set of equipment, which does not create any difficulties in using distance learning.

With distance learning, educational information is exchanged using modern means at a distance. This type of training has its advantage and disadvantages for students. The advantages of distance education include:
- learning at an individual pace – the learning speed is set by the student himself, depending on his personal circumstances and needs;
- accessibility – independence from the geographical and temporary location of the student and the educational institution allows not to limit oneself in educational needs;
- mobility – the effective implementation of feedback between the teacher and the learner is one of the basic requirements and grounds for the success of the learning process; Thanks to this form of training, students may obtain knowledge from leading experts, training in various prestigious universities in our country and abroad;
- effectiveness – the use of the latest achievements of information and telecommunication technologies in the educational process;

- social equality – equal educational opportunities irrespective of the place of residence, state of health, elitism and material security of the student;

- creativity – comfortable conditions for the student's creative expression.

But besides the advantages, there are a number of minuses:

- the lack of full-time communication between students and the teacher, that is, all the moments associated with an individual approach and education are excluded;

- the need for a number of individual psychological conditions, strict self-discipline, student consciousness;

- the need for constant access to information sources, good technical equipment is needed, but not everyone who wants to study has a computer and Internet access;

- as a rule, students feel lack of practical training;

- there is no constant control over students, which is a powerful incentive;

The task of non-linguistic university is to prepare a specialist who speaks a foreign language as a means of communication to solve problems of a professional and social nature, as well as successful international cooperation. One of the means of solving this problem can be distance learning, which is designed to improve and develop traditional full-time and part-time forms, integrating the best that they have accumulated using the capabilities of new information technologies in training.

It should be emphasized that education today needs pedagogical technologies that provide effective training for specialists who are competitive in the market. The success and quality of distance learning of foreign languages largely depends on the effectiveness of the organization and the methodological quality of the materials used, as well as the skill of the teachers involved in this process [1].

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DIFFERENCES AND SIMILARITIES IN ENGLISH AND GERMAN

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There are approximately two thousand seven hundred languages in the modern world. Every educated person should know at least one foreign language. And the theme of my research work is "The similarities and differences between English and German". The theme of this research is relevant because learning foreign languages is a process of acquiring knowledge that is vital in contemporary society as it moves towards universal globalization. Knowledge of two or more foreign languages is becoming the norm for people in modern society. By revealing the similarities and differences between the languages studied, it is possible to learn them at a faster pace.

This work provides a clear analysis of the similarities and differences between the two languages, such as English and German. They belong to the Germanic branch of the Indo-European language family. Because of this close affinity, these languages have much in common. Moreover, English is actively and freely introduced into German media and pop culture, so it is no wonder that many Germans learn English so quickly and easily. Nevertheless, there are a number of peculiarities of German that prevent those for whom it is a native language from constructing English phrases correctly. We will consider these features in more detail.

First, the German alphabet is contained quite a few differences. It is composed of the same 26 letters as the English alphabet. But also, the German alphabet is composed of letters with diacritical characters that convey the so-called umlauts ä, ö, ü and β (double s). They are the ones that present a certain difficulty to English students of German.

According to the Phonology, the sounds in English and German are similar. However, there is no sound in German that is transmitted by the English letter combination –«th», so it is often difficult for native speakers to pronounce words like the or thing correctly. German words that begin with the letter «w» are pronounced with the sound [v]. This explains the incorrect pronunciation of English words like us as we *[vi:].

The most differences we can see are in the grammatical aspect. There are significant differences between the tenses that are used in English to convey a special meaning and those in German. For example, there is no long time in German, so it is often possible to have such sentences: "I watch TV now". Another example of inconsistency is the use of the present simple tense in

German in contexts where the English use the future tense with the auxiliary verb will. This leads to errors such as "I phone you when I return (I will call you when I return)". One more problem for Germans is choosing the right tense when discussing the past. When it comes to past events, the spoken German language uses the currently completed time, e.g. Sie hat an der Universität Literatur studiert (she studied literature at university). Using the same grammatical time in the English language leads to an error: *She has studied Literature at the university. The German language has three features of word order, which are not present in English: first, the conjugated part of the predicate is always on the second place in the main sentence. Often, this requires the inversion of the subject and the predicate. For example: Heute gehe ich ins Theater (Today I go to the Theater). Second, the past participle must be the last element in the main sentence, for example: Sie hat den ganzen Tag nichts gemacht (She did nothing all day). Thirdly, the main verb must be the last element in the appendage sentence. For example: Er schrieb seiner Mutter, als er Geld brauchte (He wrote to his mother when he needed money).

Every language has words that are very similar. That's because languages are constantly evolving. Many historical factors influence the formation of a language. Languages are constantly intermingling, appearing in connection with discoveries, or simply borrows from neighboring countries.

In German and English you can find many related words: Garten/garden, Familie/family, helfen/help. However, in some cases this similarity in pronunciation and spelling is misleading, for example, German Gift is not a "gift" as in English, but "poison or deadly poison".

Spelling is also unfamiliar in English. Nouns in German are written with a capital letter. As a result, German speakers often write capital letters and English nouns. German has stricter punctuation rules than English, resulting in extra punctuation marks in sentences for beginners to learn English, for example: I told her that she was wrong.

To sum up, each language is unique, despite some similarities. Because languages belong to the same Indo-European family, it is not surprising that much is common. Patience and persistence are required when learning any language. It is differences that allow us to improve our professional skills.

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COCKNEY ACCENT

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Cockney is one English accent that everyone has heard far more than either RP or Estuary. Students who have never heard of other regional accents will always recognise Cockney. Cockney English is just a variety of English nowadays. Cockney English is the kind of English that is generally used in many movies so that directors can help the audience to distinguish between the working category and the top, richer category when watching said movies. Although it is true that Cockney English is generally whatever is spoken by the working course, Cockney British has a long and extensive record which most people know little about. Cockney is dialect of the English language traditionally spoken by working-class Londoners. Cockney is also often used to refer to anyone from London – in particular, from its East End.

The term Cockney has had several distinct geographical, social, and linguistic associations. To most outsiders a Cockney is anyone from London, though contemporary natives of London, especially from its East End, use the word with pride. In its geographical and cultural senses, Cockney is best defined as a person born within hearing distance of the church bells of St. Mary-le-Bow, Cheapside, in the City of London.

Nowadays, the area in which people with Cockney accents are thought to reside is not clearly defined by any historians. Originally, when London consisted of little more than the City, the term applied to all Londoners, but as the city grew this was replaced by less universal definitions. A common view is that in order to be a cockney, one must have been born within earshot of Bow Bells, the bells of St Mary-le-Bow. However, the Bow Bells definition reflects the earlier definition of Cockney as relating to all Londoners. The use of the term to describe all Londoners generally, however, survived into the 19th century before becoming restricted to the working class and their particular accent. The term is now used loosely to describe all East Londoners, irrespective of their speech.

Typical features. As with many accents of the United Kingdom, cockney is non-rhotic. A final -er is pronounced [ə] or lowered [ɐ] in broad cockney. Cockney speakers will use glottal stops to replace /t/ as an allophone of /t/ in various positions, including after a stressed syllable. One of the major expect of the cockney accent is the TH sound /θ/ and /ð/ becomes [f] and [v]. In cockney, you don't pronounce /h/ at all. So 'horrible' is /ɒrɪbəw/, 'hospital' is /ɒspɪʔəw/, 'who' is /uː/ and 'help' is /ewp/. The diphthong /aɪ/ becomes sharper, generally quicker [ɑɪ]. Vocalisation of dark L, hence [ˈmɪowɔː] for Millwall. The actual

realisation of a vocalised /l/ is influenced by surrounding vowels and it may be realised as [u], [o] or [w]. The sound /e/ may be [eə] or [eɪ] before certain voiced consonants, particularly before /d/.

RP	COCKNEY
Never [ˈnɛvə]	Never
A bottle of water	"A bo`le of wa`er"
Thin [θɪn], Thanks [θæŋks]	Thin [fɪn], Thanks [fæŋks]
How [haʊ], House [haʊs]	How [aʊ], House [aʊs]
Bite [baɪt]	Bite [bɑɪʔ]
Millwall [mɪlwɔːl]	Millwall [ˈmɪowɔː]
Bed [bed]	Bed [beɪd]

Cockney as a dialect is most notable for its argot, or coded language, which was born out of ingenious rhyming slang. There are as many as 150 terms that are recognized instantly by any rhyming slang user.

Rhyming slang is believed to have originated in the mid-19th century in the East End of London, with several sources suggesting some time in the 1840s. It remains a matter of speculation whether rhyming slang was a linguistic accident, a game, or a cryptolect developed intentionally to confuse non-locals. If deliberate, it may also have been used to maintain a sense of community, or to allow traders to talk amongst themselves in marketplaces in order to facilitate collusion, without customers knowing what they were saying, or by criminals to confuse the police (see thieves' cant).

The English academic, lexicographer and radio personality Terence Dolan has suggested that rhyming slang may have been invented by Irish immigrants to London "so the actual English wouldn't understand what they were talking about."

Rhyming slang is a form of slang word construction in the English language. The construction of rhyming slang involves replacing a common word with a phrase of two or more words, the last of which rhymes with the original word; then, in almost all cases, omitting, from the end of the phrase, the secondary rhyming word (which is thereafter implied), making the origin and meaning of the phrase elusive to listeners not in the know.

Some examples are below:

Adam and Eve	Believe
Aunt Joanna	Piano
Baked Bean	Queen
Bees and honey/Bread and Honey	Money
Boat Race	Face
Bob Hope	Soap
Plates of meat	Feet
Skin and Blister	Sister
Sky Rocket	Pocket
Trouble and strife	Wife

The use of rhyming slang has spread beyond the purely dialectal and some examples are to be found in the mainstream British English lexicon, although many users may be unaware of the origin of those words.

As time continued and the word 'Cockney' experienced its final known semantic change, the accent of Cockney was searched down after by many people as it was thought to be the highlight of the working category and therefore it was seen to be inferior compared to that of the correct, upper class highlight. Cockney English was that which was spoken by the working class and homeless because of the insufficient education. Nowadays, the Cockney highlight as a result is not longer looked down after by people. It is now thought to be an important part of English culture. This is shown in a survey conducted on 2000 British people by Coolbrand in fall of 2008. The Cockney accent was voted the similar fourth 'coolest' highlight, with 20% of the full total votes. This implies that although people choose the highlight of the Queen, that of the upper class, people no longer think that Cockney is an accent that should be looked down upon and then the Cockney highlight should continue steadily to live throughout contemporary society for quite some time to come.

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DEFINING DISTANCE LEARNING. CHOOSING THE TYPE WHICH WORKS

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On March 12, 2020 in connection with the introduction of quarantine measures in Ukraine, universities switched to distance learning. Distance learning is on the rise now. This term has become a buzzword recently. And it is really not hard to see why.

First, we need to figure out what distance learning is.

Here are a few definitions of distance learning given in the dictionaries:

Distance learning is a teaching system consisting of video, audio, and written material designed for a person to use in studying a subject at home [1].

Distance learning is a method of study where teachers and students do not meet in a classroom but use the Internet, e-mail, mail, etc., to have classes [2].

Distance learning is a way of studying in which you do not attend a school, college, or university, but study from where you live, usually being taught and given work to do over the internet [3].

So, by distance learning we mean a form of education which suggests that students learn remotely, they do not have face-to-face learning with teachers and other students; also, this form is characterized by the use of technology.

It is important to point out that the term 'Distance learning' is often misunderstood. Some time ago, when this form of education was just appearing, distance learning meant correspondence learning. It used to involve correspondence courses wherein students corresponded with the university via post. But these days, learning materials are transmitted electronically. This learning program offers a combination of distance learning and traditional classroom instruction [4]. Although today correspondence learning is often referred to the term 'distance learning', it is important to understand that these two notions do not mean the same.

Distance learning is a form of learning with the use of computer and telecommunication technologies, which provide interaction of teachers and students at different stages of learning and students' independent work with the materials of the information network [5].

Thus, a distance learning course and a correspondence learning course vary greatly. Despite the identical total number of hours allocated to the discipline, the number of hours of practical training is tremendously different. Correspondence learning students interact with teachers only during lecture courses, a small number of practical classes and examinations, while distance learning students are in contact with teachers much more often. This interaction occurs through the use of Internet technologies. Of course, there are nuances regarding the constant interaction of the teacher and students during distance learning. We will discuss this matter later.

Each of these forms of learning has its advantages. The advantages of correspondence learning are obvious. The person works, takes care of the family, lives in another city, tries other professional directions. An important factor may be the cost of paying for correspondence learning. The financial side of this issue is currently one of the main reasons why students prefer this form of education. The choice of correspondence learning is often determined by the fact that it allows you to combine education in several profiles, and so the possibility of obtaining two diplomas at once.

The advantages of distance learning include all the advantages of correspondence learning. But more than that, you can learn anytime, anywhere, at any pace. Students have constant access to learning materials, which is located on the portal of the distance education system of the institution. And at the end of their studies, students also receive certificates and diplomas confirming that they have completed certain courses of study, a certain course of science.

It is important to add that in the case of distance learning, the connection between students and the teacher is maintained constantly throughout the study period. Students can refer to a teacher for help, students receive feedback from a

teacher. But it should be noted that this "live" interaction between students and the teacher is not always present in distance learning.

Distance learning is not always characterized by cooperation between the teacher and students. There is also distance self-education, where there is no support from the teacher / curator. MOOCS (Massive Open Online Courses) can be an example of that. These courses are offered by prestigious universities from all over the world and are delivered on such platforms as Coursera, edX, FutureLearn, Udacity and others. They are clearly structured, divided into blocks, units, have different types of activities, different tasks which help students to understand the target topic better. Participants read articles, do post-reading tests, quizzes, watch videos and also do post-watching activities to check their understanding, take part in discussions, the elements of MOOCs which make the courses lively. But you will not always interact with the lecturer/curator of the course. In most cases there is not interaction at all.

With the development of technologies there have appeared many more types of distance learning. In this paper we will illustrate a few more examples of the different types of distance learning available today.

Electronic learning or E-learning. Cambridge Dictionary defines E-Learning as learning done by students at home using computers and courses provided on the Internet [6]. But E-Learning does not necessarily happen at home, it can happen when students and a teacher are in the same classroom and they use electronic resources. They watch videos, use different online tools, or any media. Also, an essential component of E-learning is that students get the training mostly through an online medium. Therefore, E-Learning can be characterized by the physical presence of teachers and students in the same place, but also when they are separated. Then, on the one hand E-Learning can be a type of distance learning, on the other hand it is not distance learning at all.

Online Learning is a type of distance learning when you study entirely online. Online learning involves the use of online tools for studying. And as there is an enormous number of educational tools online, and they are rapidly evolving, students will feel in the online environment as if they are in the classroom. All the trainings happen on certain virtual platforms where learners listen to/watch lectures, read the learning materials, do tests, individual/pair/whole group assignments.

There is another type of distance learning, it is called Blended Learning, the type that was formed as a result of blending the two other types of learning. This type of training is an integration of online educational materials with traditional classroom activities. This relatively new approach has already proven to be very effective. It involves sound elements of the two types of learning combined. 'Blended learning is a mix of old and new as much as it is a mix of physical and digital learning' [7].

This type of learning has a lot of advantages including constant availability of learning materials, individual pace, more opportunities for

engagement, more opportunities for collaboration as there are already two environments for students to collaborate, a greater variety of mode of communication, constant student progress monitoring which is much more easier to do with blended learning as teachers can keep an eye on students' progress at any time, to oversee a certain period of students' participation and performance in the course, as well as overseeing that progress for the whole course; what helps us gain more from blended learning is that it can help teachers to cater to different learning styles of their students The less unified teaching approaches, methods are, the more students can benefit from the course. The better a teacher is familiar with their students' learning styles, the more chances there are the course will be sufficient [8].

But despite all the vivid benefits blended learning can provide, it is simply impossible to implement this model during the quarantine.

It is not easy to give a clear answer concerning what distance learning is because in addition to the form of education described above, this term also means a set of modern technologies that provide information delivery interactively through the use of ICT (information and communication technologies) from those who teach (teachers, specialists in certain fields of knowledge), to those who study (students). Examples of these modern technologies are such learning platforms as Moodle, Canvas, such web service as Google Classroom, such a platform for video and audio conferencing, collaboration, chat, and webinars as Zoom, such a telecommunications application that specializes in providing video chat and voice calls as Skype, such a unified communication and collaboration platform that combines persistent workplace chat, video meetings, file storage and application integration as Microsoft Teams, also G Suite, a suite of web applications created by Google, and others [9].

Distance learning can be offered in various types. We will consider a few of them in this paper. Synchronous learning is the one happening or done at the same time or speed, simultaneous [10].Under the conditions of synchronous distance learning the interaction of the participants of the process takes place in real time. Examples of synchronous communication are online lectures, online workshops, webinars, and chat messaging.

Asynchronous learning is the one not happening or done at the same time or speed [11]. That is, the interaction of participants in the learning process does not occur simultaneously, this interaction occurs at different time. Examples of asynchronous learning are online courses, email, blogs, podcasts, videos on YouTube, recorded video lessons or webinars, discussion forums.

The sudden, unplanned transition to distance learning was not easy for everyone. More adapted educational institutions, which have been paying attention to and practicing distance learning for more than a year, managed to switch to another format quite quickly. The teaching staff who already have

experience in this form of education, working in this mode for a long time, have not met this challenge very painfully.

In most cases, however, this transition was accompanied by certain difficulties, both technical and psychological.

It should be assumed that with the systematic support of teachers and regardless of the format of conducting lectures, practical classes, this transition could have been softer. Despite the fact that before the COVID-19 pandemic, most teachers preferred the classic classroom format, the modern world requires the use of digital technologies in pedagogical practice. Constant improvement of the professional level of the teacher, the use of modern technologies in their practice, in particular information and communication technologies, could have helped teachers to cope with the difficulties of a sudden transition to distance learning. Therefore, it would be expedient to introduce in universities the center, positions, the duty of which would be to inform, to teach the teaching staff new forms, methods, means of teaching that meet modern requirements.

And teachers, in turn, could choose the form of training, those methods, means, ways of interacting with students, which could help them make the learning process more effective, and in fact, possible.

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USING WEBQUEST FOR TEACHING AND LEARNING FOREIGN LANGUAGES IN HIGHER TECHNICAL EDUCATION

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Nowadays, acquiring knowledge of foreign languages is the key to the professional success of future specialists. In fact, "Foreign language" is not just an academic discipline, but also a sphere of personal and professional growth of

a future specialist, which involves the formation of students' foreign language communicative competence.

Traditional classroom activities associated with the lack of time allotted to teaching curriculum do not make it possible to engage students in full-fledged and prolonged process of foreign language communication within and beyond the classroom. Moreover, the intensification of a purely communicative aspect of teaching in such conditions can lead to a lack of content-informational aspect of teaching.

In the light of the above, the topical problem is to provide technical students with a continuous didactic process of foreign language teaching. It is necessary to expand the boundaries of didactic space and time to bring the process of foreign language learning beyond the narrow framework of training sessions into the sphere of students' individual work. That will give us an opportunity to organize and manage students' learning activities outside the university.

This problem can be solved using modern information and communication technologies based on the use of Internet network resources (H. A. Houghton & D. M. Willows, A. Selami, Gé. Stoks and others). These technologies are used as the basis for various media education practices, which, in turn, are the grounds for the development of media pedagogy and media didactics (A. Hart, L. Masterman, K. Tyner, C. Worsnop and others).

The main advantage of modern ICT is the possibility of remote management of the educational process. The students are provided with all necessary teaching materials and their high personal involvement as well as self-sustained work is stimulated.

One of such technologies is a WebQuest. It is considered as an inquiry – oriented task with elements of a role play, which implies using the Internet resources for finding the solution. According to the material studied, the results of the WebQuest can be presented in the form of an oral statement, a computer presentation, an essay, a web page and other forms.

It is important to emphasize that students are required to have an appropriate level of foreign language proficiency to work with authentic Internet resources. In this regard, the effective integration of WebQuests into the process of teaching foreign languages is possible in cases where the WebQuest is:

– a creative task that finalizes the study of a topic and is used as an intermediate or final form of control;

– accompanied by supporting lexical and grammar exercises based on the language material used in the WebQuest.

When performing the WebQuest students can work at an individual pace and revise the learning material at any time. In the course of problem-solving process, students do not receive "ready-to-use" knowledge and clichés. They participate in a search activity. There are plenty of tasks students can solve during their creative work, such as retelling tasks, compilation tasks, mystery

tasks, journalistic tasks, design tasks, creative product tasks, consensus building tasks, persuasion tasks, self-knowledge tasks, analytical tasks, judgment tasks, scientific tasks and others.

The WebQuest should be designed for easy comprehension so that students can enjoy this learning experience. The teacher defines the framework and selects the Internet resources according to different levels of students' language proficiency. The first step to a positive experience in the classroom is making sure that the students know what they are supposed to do. Here the teacher's task is to introduce the WebQuest, show the navigation, explain the meaning of each page in the WebQuest and divide the class into groups of three or four depending on the size of the class. For example, "You are a group of young journalists. The editor-in-chief wants you to make a report during the conference. He gave you a task to collect information about amazing people of different times and countries. You will discover new things about famous people: explorers, writers, computer genius and others. The choice is yours! The aim of this project work is to create a PowerPoint presentation and present it to your colleagues (young journalists) during the conference. You should present your work in three week time." The teacher provides students with a list of information resources, which are necessary to complete the task.

Thus, the didactic opportunities of WebQuest lie in creating an attractive and efficient information and communication environment for students' foreign language activities. The implementation of WebQuest technology involves immersing students in a foreign language information environment and controlling their individual learning activities outside the university remotely. Using WebQuests implies deploying a virtual educational process by uniting the participants of one web project into a single micro-social educational network within this environment. Consequently, WebQuest technology creates opportunities for solving one of the most topical problems of a technical university, which is to provide students with continuous and effective educational communication in a foreign language environment outside the university.

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ANALYSIS OF MISTAKES IN TEACHING FOREIGN LANGUAGES

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The theory of error analysis as an applied research branch of linguistics directed to more successful teaching as well as learning a foreign language appeared in 60-70s of the 20th century in the countries of Western Europe. It went through several stages, each one being very important at learning a foreign language.

Unfortunately, our Ukrainian methodology doesn't have a detailed structured system of analysis of mistakes. We only can find some English teachers' articles about the types of mistakes occurring during the process of mastering a foreign language and recommendations how to correct these mistakes.

At the beginning scientists were focused on analysis of learning English as a second language in the English-speaking environment. The researchers marked the necessity of learning not only language patterns but also socio-cultural components during the process of mastering a foreign language.

At the second stage the researchers moved to the analysis of the English language as a foreign one, a speech interaction between non-native speakers. Moreover, the theory of error analysis started to be used at all levels of language system – from phonological to communicative.

We can fully agree with J. Harmer's opinion who claims that formation of productive skills goes through three stages: 1) introducing new language elements, which is called non-communicative period also known as presentation; 2) practical stage which combines communicative and non-communicative exercises; 3) the stage of communicative activity when learners use the whole variety of speech patterns that leads them to a higher level of knowledge of the English language [2].

Interrelations and balance between these stages is defined by the learners' demands of solving concrete tasks at a concrete time interval. At each of these stages the teacher's role on exposing and correcting mistakes is very important.

English teachers, who devoted their research works to the error analysis, have come to the thought that mistakes are the constituent part of learning but correcting mistakes is a part of teaching. In this case a methodical question arises – how to combine these two processes more effectively? The differentiation of learner's mistakes from one side and a teacher's opinion of mistakes from the other side is very important. Learner's mistakes as a rule are divided into two categories – mistakes of meaning and mistakes of form, besides, the mistakes of the first category are more serious because they lead to misunderstanding between communicators.

Edge J. gives the following example, in the sentence "*Please, will you to show me coats?*" there are two mistakes: the particle *to* before the verb *show* and the plural noun *coats* instead of a singular form *coat*. Using the particle *to* in this question is incorrect but it doesn't distort the sense of the question, it sounds polite and understandable, while the other mistake may cause misunderstanding between interlocutors as one of them bears in mind quite different meaning [1].

As for the mistakes of form, it is necessary to understand what causes them. Among some of the reasons we may mention: native language interference, mistakes made according to the grammar rules which are used without any exceptions, transition of the general rules to all cases of speech usage.

Revealing the mistakes of form helps to identify the spheres which should be paid more attention at the lessons and to work out the mechanisms of liquidating mistakes. So from the methodical point of view the presence of mistakes in the speech is one of the important conditions of learning a foreign language. A teacher should master the techniques which help to correct and then avoid mistakes in a speech [3].

As for the practical ways of correcting mistakes at the lesson every teacher should decide him / herself whether to draw student's attention to each mistake immediately during the answer or do it after speaking; to use gestures or mimics at each mispronounced word or incorrectly used grammar structure, etc.

In any case correctional teacher's work is the way of reminding learners about the patterns of a Standard English language, not a criticism, and in no case a kind of punishment. At the beginning a great amount of mistakes is "an error of growing up", improving a learner's language competence, so a students' activity on experiments with language during which they try to heighten their level of knowledge should be encouraged.

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DIFFICULTIES WHILE LEARNING AND INTERPRETING THE CZECH LANGUAGE

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Nowadays it is vital to learn new languages. The overwhelming majority of people in the world learn English, German, Spanish; the situation in our country is similar, but there is an increasing number of people who learn Polish or Czech.

This article deals with some difficulties in learning and interpreting the Chech language because a lot of Ukrainians study in the Czech Republic.

Firstly, the "false friends" is the main problem of all interpreters and translators. As a linguistic phenomenon the topic of "false friends" is old as languages themselves but the term "false friend" was found in the 20th century. It was suggested by Koessler and Derocquingy in their seminal work on the topic (1928). Nowadays the term "false friends" has become a technical one and it is widely used in linguistic and translation studies.

In accordance with the Cambridge Dictionary "the false friend" is defined as a word that is often confused with a word in another language with a different meaning because the two words look or sound similar.

Moreover, "False friends" can be categorized into sundry subgroups according to their dissimilarities of attributes. These are morphological "false friends", orthographical "false friends", phonological "false friends" and syntactical "false friends" There is one more subgroup of "false friends" as well, containing Czech words seemingly similar to Ukrainian ones but in fact not having an appropriate counterpart. They are called zero-equivalent "false friends".

Fortunately Czech and Ukrainian are Slavic languages thus they have quite a few similar and intuitive words. For example "mydlo" means "мило" (soap) or "letadlo" "літак" (plane). It should be noted that not all of them have a similar meaning.

It is considered some of them.

Secondly, it should be noted, that the Czech language was affected by German. This impact can be seen in the example of Quantitative Numerals (Základní číslovky). However, they are in consonance with Ukrainian numerals, for example, (CZ) dva – (UK) два, (CZ) padesát – (UK) п'ятдесят. (CZ) dvacet tři – (UK) двадцять три. There are two types to spell and pronounce Czech

Numerals: direct order (as in other Slavic languages) and indirect order (as in German); both are used equally often.

It is considered some of them.

Table 1.

Chezh word	Translation into Ukrainian	Comments
Vrah	Вбивця	Ukrainian "ворог" = Czech "soupeř"
Chudý	Бідний	Ukrainian "худий" = Czech "hubený"
Horky	Гарячий	Ukrainian "гіркий" = Czech "hořký"
Sukně	Спідниця	Ukrainian "сукня" = Czech "šaty"
Květen	Травень	Ukrainian "квітень" = Czech "duben"
Holka	Дівчина	Ukrainian "голка" = Czech "jehla"
Ovece	Фрукти	Ukrainian "овочі" = Czech "zelenina"
Vonět	Пахнути	Ukrainian "воняти" = Czech "páchnout"

The numbers from 21 to 99 are written in direct order separately if the opposite is the case together:

24. (CZ) dvacet čtyři – (UK) двадцять чотири; (CZ) čtyřiadvacet – (DE) vierundzwanzig;

35. (CZ) třicet pět – (UK) тридцять п'ять; (CZ) pětatřicet – (DE) fünfunddreizig;

87. (CZ) osmdesát sedm – (UK) вісімдесят сім; (CZ) sedmaosmdesát – (DE) siebenundachzig.

Three-digit numerals in Czech are formed again in two ways:

195. (CZ) sto devadesát pět – (UK) сто п'ятдесят п'ять; (CZ) sto pětadevadesát – (DE) einhundertfünfundneunzig;

273. (CZ) dvě stě sedmdesát tři – (UK) двісті сімдесят три; (CZ) dvě stě třiasedmdesát – (DE) zweihundertdreiundsiebzig;

666. (CZ) šest set šedesát šest – (UK) сто п'ятдесят п'ять; (CZ) šest set šestašedesát – (DE) sechshundertsechsundsechzig.

While translating or learning Czech such difficulties can mislead us. Unfortunately, there is no universal way to avoid confusion and to be sure of the correctness and appropriateness of the word you have chosen. As well, you should remember any language is a system, which is still developing. New words can appear; other languages can affect the lexical or semantic system, so we should deals with language with caution.

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EXPRESSIVE READING IN TEFL PRACTICE

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Graduates of pedagogical universities are future foreign language teachers and the ability to expressively speak and read aloud is professionally significant for them. The concept of "expressive speech" is multifaceted as it involves word choice and choice of syntactic construction (unusual but allowed by the norms of the literary language), composition of the text and intonational expressiveness. The sound units of the language are inseparable from its lexical-grammatical and stylistic units.

The development of intonational expressiveness is often ignored by foreign language teachers. It is believed that students themselves will gain expressiveness of speech or transfer it from their native language to the foreign one. This assumption is not valid. The main components of intonation (melody, sentence stress, tempo, voice timbre, pauses) are different in different languages; their variability and combinatorial nature are specific to each language. Therefore, the transfer of intonation skills from a native language to a foreign one leads to a distortion of semantic content and expressive shades. Therefore, the intonational expressiveness of speech should be purposefully taught.

One of the most effective tools in mastering the intonation features of the language, to which the untrained ear of students is deaf, is expressive reading.

There are different definitions of "expressive reading". Some scholars claim that expressive reading is nothing more than reading aloud with correct pronunciation and logical intonation [3, 80].Others believe that it is ability to draw an emotional response of the audience to the content of the text [1, 65].

In our opinion, expressive reading is an active process of meaningful reading in which the readers, relying on the most frequent and common intonation patterns of the language they study, transmit their individual perception and understanding of the text with the help of voice [2].

One of the most important conditions for successful learning of foreign languages is the adequacy of the materials used to develop speech skills. At the initial stage of teaching expressive reading, we suggest using excerpts from the original texts of narrative fiction, gradually making the transition to multi-genre texts of fiction. In such texts, you can always find passages that reflect the material of educational topics and are exemplary in their compositional structure and style of language.

All language universities have a course of Practical Phonetics, the main purpose of which is formation and development of pronunciation skills. Therefore, we consider it most appropriate to develop expressive reading skills at Practical Phonetics lessons and organize this process in the following sequence: (1) "immersion" in the text; (2) familiarization with the content of the text; (3) familiarization with the audio of the text; (4) logical-intonational analysis of the text; (5) expressive reading of the text.

This sequence allows, in our opinion, to rationally regulate the process of working with the text and master expressive reading. At each of these stages, it is assumed that certain initial skills are formed, which are the basis for the formation of the main skill – expressive reading of the text.

As the analysis skills are mastered, some stages of the work can be omitted. For example, only those parts of the text that are most important, difficult and require special approaches to convey content are subjected to semantic and logical-intonational analysis. Or, familiarization with the audio of the text may be quite optional at an advanced stage of learning.

Thus, forming and developing skills of expressive reading require certain educational material (texts), an adequate system of exercises andregular training. It is worth doing as expressive reading of prose and memorization of prose texts will undoubtedly positively affect the general speech culture of students, enrich their vocabulary and phraseology, and make their speech more accurate and expressive.

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SOME IDEAS ABOUT M-LEARNING IN EFL TEACHING PRACTICE

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Rapid development of information and communication technologies and applying them for teaching purposes have caused a heated debate over their place and role in the modern educational process. Today we are talking about mobile learning, e-learning or virtual learning which means a complete change in educational paradigm in general, and the onset of the so-called era of

e-pedagogy. The concept of the so-called "mobile learning" was introduced due to the invention and spread of portable digital media and is based on the use of various portable electronic devices, such as mobile phones, media players, laptops, tablets, netbooks, etc. This range is constantly expanding, now it includes game consoles, digital recorders, e-books, e-dictionaries and many more various devices.

M-learning makes the process flexible, accessible and personalized. Everyone has the opportunity to learn at any time and at any place. The m-learning system expands the opportunities for learning, receiving additional educational services or necessary consultations, organizing successful time management and career planning for students [1]. To a large extent this applies to teaching and learning foreign languages, including English, in higher education. The peculiarity of acquiring foreign language knowledge in higher educational establishments is the emphasis on student independence. Students use their mobile phones and other devices on a daily basis, which is a major driver of mobile learning around the world as a part of a new image of education created by technologies that support flexible, accessible, individualized learning. Mobile phones possess many computer capabilities, they are able to provide feedback, offer sound effects that motivate learning, compensate for the shortcomings of audio and video recordings or textbooks. The important motivation in using mobile phones is the emotions and positive associations connected with them. In addition, it is also worth focusing on the tremendous opportunities associated with the diversification of individual tasks engaging mobile phones. A mobile phone can perform many computer operations; it can be used to develop all kinds of speech-comprehension and speech-production activities.

When it comes to choosing software, you have to pick the best option from among a list of contenders. There are countless apps designed to help you learn a new language, which makes it tricky to pick the right one. For a teacher it seems reasonable to have a toolkit of resources in order to keep students engaged by switching apps and use different apps to strengthen different skills.

Duolingo is one of the most popular language apps and there are plenty of reasons for that – it is free, well-designed, and accessible. *Duolingo* begins by using text, pictures, and audio to help you learn a different language. The idea is to associate the sound of the translation with the visuals of the text and pictures, and then have you manually translate the audio back into your native language to help reinforce the new words. *Memrise* is another free language learning app. It is rather easy to work with, supports offline courses, and lets you learn a massive number of languages. Something unique about *Memrise* is how it teaches you new words and phrases. Words are put into sentences with similar sounding words from your native language to help build the connection for remembering them. Another method *Memrise* uses is to teach you a different language is by mixing up the translations. This way you learn a few new words

at once, and then you keep learning them over and over again in a different order to ensure you know them before moving you through to the next round.

Unlike most other language learning apps, *Mondly* lets you learn in your native language, great for non-native English speakers. The emphasis here is on learning a language in a real-life context, and there is a chatbot with speech recognition so you can practice your conversational skills. *Mondly* even has a competition board to track your progress and a variety of games, quizzes, and activities to help you consolidate your learning. *HelloTalk* connects you to people who speak the language you want to learn. In return, you help them learn your language. There is a huge list of languages to choose from, and you can refine your list of possible tutors by age and country. *HelloTalk* breaks down the barriers between countries, lets you talk to native speakers and is a good way to be immersed in the language. *Quizlet* is thought to be the best free app to add to your language-learning toolset when you need to customize what you are studying. With *Quizlet*, you create your own study sets, and the app turns whatever you want to study into flashcards, quizzes, and games. Even *Google Translate* can be an efficient language learning tool.

We should to be clear about one thing, however. These language tools can help you learn, study, and practice, but it is highly unlikely that you will reach fluency without also getting some formal classroom training or rich and consistent exposure to native speakers. Apps are tools. Many of them are adept at helping students build their vocabulary and understanding of a language but there is no substitution for real-world exposure and teacher-student interaction [2]. Thus, when teaching English to students in class, in their homework or individual assignments mobile applications created specifically for this purpose are extremely useful. However, it is the task of the teacher to guide students, help them use modern information technologies wisely and efficiently and suggest quality programs that will be most suitable for students' needs and facilitate the acquisition of foreign language skills.

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LANGUAGE CHARACTERISTICS OF THE NEW ZEALAND ENGLISH

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The epoch of the British Empire is considered to be the beginning of spreading the English language all over the world. It was caused by capturing new territories and establishing colonies by Britain.

New Zealand was first visited by Captain James Cook and his English-speaking crew in 1769, and the English language was established by the British colonists during the 19th century. It is one of the newest native-speaker varieties of the English language in existence, a variety, which has developed and become distinctive only in the last 150-160 years. The most distinctive influences on New Zealand English have come from Australian English, English in southern England, Irish English, Scottish English and Maori language.

The New Zealand variant of the English language has been recognised since 1912 and described by Frank Arthur Swinnerton. The new dialect began to form by adopting Māori words to denote the geographical objects of New Zealand, the names of plants, trees, animals, fish and birds. But the first dictionary of the New Zealand variant of English was The New Zealand Dictionary, published only in 1994. There is a popular notion that New Zealand English is merely a collection of slang and colloquial expressions, but in reality, it reflects every aspect of life and operates in a range of professional and cultural contexts.

In 20th and early 21st centuries, New Zealand experienced an increase of non-British immigration, which has an impact on forming a more prominent multi-national community. The Internet, television, movies and popular music have all brought international influences into New Zealand society and the New Zealand English lexicon.

Nowadays, New Zealand is one of the countries where English is the main language, used by 96% of the population. The language Maori is the second official language influencing New Zealand English greatly. New Zealand English has 75% of traditional English words and phrases and 25% of Maori ones. Nowadays the legislation of New Zealand requires that proceedings and documents be translated into Maori. Political discussion and analysis of issues of sovereignty, environmental management, health, and social well-being thus rely on Maori at least in part. Maori as a spoken language is particularly important wherever community consultation occurs.

The paper will focus on some specific features of New Zealand English lexical system and the main sources for lexical units borrowings and transformations.

The language system of any language or language variant is unique and bears a special imprint of the national culture, namely, the characteristics of the educational, cultural, social, political, spiritual spheres of life, traditions, customs, worldview, and psychological set of the representatives of the nation. The most productive ways of enriching the lexical system of the English language of New Zealand are borrowings from the Maori language, word-formation models of affixation and word composition, semantic expansion or narrowing of the word, as well as the inclusion of elements of nationally marked vocabulary of the Australian English.

As it was mentioned, numerous loanwords in New Zealand English have been taken from the Maori language, which is the minority language of New Zealand, including words for the geographical objects of New Zealand, the names of plants, trees, animals, fish and birds. Among the borrowings from the Maori language, the following words can be named: *puckerood* – broken (Maori word 'pakaru'); a *Swanndri* – woollen shirt, *jandals* – rubber thongs, *biddy-bid* – a plant with prickly burrs (Maori word *piripiri*), *cockabully* – a small fish (Maori word *kōkopu*), *kit* – a flax basket (Maori word *kete*). The incorporation of Māori words into New Zealand English is one of its most distinctive features, distinguishing it from all other forms of English.

The loanwords from the Australian English include: *backblocks* – land in the remote interior, *battler* – someone who struggles against the odds, *dill* – a fool, simpleton, *ocker* – a boor, *offsider* – a companion, deputy, partner, *shanghai* – a catapult, *cow cockey* – a farmer, *swag* – tying in a knot, *wowser* – a hypocrite, *skite* – a boastful person, *dincum* – an honest, good person.

At the end of 20th – beginning of 21st centuries, New Zealand language also borrowed many Americanisms in preference over British terms (*bobby pin* for British *hair pin*, *truck* for British *lorry*, *eggplant* instead of *aubergine*, *hardware store* instead of *ironmonger*, *cellphone* or *cell* for British and Australian *mobile phone* and *mobile* and so on).

In addition to borrowings, the New Zealand language possesses its own unique words and phrases derived entirely in the country, New Zealand, by adaptation of general English words : *dairy* – corner shop, convenience store; *dunny* – toilet; *fang it* – to go fast; *heaps* – abundant, plenty; *pooped* – tired; *creek* – a stream, *to go crook at* – to be angry with, *to farewell someone* – to honour that person at a ceremonial occasion, *section* – a building plot, *tramp* – to walk for long distances in rough country, *stoked* – very pleased, *tucker* – food, *bach* – holiday home at the beach, etc.; or by using phrases in a new combination: *rabbits' ears* – indoor TV antenna, *swapmeet* – goods exchange process, *try-hard* – ambitious person, *huntaways* or *eye-dog* – guard dog for sheep, *bobby calf* – newborn calf, *runholder* – farm owner, *sheepstations* – sheep farms, *number eight wire* – wire for fencing.

One more source for enlarging the vocabulary of the New Zealand English is to promote English dialect words to standard, for example: *barrack* – to shout or jeer (at players in a game, etc.), *bowyang* – a band or strip round a trouser-leg below the knee, to prevent trousers from dragging on the ground, *burl* – a try or attempt, as in *give it a burl*, *chook* – a chicken, fowl, *dunny* – a lavatory, *larrikin* –a hooligan, *lolly* – a sweet of any kind, especially boiled, *Rafferty's rules* – no rules at all, *smooge* – a display of amorous affection, *wowser* – a killjoy or spoilsport.

A distinctive way of making new terms in New Zealand language is by shortening or dividing words and adding an ending of -ie or –o. This feature, known as hypocorism, is common in both Australian and New Zealand English, which brings informality to usage. One example is *good-o*. Names of places, professions and personal names can be made informal – for instance, *Dunners* (Dunedin), *scarfie* (student) and the *Naki* (Taranaki). Since the 1960s young New Zealanders travelling overseas have been said to be '*on their OE'* (overseas experience), an abbreviation known to all. Besides, a productive model of word formation is lexical abbreviations: truncated words: *dizzy-lizzie* – a twenty-dollar bill with the image of Queen Elizabeth, *muso* – a student of music school, *truckie* – a truck driver; abbreviations: WINZ – work and income of New Zealand, WETA – the association of teachers of the English language of the city of Waikato, the suffix –ize: *barganize* – to conclude a deal, *editorialize* – write an article.

It worth mentioning that some New Zealand words and phrases have been exported. Such New Zealand terms like *haka* and *jet-boat* are used universally.

The analysis of the lexical system of the New Zealand variant of the English language proves that the main borrowings come from the Maori language, Australian and American variants of the English language, and the most productive are the word-formation models of adaptation of general English language words, using phrases in new combinations, changing dialect words to standard as well as shortening, dividing words and using lexical abbreviations.

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DIGITAL STRATEGY FOR TEACHING AND LEARNING FOREIGN LANGUAGES

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Innovation is a defining characteristic of a knowledge society and a digital economy. It is therefore key to high quality educational delivery. For many in education this has come to mean the use of new technologies such as YouTube, Twitter and Pinterest, or the redesign of the spaces in which learning takes place. In recent years reference to 'digital technology in the classroom' can be taken to mean digital processing systems that encourage active learning, knowledge construction, inquiry, and exploration on the part of the learners, and which allow for remote communication as well as data sharing to take place between teachers and learners in different physical classroom locations. This is an expanded notion of technologies that recognises their development from mere information delivery systems and also clarifies their role in classrooms in contrast to their wider use across schools and learning centres.

Digital technology is the term used to describe those digital applications, services and resources which are used to find, analyse, create, communicate, and use information in a digital context. Digital learning is learning that is facilitated by the direct or indirect use of technology or digital tools. The implementation of digital learning in a classroom is crucial to developing digital literacies as well as digitally literate people. The digital resources will include video, audio and web conferencing, webinars and video on demand, portals and immersive environments, content and learning management systems and resource exchanges, email, skype, social media, bulletin boards, forums and blogs. Engagement activities include simulated immersion experiences, games and collaborative projects with international peers.

Digital learning technologies can enable students to grasp concepts more quickly, to connect theory and application more adeptly, and to engage in learning more readily, while also improving instructional techniques, leveraging instructor time, and facilitating the widespread sharing of knowledge. Digital technologies will enable this in new and better ways and create possibilities beyond the limits of our current imagination.

Digital learning provides quick feedback to instructors on where students are struggling, allowing teachers to provide additional instruction and answers to common questions, either online or in person. Automation eases or eliminates routine grading, freeing course teams to spend more face-to-face time with students. Instructors can disseminate new ideas more quickly, touching more people and impacting more lives. Digital platforms allow instructors to meld worldwide participants into campus teaching, creating global conversations – resulting in richer teaching experiences. Digital learning empowers instructors to build courses using the best content previously developed by other instructors and colleagues, whether within the same department, or even at other institutions. This "digital abstraction" for modular learning content is the real meaning behind the "digital" of digital learning.

The potential benefits of digital technologies are that they can foster dialogic and emancipatory practice. Dialogic practice is that in which students are active, engaged and empowered participants in a conversation from which learning emerges. Emancipatory practice is that in which an individual student's ideas go beyond the learning prescribed by the teacher/syllabus as they draw on knowledge gained outside formal education to construct understanding. Different technologies can improve learning by augmenting and connecting learning activities. Digital technology can often also be exciting for learners and offers a potentially more engaging alternative. At the same time it is important to be aware that some learners may be less confident in learning with digital technologies and steps need to be taken to ensure equality of access.

Many language classes lack quality materials and peer-to-peer communication and the language being learned is limited and lacks authenticity. This makes it difficult for learners to sustain interest in the communication, especially where immediate feedback is not available. Schools can use digital resources in a variety of ways to support teaching and learning. Electronic grade books, digital portfolios, learning game and student performance, are a few ways that technology can be utilized to power learning.

Professional support for teachers will be provided through online professional learning, networking and global communities of practice to enable participants to share ideas and strategies and link to language experts and professional associations. Teachers can also connect with native language speakers and supervisors, both in Ukraine and other countries. In the digital age, teachers need to be flexible and adaptable to whatever gets tossed their way. New technologies are being developed every day that change not only how students learn, but how teachers teach.

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ART TECHNOLOGIES IN LANGUAGE TEACHING AT UNIVERSITY

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The use of theatrical activity as a type of art technology in the process of teaching a foreign language is considered to be one of the most important teaching tools, which helps to develop communicative skills and increase cognitive interest in learning languages. This method of verbal transformation also develops logical thinking and ingenuity, causes emotional reactions and affects the spiritual world of a person. Dramatization in teaching a foreign language should be understood as the creative use of written and spoken language on the basis of the literary heritage. In the methodological literature this concept denotes terms: staging, role-playing and dramatic games.

Many scholars and methodologists considered the problem of learning a language during role-playing games (A. V. Konysheva, A. A. Kostyushko, I. M. Kungurova, G. V. Rogova, S. Holden, A. Duff and A. Maley). In the process of teaching a foreign language, improvisation, informal and formal dramatization are the most successful. Improvisation is the most interesting type of dramatization, because it is "the most appropriate method of teaching speaking, since it provides motivation in dialogue, contributes to the creation of an unlimited number of speech situations and makes them personally significant" [1, p. 125].

For improvisation, the following features are characteristic: lack of preparatory work, spontaneous speech, the performing is carried out directly in the audience, improvisation material should be familiar or understandable to all students, improvising is effective in pairs and groups. In terms of communicative teaching foreign languages, informal dramatization is the most unpredictable type of dramatization. Students have complete freedom in interpreting scenes, parts or ideas. During informal dramatization, students are not limited in their choice of language means. They are free to choose lexical and grammatical structures. Students get the opportunity to develop unprepared speech skills.

Role-playing as an educational activity and effective form of art technology puts a student in an imaginary situation, thereby improving the students' language skills: it becomes easier to overcome the communicative barrier, choose language cliches and operate with them, transfer learned structures to various communicative situations [2, p. 17]. Role-playing returns to

the language "lost emotional content" and provides students with the opportunity to express themselves through word and gesture, using imagination and memory [3]. Despite all the possible advantages of role-playing in teaching foreign languages, this technique should not be the only one when planning classes. In educational process, we can apply various techniques of arts as a means of forming innovative pedagogical activity. Art technologies have significant potential in terms of personality development, the formation of important professional qualities of an intending teacher, which is possible through the inclusion of a student in joint activities at the lesson: mini-lectures, business games, case studio, video discussion, etc.

A video discussion is viewing and analyzing a video story. In the classroom, you can use both art and documentary videos, fragments from them. Videos can be used at any stage of the lesson in accordance with its theme and purpose. The use of video is very effective in the formation of a communicative culture of students. Video materials not only present language of native speakers, but also immerse students in a situation, in which they get to know the language of facial expressions and gestures, the style of relationships and the realities of the country, the language of which is studied. Video can be especially useful if we want to practice listening skills in a natural context, submit situations for playing out, practice description and retelling skills, enrich vocabulary, stimulate communication or discussion.

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SOCIAL EVALUATION OF KOREAN ACCENTED ENGLISH

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Since the Korean language has been spreading faster and faster among speakers of other languages over the past three years, we decided that in our article it will be relevant to consider it's impact on one of the most common languages – English. Korean accented English is known as «Konglish». Korean is the official language of South Korea and North Korea. It is spoken by

immigrant populations in New York, Los Angeles, Toronto, Vancouver, Chicago, and other metropolitan areas. It is also one of the two official languages in the Yaniban Korean Autonomous Prefecture in China, and is also spoken by immigrant groups in Uzbekistan and Kazakhstan. Approximately 78 million people speak Korean worldwide. For over a millennium, Korean was written with adapted Chinese characters called Hanja. In the 15th century, a national writing system called Hangeul was commissioned by Sejong the Great, but it only came into widespread use in the 20th century. Today Hangeul is the official writing system of the Korean Language. Korean is a language Isolate, a language with no demonstrable genetic relationship with other languages.

The most salient stereotype today of Asians in America is probably the 'Model Minority'. The Asian immigrant who comes to this country with nothing and achieves success by dint of intelligence and hard work is the archetypal American success story, and 'this miracle is the standard depiction of Asian Americans in fact and fiction, from the news media to scholarly books to Hollywood movies'. Of course, the Model Minority stereotype ignores the long history of vicious and demeaning stereotypes of Asians in America, and the negative stereotypes that still co-exist with the Model Minority image. The most prominent of these is probably the Yellow Peril/Forever Foreigner' stereotype, which portrays Asian immigrants as an unassimilable alien element and a racial threat to white American superiority. Podberesky, Deluty, and Feldstein 1990 is the first major study to look at evaluations of Asian accented American English. Podberesky, Deluty, and Feldstein compared Asian accented and Spanish accented speakers to 'unaccented' (native English) speakers. They hypothesized that Spanish-accented speakers would be evaluated less positively than other speakers because of past research that has found negative stereotyping of Hispanics in the United States. Interestingly, they included Asian accented speakers as a control condition, to see if foreign accented speakers were judged more negatively in general, citing claims by some authors that Asian Americans are perceived as hard-working, decent, intelligent, and law-abiding.

Unlike Mandarin and Cantonese, Korean is not a "tonal language." Korean follows many of the same intonation patterns as English (rising inflection for a question…) Most of the characteristics of Korean language depend on long-standing traditions and cultural norms, for example:

invariable word structure (since the time of creation Hangul. The structure of the word hasn`t changed and at the moment it is being constructed as a vowel-consonant-vowel or vice versa).

The rate of speech is moderate to slow, there is no rush. More care is paid to correct grammar, than speed of speaking. Your ideas are racing, but you have to pull back and slow down to find the correct grammar for them. This also gives a sense of control to the intonation patterns (sometimes speakers sound like they are reading, because of preplanned intonations). The more at ease the person feels, the faster they speak, and the more chaotic their intonations will be.

Among friends voices will fly freely with high highs and low lows, but at work, with your teacher, or around new people, the rate is steady, and intonations are gently melodic. There is a tendency to lose the last few words of a sentence to low volume and low pitch. Example "There are many things to see and do there. " Words are stressed using pitch and duration. Speakers elongate operative words. The use of volume depends on the circumstance, and individual.

Common interference points between Korean and English:

1. [i:] and [i]. Korean students often find it difficult to distinguish between the vowel positioning in /i:/ as "seat" and /i/ as in "sit".

2. [əu]. The word "go", "no" and "show" all contain a double vowel sound **[əu] a diphthong. Korean speakers often** pronounce these words with a single vowel sound (a monophthong).

3. [ɜ:]. Korean doesn`t have an equivalent central vowel, and as a consequence many speakers will reach for a more rounded back vowel. This can cause confusion between words like "work" and "walk».

4. Adding an extra vowel to a word. Korean speakers often add an extra vowel sound after a consonant in syllable final position.

5. [r] and [l] confusion. Korean speakers often replace **[r] with a sound closer to the English [l] (because in Korean there is not a letter R).**

6. "th". Like many languages, the "th" sounds **[θ] and [ð] do not exist in Korean. The sound [θ] as in "there" tends to be replaced with a sound closer to [s] and the sound [ð] as in "there" is replaced with a sound closer to [d].**

7. Pronunciation of [v] and [f]. Because Korean does not have the sounds [v] and [f], Korean speakers of English often substitute them with sounds which are closer to [b] and [p].

8. Pronunciation of [w]. This sound is usually fairly easy for Korean speaker to make, but as it does not occur before [u] and [u:] in Korean, it is often omitted completely in these positions. Words such as "wood" and "wool" can be challenging.

9. Word Stress. In English, every word has one syllable which has the most stress. Notice how the pitch and the length of the vowel change in these words: pronunci`ation, inter`ference, `emphasis, communi`cation. Unlike English, Korean gives the same emphasis and prominence to each syllable. This can make Korean speakers` stress unclear in English.

10. Sentence Stress. As with word stress, English does not apply the same amount of stress to every word in a sentence. Again, Koreans often find this difficult and tend to give the same emphasis and prominence to each word.

Korean language includes 4 basic grammar topics each of which is divided into 40-50 additional rules. Due to a mistake in constructing a sentence or the misuse of at least one grammatical unit, the sentence will have a completely different. There are so many grammar rules in Korean that

sometimes native speakers themselves make a mistakes.

In conclusion, we can say that many factors, such as the old traditions and mentality of Koreans, have influenced the Korean Accented English and now we can see this language as one that it was almost from the very beginning, but with new words derived from the English language. Because of its uniqueness, the Korean language, like most Asian languages, is quite different from the English language in phonetic and grammatical aspects, which was reflected in Konglish. Thanks for your attention.

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DEVELOPMENT OF ECOLOGICAL COMPETENCE DURING LEARNING ENGLISH

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According to the concept and objectives of the New Ukrainian School, everything that happens to children in educational establishments should help them become competitive. Simply saying, children need to acquire the knowledge and skills that they will need in the future at school.

To achieve this, the Ministry of Education and Science has developed ten key educational competencies, based on the "Recommendations of the European Parliament and the Council of Europe on the formation of key competences for lifelong learning". These include communication in the state and native languages, foreign languages, lifelong learning, initiative and entrepreneurship, awareness and self-expression in the cultural field, environmental consciousness and healthy habits, social, mathematical, information and digital competence, as well as understanding of natural sciences and technologies.

Each of these competencies is formed during schooling. Conventionally, they can be combined into four main "C": creativity, critical thinking, communication and command (team) work. [1]

One of the actual challenge, that Ukrainian teachers are solving nowadays, is ecological education. This problem is topical in modern society

that`s why our high school can`t ignore such question. Bringing up solicitous attitude to our environment, a person is formed as a citizen of his or her own country, is inured, maintaining and saving of the Earth.

Currently the term "ecology" has not got only biology contents, but also social. Declaring Ukrainian territory as the zone of ecological disaster, the Supreme Rada determined the target of the state to stop the environmental crisis and to lead our society to harmony relationship with environment. Thus, ecological education should be begun from the childhood and be carried on all life. First of all, new consciousness has to be formed. We all often hear that chemistry is blamed in our terrible environmental situation. Children after grown-ups follow to state about our "ill ecology", unknowing that ecology is the science about state of environment, and it can`t be bad or good. Surely, a schoolboy or a schoolgirl can`t monitor the process of placing of radioactive waste or stop hazardous industry.

We think ecological education should begin individually: from your house, from your own street. Certainly, we made up our minds after learning such units as "Ukraine – My Motherland", "Environmental Protection". Only realizing personal opportunities, learning to solve the nearest ecological problems, a human can think about the fate of the universe.

We began from that point with our students. We decided to realize project "Blooming youth – blooming country". Before starting our project, we conducted a survey among students to find out visual patterns of Ukraine. Students were proposed to name patterns arising in consciousness with the word Ukraine.

The majority of respondents tended to describe Ukraine using names of plants: sunflowers, kalinas (viburnums), verbas (willows), wheats, cherries, chernobrivets.

The second question was to ascertain what students could do for improving ecological situation in Ukraine.

After processing we got the next answers:
➢ For improving our life we had to keep our houses tidy, so that we could do for our college;
➢ We could plant new flower and trees and save olden trees;
➢ We could green our classrooms;
➢ We could clean streets near our college.

Than we set goals of our projects to green our courtyard and backyard.

According to the legend "How Cossacks brought tulips" we decided to plant spring flowers as tulips and daffodils as symbol of our spiritual unit with Europe.

Such project helped our students to feel of being patriotic citizens and hosts in their own country. Also they understood that they could do a lot starting from the nearest goal and ending with the great.

Formation of ecological competence involves the formation of a system of ecological values, awareness and development of ecological knowledge at the level of facts, concepts, theories, laws, ideas of ecology, awareness of the importance of environmental education in the formation of personality and overcoming environmental crisis; ability to operate with knowledge for theoretical and practical development of reality; development of ecological consciousness as a system of ideas about the world, which is characterized by a focus on ecological expediency, lack of opposition between man and nature, the perception of natural objects as partners in interaction with humans.[2]

So, during English lessons we can develop not only communicative, but also ecological, social, cultural, information and digital competences with the help of different team (command) projects, where children and students can realize their creativity and awareness.

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STUDENTS' PROFESSIONAL SELF-DEVELOPMENT WITH USING THE MODERN INFORMATION TECHNOLOGIES AT FOREIGN LANGUAGE LESSONS

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The development of society in the economic and political spheres requires universities to train comprehensive developed specialists who are ready to cooperate with foreign partners. These are specialists who are not only professionals in their fields but also have foreign language competence. A modern high-level specialist must be able to communicate in their native language but to be ready to communicate with foreign partners using a foreign language as well. University teachers were faced with the issue of training a specialist with a high level knowledge of foreign languages. This goal can be achieved with traditional and modern forms, methods and techniques of teaching. Modern education cannot be imagined without using the information technology that facilitates the process of learning and education. The use of modern information technologies is not only relevant but also problematic issue because teachers must have not only professional knowledge but be able to use modern innovative technologies at all stages of learning.

Such scientists as N. Apatova, B. Besedin, V. Bykov, N. Halskova, Y. Goroshko, Y. Zhuk, V. Zagvyazinsky, M. Kademiya, V. Monakhov, V. Naumenko, S. Rakov, Y. Raisky, O. Strykun, I. Terekhova and others studied and analyzed the use of modern information technologies in the teaching process.

The use of modern information technology has its advantages over traditional foreign language teaching. Firstly in traditional teaching, linear text is used. It means that students work only with the text and do not have access to other sources. Using such innovative technology as the Internet students have access to a large number of sources, they use of video and audio support. It should be noted that in traditional teaching the study of foreign languages is limited by textbooks which are often outdated in contrast to teaching with the use of modern information technology where the students have an unlimited number of modern sources. An equally important advantage of using information technology is a high level of motivation in contrast to traditional training with a low level of motivation. The high level of interest is due to the use of modern and student-friendly technologies. In the modern education system, a large percentage of material is devoted to self-study which is impossible in traditional learning. Students have access to the Internet resources both at university and at home, in cafes and in parks, in almost all places where they are. It gives students the opportunity to study continuously, communicate to native speakers of the language they are learning, find the necessary information in various foreign sources. In traditional teaching only a teacher can control students' work. Using modern information technology students have the opportunity to control and test their work independently as well as teachers can. Students have the opportunity for public examination which stimulates them to self-development as well. It should be noted that the use of modern information technology in the process of testing student knowledge allows teachers to show more real knowledge of the student because they do not have such psychological stress as in the traditional form of control. In our time of "fast life" everyone saves his time. Modern innovative methods of control save the time of students but teachers who can spend the saved time on the development of new approaches and methods of teaching foreign languages.

N. D. Galskova notes that in the use of modern information technologies it should be achieved such main didactic functions as:

• cognitive. The use of the Internet resources promotes the development of cognitive activity of students, stimulates them to professional self-improvement;

• developing. The use of information technologies promotes the development of such cognitive processes of students as memory, logical thinking, imagination;

• training. The use of modern information technologies allows modern students not only to train in various types of work but also to check the task and the level of knowledge on a particular topic independently.

T. V. Karamysheva contends that the use of innovative technologies in the educational process has a number of positive aspects, such as:

• motivates learning. Students are motivated to study and professional self-improvement using modern information technologies;

• increases language competences, as students use different types of texts in learning a foreign language;

• gives teachers the opportunity to use an individual approach to each student;

• raises students' awareness of the culture and language they are studying;

• gives the opportunity to use authentic and relevant material;

• provides modern material in accordance with the interests and needs of students;

• promotes the development of students' independence, encourages students to use information related to their professional or personal life.

According to scientists the study of foreign languages using modern information technology is based on three principles: individualization, differentiation and intensification. The principle of individualization is the possibility of an individual approach to each student depending on his psychological characteristics, abilities and level of knowledge, skills and abilities. The principle of differentiation is based on giving students the opportunity to choose tasks of the required complexity and perform in a sequence that is convenient for students' level of knowledge. The principle of intensification is the use of various means of presentation of educational material, extensive use of interactive forms and types of work.

There is a large number of computer programs that meet all the principles, features and objectives mentioned above and can be used in such subjects as: "Foreign language for professional purposes", "Foreign language for business communication", "Scientific communication" and others. Among such programs are "English Gold", "Triple play plus in English", "English on holidays", "Bridge to English". All these programs must be implemented in classes in three stages:

Stage 1. It is the formation of lexical and grammatical skills of the topic which is being studied. During this stage, students learn the structure of English sentences, improve language skills with listening to and repeating phrases and sentences written on a disc, at the same time they can see on the screen how effective they are because the computer shows the "grades" immediately.

Stage 2. At this stage it is improved the language skills and the use of those phrases and sentences that were fixed in the first stage in a dialogue with the computer.

Stage 3. It is improvement of material, the development of skills to use lexical and grammatical knowledge got during the previous two stages.

To sum up it should be noted that the use of modern information technologies can occur in different ways and methods which depend on the level of preparation of students, the purpose and needs of the class. It should be noted that traditional foreign language learning does not keep pace with changes in the world and society so the use of modern information technologies has many advantages over traditional learning. Information technology allows students to learn languages using the forms, methods and techniques of teaching that best meet the modern life of students. In other words using the technical support that is closest to students and teachers not only develop students' interest in learning foreign languages but also encourages them to professional self-improvement.

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COMMUNITY INTERPRETING

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Nowadays, we can see changing of the role of translating, some machines or AI can reproduce that result of translating that could an average translator do. But one must remember about another way to transmit one language into another one – interpretation. This type is characterized as oral activity and is frequently used while conferences, business meetings or others kinds of communication. There are exist several kinds of interpretation. One of them is

Community Interpreting (CI) or social service interpreting takes place in a great variety of settings and demands good interpersonal skills as well as linguistic and cultural knowledge.

Community interpreting is used to enable individuals or groups in society who do not speak the official or dominant language of the services provided by central or local government to access these services and to communicate with the service providers. Typical CI settings are social services such as e.g., welfare, housing, employment or schools; medical settings such as child care centres, hospitals, mental health clinics; or legal settings such as prisons, police stations or probation offices. Potential employers include state and municipal agencies, non-profit organizations, news media, and local clinics, various types of investigators, union representatives, advertising firms, and police departments. Often, these types of interpreters create a network of private clients within the language community they serve.

Community interpreters need to do more than be fluent in the languages they interpret. They need to be fluent in the public services involved and to be aware of the cultural implications of the interpreting work. Public service access is hindered by language differences, as well as cultural, class, race, gender, and socioeconomic disparity. Because of the variety of possible impediments, a community interpreter must, according to Marsha Sanders, consider the following factors: the many possibilities for misunderstandings or lack of communication due to cultural and linguistic differences, the potential for racial prejudice, the difference between the status and power of the service provider and the relative powerlessness of the client.

The community interpreter functions between two or more people who are not equal and so his or her role is regularly to bridge a power variance, as well as language and culture variances. A community interpreter's function can be more complicated and diverse than that of the traditional conference interpreter. However, the core skills remain the same: competence in both sources and target languages, excellent knowledge of interpreting skills, complete and accurate rendering of the source language message in the target language. Broad understanding of the inter-play between source and target cultures   additionally the community interpreter is constantly faced with both language and sensitive cultural challenges which do not present themselves in a typical interpreting situation.

We mark CI as independent kind of interpretation, but while working interpreters can use (mix) consecutive or simultaneous interpreting. According to the requirements of the interpreted event, the community interpreter will need to master the appropriate mode and strategy of interpreting. Short dialogue or 'liaison' interpreting in e.g., a housing application, a police interview or medical check-up; consecutive interpreting – with note taking – for e.g., an asylum seeker's narrative or a vulnerable witness in court; simultaneous interpreting, usually whispered (chuchotage) for a single or a limited number of clients e.g.,

during the closing arguments of the prosecution or the defense in court, during parents' school meetings or the weekly sessions in a women's safe house, though sometimes using portable sets or interpreting booths for larger audiences.

In other words, it is not the modes or strategies that set the community interpreter apart from the conference interpreter but it is the institutional settings – usually sensitive, delicate and private, sometimes downright painful or antagonistic – and the working arrangements: the interpreting is bidirectional between the service provider and the client; moreover the proxemics, the participant parties, the level of formality and range of registers are completely different; and it is as yet on the whole a solitary profession with a very different social aura, professionalization and remuneration.

So, Interest in this kind of interpreting, however, has grown by leaps and bounds. Last year the International Conference on University Institutes for Translation and Interpretation (CIUTI) decided that institutes do not have to teach conference interpreting exclusively in order to become a member. They may offer any of a range of interpreter specialisations, including community interpreting. Community interpretation is a broad and flexible field encompassing work in education, public relations, industry, social services, as well as local government issues and affairs.

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THE ROLE OF FRENCH BORROWINGS FOR THE DEVELOPMENT OF THE MIDDLE ENGLISH LANGUAGE

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As a means of communication any language can be considered a living body influenced by various changes in the life of a society such as political and sociocultural situation, technical progress, international ties, etc. Being a system of signs, the national language is born, develops and undergoes changes of various kinds together with the nation. However, a language is also a reflection of the popular history. In certain historical periods, two or more national languages can be used for communication between people of various nationalities. The example of the lexical structure can illustrate the process

mentioned. Moreover, the more historical contacts nations have, the more borrowed words can be observed in the contacting languages [1].

The **purpose** of the paper is to make a brief review of the French borrowings to the Middle English and its role for the development of the English language.

Actually, Norman conquest of England was a crucial event not only for the political, social and cultural spheres of the English society of the XIth century, it influenced greatly the English language transformation of the period mentioned. At that period the French language got the status of the official language of England. However, English still remained as the language of communication of the lower class.

The French language changed English significantly and as the result a great amount of French borrowings appeared. The process was in evidence from the middle of the XIIIth until the end of the XIVth century.

The words that came into the English language can be classified according to the following spheres of life:

– words connected with the life of the royal family: *court, courtier, prince, servan*t etc. But mention should be made that such English words as *king* and *queen* remained;

– words referring to sacred subjects: *religion, prayer, confession, saint* etc, state management: *justice, judge, crime, proof, prison* etc, crafts*: painter, butcher, tailor,* etc;

– words of the military sphere: *soldier, army, battle, defense, spy, peace,* etc.;

– words connected with science and art*: art, college, doctor, experiment, sculpture, study, poet,* etc.;

– words related to trade and other professional activities of people: *money, merchant, profit, benefit, sum, value, profession* and etc.;

– words referring to the everyday life of the aristocracy: *pleasure, leisure, ease, fashion, present, mustard, vinegar, to roast, to fry,* etc.

Besides, at the period mentioned the English language also borrowed a considerable amount of linking words: *except, because* etc. The next source of the English language vocabulary enrichment was affixation. Among the main suffixes that helped to form many English words the following should be mentioned:

– *ance/ence: ignorance, innocence*

– *ment: government, treatment*;

– *ess: princess, baroness*;

– *age: courage, marriage*;

– *ard* (German origin) got into English with the French words *coward, bastard*;

– *al* appeared in English in such words as *funeral, refusal, proposal* and others;

– *able/-ible* got into English in the words *flexible, legible, admirable*.

A number of French prefixes also came into a wide use in the English language:

The prefix *dis/des-* having an interrogative meaning got into English with such French words as *disappoint, distain* and formed new words from the English roots: *disown, disburden* and so on. The prefix *en-* (from such words as *encage, encircle*) in combination with the English roots gave the words *endear, embed*.

It can be concluded that French words constitute a considerable part of all the borrowings to the English language. Nevertheless, such enrichment of the vocabulary did no harm to the development of English. On the contrary, the extensive borrowings made it one of the richest European languages from the lexical point of view. Generally, the borrowings from the French language penetrated into all spheres of life in Middle England and had a significant impact on the development of the English language up to the present.

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FACEBOOK AND SOCIAL NETWORKS IN THE PRACTICE OF TEACHING A FOREIGN LANGUAGE AT A LAW SCHOOL

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The teachers of higher education institutions are faced with the task of preparing a specialist who knows the methods and techniques of working with information. Concerning teaching a foreign language, this task means the importance of the formation and development of information competence, which consists of the student possessing skills, knowledge, skills, and actions that allow the student to navigate in the information environment and work with foreign language information. Currently, a university graduate is required to have a high level of foreign communication skills (not lower than B2 level) and the ability to navigate information in a foreign language presented on the

Internet, as well as the ability to write information in a foreign language in writing under the communicative situation.

One of the means of developing this competence in the practice of teaching foreign languages is social networks, which are not purely educational resources, but were created for communication. The social network Facebook has long been recognized as one of the most popular teaching and development tools and allows university teachers to create courses for students and use it to teach various types of language activities. In particular, newsgroups in English on Facebook allow you to constantly train an active supply of vocabulary; texts and posts in these groups are successfully used to train various types of reading and writing.

Numerous studies show that social networks are used mainly for communication with friends and entertainment, and training, in this case, takes place without an emphasis on it. Upon receiving the assignment, students find themselves on a familiar resource, which is regularly visited for personal purposes, and training, in this case, is not forced, but in the background.

The opinion of students regarding the use of social networks in teaching a foreign language has been studied repeatedly. Students demonstrate their willingness and desire to include social networks in the practice of learning [4].

In social networks, communication is mainly written, that is why writing and reading can be considered the most convenient means of developing language skills.

Facebook and other social networks allow students to complete assignments anywhere and anytime. Social networks provide the teacher with the opportunity to learn about the interests of students and take them into account when planning the educational process. In the Facebook group, you can continue the discussion that began in the lesson, publishing tasks using cloud technologies, such as Quizlet, Kahoot, etc. Social networks can be used as a platform for preparing and conducting projects, organizing quizzes, and conducting surveys.

The integration of online news in the educational process contributes to the formation of students' communicative foreign language competence. This type of work develops students 'search skills, teaches to analyze and systematize data, helps to highlight the necessary material in a stream of various information, and arouses students' interest in independent work. The competent and thoughtful use of social networks and professional blogs integrated into the process of teaching a foreign language allows the teacher to create a natural multicultural language and information educational environment. Moreover, the study of a foreign language, in this case, is not an end in itself, but a means of forming the professional competence of a specialist, an instrument of his professional development and self-improvement.

The usage of the texts of such issues as The Guardian, The Observer, The Times, The Independent, The Financial Times in the educational process helps

to build skills ranging from reading skills to high-level analytical skills. A systematic study of newspaper texts helps to develop methods of independent work, which is especially important for learning a foreign language during the period of postgraduate education. Regular work with online news encourages students to read periodicals during the out-of-class time. Besides, the systematic study of newspaper texts contributes to the development of methods of independent work, which is especially important for learning a foreign language during the period of postgraduate education.

For any level of language proficiency, Facebook provides a huge selection of texts that cause a vital and professional interest and create motivation.

The competent and thoughtful use of Facebook and other social networks allows the teacher to create a natural multicultural language and information educational environment.

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THE MOST COMMON PECULIARITIES IN LISTENING AND SPEAKING A FOREIGN LANGUAGE FOR PUPILS OF PRIMARY EDUCATION

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Listening and comprehension are difficult for learners because they should understand speech sound quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in catching what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure.

During the listening a foreign language pupils should be very attentive and think hard. They should string up their memory and will power to keep the sequence of sounds they hear and to differ it. Not all pupils can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing pupils skills in listening: linguistic material for listening; the content of the material suggested for listening and comprehension; conditions in which the material is presented. Comprehension of the text by listening can be ensured when the teacher uses the material which has already been assimilated by pupils. However this does not completely eliminate the difficulties in listening. Pupils need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical. Phonetic difficulties appear because the phonic system of English and Ukrainian differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. They can hardly differentiate the following words by ear: *worked-walked, first-fast-forced, lion-line, tired-tide, bought-boat-board*. The difference in intonation often prevents pupils from comprehending a communication. The teacher should develop his pupils ear for English sounds and intonation. Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example: *The horse is slipping. The horse is sleeping. They worked till night. They walked till night*. The opposites are often misunderstanding, for the learners often take one word for another. For example: east-west, take-put, ask-answer. The most difficult words for listening are the phrasal verbs, such as: put on, put off, put down, take off, see off, go in for. Grammatical difficulties are mostly connected with the analytical structure of the English language, and with the extensive use of infinitive and participle construction. The content of the material also influences comprehension. The following factors should be taken into consideration when selecting the material for listening. The topic of communication: whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names, terminology). The type of communication: whether it is a description or a narration. Description as a type of communication is less emotional and interesting, that is why it is difficult for the teacher to raise pupils interest in listening such a text. Narration is more interesting for listening. This type of communication should be used for listening comprehension. The way the narrative progresses: whether the passage is taken from the beginning of a story, the nucleus of the story, the nucleus of the story, the progress of the action or, finally, the end of the story. The title of the story may be helpful in comprehending the main idea of the text. The simpler the narrative progresses, the better it is for developing pupils' skills in listening. The form of communication: whether the text is a dialogue or monologue. Monologic speech

is easier for learners, it is preferable for developing pupils' ability to listen. Conditions of presenting the material are of great importance for teaching listening comprehension. There are different points of view on the problem of the speed of speech in teaching listening a foreign language. The most convincing is the approach suggested by N. V. Elunkhina. She suggests that in teaching listening the tempo should be slower than the normal speed of authentic speech, especially for pupils of primary education. However this slowness is not gained at the expense of the time required for producing words, but of the time required for pauses which are so necessary for a pupil to catch the information of each portion between the pauses. According to the investigation carried out by L. Tzesarsky the average speed for teaching listening should be 120 words per minute; the slow speed – 90 words per minute. The number of times of presenting the material for listening: whether the pupils should listen to the text once, twice, three times or more. Pupils should be taught to listen to the text once and this must become a habit. In case the pupils can not catch most of the information, practice proves that manifold to help pupils in comprehension by using a "feed back" established through a dialogue between the teacher and the pupils which takes as much as it required for the repetitive presentation of the material. The most favourable condition is when pupils can see the speaker as is the case when the teacher to them in a foreign language. The most difficult task is listening and comprehending a dialogue, when pupils cannot see the speakers and do not take part in the conversation. Visual "props" which may be of two kinds, objects and motions. Pupils find it difficult to listen without visual props. When the pupils see some pictures, cards and other illustrated material, they can understand the task more correctly and accurately. Speaking a foreign language is the most difficult part in language learning because pupils need sufficient practice in speaking to be able to say a few words of their own connection with the situation. This work is time –consuming and pupils rarely feel any real necessity to make themselves understood during the whole period of learning a foreign language. The teacher can use are often feeble and artificial. The pupils repeat the sentence they hear, they complete sentences that are in the book, they construct sentences on the pattern of a given one. These mechanical drill exercises are necessary. There must be occasions when the pupils feel the necessity, and to prove something to someone. This is a psychological factor which must be taken into account when teaching pupils to speak a foreign language. Another factor of no less importance is a psycho-linguistic one; the pupils need words, phrases, sentence patterns, and grammatical forms and structures stored up in their memory ready to be used for expressing any thought they want to. So, in teaching listening comprehension the teacher should bear in mind all difficulties pupils encounter when listening in a foreign language. In teaching speaking, therefore, the teacher should stimulate pupils' speech by supplying them with the subject and by teaching them the words and grammar they need to speak about the suggested topic or situation.

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MODERN APPLICATION OF THE TRADITIONAL GRAMMAR TRANSLATION METHOD WHILE SECOND LANGUAGE TEACHING

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The Grammar Translation Method (GTM) is one of the means of second language teaching based mostly on the translation of textual units. The essence of the method is that grammar rules and syntax of the target language are introduced and explained to learners more in a linguistic than communicative way.

The method was created by Prof. Karl Plotz in the XIX century, and hence can be considered one of the oldest in second language acquisition methodology. Basically, the strategy includes learning and comparison. Strict grammar and syntax rules of the target language are comprehended and learned through comparison with the related rules of the native language. To practice the theory, specific sentences and paragraphs are translated from second language into native and back. Taking into account the character of learning activity such a methodology is aimed to teach the inner nature of the target language in the narrow sense but not the language in its overall meaning.

The basic tools included in the Grammar Translation Method are paradigms; consistent translation of sentences and mirror comparison of rules; rote learning which is a technique of memorizing based on repetition; and dividing words into lexemes and morphemes.

Nowadays the essence of the Grammar Translation Method can be viewed as relatively restricted, not widely applicable and not consistent with current trends of teaching second language. Such an opinion can be accepted but with certain clarifications – the method is still widely practiced and applied when understanding texts is the primary goal of foreign language learning and there is little need for language communicative skills development. The method is focused on second language learning in order to read and comprehend texts and benefit from intellectual development as a result of foreign language skills application.

The basic principle of the Grammar Translation Method could sound as the following: «The first language is maintained as the reference system in the

acquisition of the second language" (Stern 1983: 455). Using the patterns of the native language the instructor in details informs the learners about the words sounding, formation, meaning, place and usage in the target language; how to use second language grammar rules while translating; and compares the native and target languages rules practicing vice versa translation.

The advantages of applying the Grammar Translation Method are quite evident. Firstly, learners` understanding of word formation and grammar structures is profitably useful for comprehending the other language. Secondly, understanding the rules through correlation of them with the native language patterns allows learners to feel more comfortable in the atmosphere of a foreign language.

Modern linguistic practitioners primarily support the methodology based on the idea that requires language teaching and learning to be performed within the communicative and academic approaches that encourages the natural ability of a learner to perceive a different language system. Nevertheless, the Grammar Translation Method is still quite applicable due to its helpfulness for the formal learning of the target language, and its traditional essence can be successfully combined with modern communicative skills development methods.

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CANADIAN ENGLISH IN THE SCHEME OF ENGLISH VARIETIES

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Canadian English seems neither here nor there in the grand scheme of English varieties. On the one hand, Canadians prefer the "British" spelling of words like *colour* or *centre*. On the other hand, everyone who has heard an anglophone Canadian speak will notice that the pronunciation is very close to American English. In fact, most people will have a hard time differentiating Canadian English vs. American English speakers. But every once in awhile – most famously when Canadians say *out*, *about* or *eh* – there is no denying that Canadian English has some unique characteristics. So what are they? Let us have a look at Canadian English compared to American and British English.

The term *Canadian English* is inadequate to describe the country's linguistic variety — just as we can't say there's one true American, British or Australian English.

What is usually referred to as *Standard Canadian English* is the language variety spoken by Anglophone or multilingual speakers who were born in Canada and who live in urban areas. Some definitions include other factors, such as specifying the variety that is spoken across central and western Canada among middle-class speakers from English-speaking families. The regional dialects of Atlantic Canada are usually not included in the definition of Standard Canadian English.

Canadian English is a product of several waves of immigration and settlement over more than two centuries. That is why it is little surprise that it has obvious influences from the U.S., Britain and Ireland! At the same time, Canadian English has been developing distinctive features since around the early 19th century, so it is not just a mix of other accents.

What does Canadian English sound like? It is all about the vowels. Canadian and American English are very similar in pronunciation. So similar, in fact, that they are often classified together as North American English. However, there are slight differences in the vowel sounds.

One distinct feature of Standard Canadian English is the so-called *cot–caught merger*. In varieties where this merger has taken place, two historically separate vowel sounds have merged into a single sound. This means that words like *cot* and *caught*, *stock* and *stalk*, *nod* and *gnawed* are pronounced identically. This linguistic feature is standard across most of Canada, but is emerging in only some areas of America, such as in California and the Midwest.

The cot–caught merger triggered other vowel sounds to change as well. This process is called the *Canadian Shift*. We should note that the name makes the phenomenon sound more uniquely Canadian than it is because there are closely related shifts happening in the U.S. as well.

Spelling in British vs. Canadian vs. American English

Many people think that the biggest difference between Canadian English vs. American English is the spelling — after all, Canadians use British spelling. Not really. Canadian spelling combines British and American rules and adds some domestic idiosyncrasies.

For example, French-derived words such as **colour** or **centre** retain British spellings. Likewise, it is a Canadian and British spelling practice to double consonants when adding suffixes. Compare Canadian / British *travelled*, *counseling* and *marvelous* to American *traveled*, *counseling* and *marvelous*. In American English, such consonants are only doubled when stressed, like in *controllable* and *enthralling*.

On the other hand, words derived from Greek, like **realize** and **recognize**, are spelled with an *–ize* ending in Canadian and American English, whereas the British counterparts end in *–ise*. Canadian English also uses the American

spelling for nouns like *curb*, *tire* and *aluminum*, rather than the British spellings *kerb*, *tyre* and *aluminium*.

Moreover, Canada has some special rules for punctuation, capitalization, hyphenation and other topics. When in doubt, you can use the Canadian style guide from the Canadian Translation Bureau to help you out [2].

Canadian Vocabulary

As with spelling, Canadian English shares vocabulary with American and British English. While these vocabulary selections might seem random at first, they are usually connected to political ties, trade relations, and other social and historical factors. For example, Canada's automobile industry has been heavily influenced by the U.S. from its inception, which is why Canadians use American terminology for the parts of automobiles. For example, Canadians use *hood* over *bonnet*, *freeway/highway* instead of *motorway,* and *truck* in place of *lorry*.

In contrast, most of Canada's institutional terminology and professional designations follow British conventions. This is not surprising, considering Canada is part of the Commonwealth and was part of the United Kingdom.

Additionally, Canada has some unique vocabulary. Here are some uniquely Canadian terms:

Food and drink:
- *Timmies*: Tim Hortons, a popular Canadian coffee shop
- *double-double*: A coffee at Tim Hortons with two portions of sugar and cream each (if you want milk instead, order a *double-double with milk*)
- *regular*: A coffee at Tim Hortons with one portion of sugar and cream each (if you want milk instead, order a *regular with milk*)
- *homo milk*: Short for homogenized milk, milk containing 3.25% milk fat
- *peameal Bacon*: "Canadian bacon" (known in Canada as *back bacon*) which is coated in cornmeal or ground peas
- *KD/ Kraft Dinner*: Macaroni and cheese
- *Caesar*: A cocktail containing vodka, tomato juice, clam broth, hot sauce and Worcestershire sauce, quite similar to an American Bloody Mary

People:
- *Canuck*: A Canadian person. This term is used by Canadians themselves and not considered derogatory
- *Newf/Newfie*: Someone from Newfoundland and Labrador, sometimes considered derogatory
- *Mainlander*: In Newfoundland, Prince Edward Island and Cape Breton, the term *Mainlander* refers to any mainland Canadian, sometimes considered derogatory
- *Caper/Cape Bretoner*: Someone from Cape Breton Island
- *Bluenoser*: Someone from Nova Scotia
- *Islander*: Someone from Prince Edward Island or Vancouver Island

- *First Nations*: Native Canadians. This term does not include the Métis and Inuit, so the term *aboriginal peoples* is preferred when all three groups are included

Other:
- *washroom*: A public toilet
- *loonie*: The Canadian one-dollar coin. This coin is named after the common loon, the diver bird that is found on the reverse of the coin
- *Toonie* (less commonly spelled *tooney, twooney, twoonie*): A two-dollar coin. The name is a portmanteau of *two* and *loonie*.
- *eh*: A Canadian question tag

In 1998, Oxford University Press produced a Canadian English dictionary, after five years of lexicographical research, entitled *The Oxford Canadian Dictionary*. A second edition, retitled *The Canadian Oxford Dictionary*, was published in 2004. It listed uniquely Canadian words and words borrowed from other languages, and surveyed spellings, such as whether *colour* or *colour* was the most popular choice in common use.

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ACTUAL PROBLEMS OF TEACHING EDUCATIONAL DISCIPLINE "INTRODUCTION TO LINGUISTICS"

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The analysis of pedagogical research of domestic and foreign scientists showed that at the present stage of development of education in Ukraine in the conditions of the formation of a general European higher education space, the problems of professional training of translators remain relevant. Among the requirements that are put forward by a modern translator, most researchers first of all call linguistic competence (to know and be able to apply the lexical, grammatical, idiomatic structures of the source language and the language shifting taking into account translation transformations), as well as translation, intercultural, informational, technical competence, erudition emotional stability, etc. (E. Besedina, A. Zelenskaya, A. Leonova, A. Martynyuk, L. Alekseenko, L. Polishchuk, J. Talanova). The problem of the effectiveness of general language training for philologists is also relevant today, since future translators

must perfectly master their native and foreign languages, understand the social, psychological, and linguistic mechanisms of the functioning of the language. The linguistic education of bachelor-translators begins with the development of discipline "Introduction to Linguistics". Domestic and foreign scientists (A. Dovgal, S. Doroshenko, N. Dyachenko, E. Ivanov, A. Makarova, A. Puzyreva and others) discuss the features of the formation of language competence, the content of various types of classes, the problems of preparing textbooks and test tasks for students studying the discipline "Introduction to Linguistics". However, this is not all the problems associated with its teaching, so the purpose of the article is to identify the actual problems of teaching the subject "Introduction to Linguistics" to future translators and to outline ways to solve them.

The training of a modern translator involves the formation of communicative (in particular foreign) competence among university students, one of the important elements of which is general linguistic training, which aims to "equip" students with all the basic information about the languages that are studied, language phenomena and units, and teach them knowledge in practice, in their professional activities. The purpose of this course is to form students' theoretical foundations for the further study of foreign languages and linguistic disciplines and future professional activities, the practical ability to compare the systems of native and foreign languages for further free operation of their units during translation activities. Achieving this goal involves the following tasks: 1) to acquaint students with the theoretical foundations of the science of language and the methods of its study; with the laws of the systematic organization of linguistic units, the development and functioning of the language in its multidimensional relations with man, culture, history, society, the problems of modern linguistics, classifications of world languages; 2) to study the laws of development and interaction of languages in diachronic and synchronous aspects; 3) to form with future translators an idea of basic language units, concepts, phenomena and processes, their types, properties and functions; 4) to ensure mastery of the methodological foundations of domestic and foreign linguistics; 5) to form a linguistic opinion on the basis of a multidimensional study of linguistic material; 6) to form the theoretical foundations for the further study of foreign languages, linguistic disciplines, future professional activities, learning to understand linguistic phenomena and meaningfully use linguistic terminology; 7) to develop skills in using various types of lexicographic work; 8) to develop among students initial skills and abilities to observe linguistic phenomena and units, to independently analyze and compare them; 9) to foster a sense of respect for the languages of the world; 10) to teach to solve the linguistic problems posed, using the achievements of modern linguistics and the results of their own observations of the language. After completing the mastery of the discipline "Introduction to Linguistics", students should have the following competencies: a) cultural and theoretical (knowledge of the laws of

structure, systemic organization of language units, development and functioning of the language in its multi-aspect relationships with a person, culture, history, society) b) research (knowledge of the basic methods of linguistic research and the ability to apply them) c) terminology (knowledge and understanding of linguistic terms and the ability to operate them) d) lexicographical, which involves knowledge types of compilers of dictionaries of works, abilities and skills to use them and find the necessary information during professional activities), etc.

Teaching the specified discipline has a certain specificity, which consists, firstly, in taking into account the connections of modern linguistics with disciplines of not only the humanitarian, social and economic cycles (philosophy, history of Ukrainian and foreign literature, rhetoric, political science, sociology, psychology, the basics of economic knowledge), but also mathematical and natural science cycles (information and communication technologies, physiology, mathematics, geography, etc.).

The course program provides such forms of classroom work: lectures, practical exercises, modules and examinations. Some topics were submitted for independent study with subsequent discussion and application in practical classes. The problem of organizing independent work is important in training future translators, because this activity involves not only studying abstracts, basic and additional literature on topics, but also completing all homework, preparing for control module work and examinations, and performing research and design work (laying reports, abstracts, glossaries, terminological crosswords, presentations before speeches). Teachers should help students to properly organize independent work, during which they should contribute to the mastery of its foundations; to increase the quality and intensity of the educational process; to teach to apply the acquired knowledge and skills to the analysis of linguistic phenomena accurately solve problematic issues; to develop interest in the chosen profession; to form your own position, professional competencies.

To identify the level of assimilation of educational material, we use a rating system for assessing students' knowledge, which provides for a set of training and control measures to stimulate the systematic independent work of students, and also ensures objectivity in assessing knowledge in the final form of control – an exam. Testing and evaluation of students' knowledge and skills takes place during the current and three modular controls (frontal oral and written surveys, the implementation of practical (written) tasks, testing, listening to reports, conducting tests), as well as the exam.

One of the problems of teaching is the preparation and updating of educational and methodological support of academic discipline. The university has developed teaching materials containing a work program for studying the course and methodological recommendations, which determine the subject and content of lectures and practical classes, questions for the exam, terminological

minimum, recommended literature available in the library and the Internet [2]. However, the available manuals either do not contain all the necessary teaching materials, or submit them from the standpoint of scientists belonging to another linguistic school and interpret language facts in accordance with their own social, political or other views. Therefore, we are preparing a training manual that would contain theoretical information in the form of texts, figures, diagrams, tables, violating the problems of both Ukrainian linguistics and foreign linguistics, as well as questions for self-control, problematic issues, topics of abstracts and reports, exercises and test tasks of varying complexity to determine the degree of competence of the student.

So, among the ways to solve the described problems that arise during the teaching of the discipline "Introduction to Linguistics", it is worthwhile to separate out the following: the preparation of teaching materials that would take into account the peculiarities of the training of future translators (textbooks, workshops, etc.); improving the teaching methods of the course by actively involving the latest pedagogical technologies; improving the conduct and evaluation of students' independent work and the like. Further research should be aimed at improving the teaching methodology of the subject "Introduction to Linguistics" for future translators by attracting the achievements of modern information technologies, improving the teaching and methodological base of teaching, in particular, adjusting the programs of this course, using distance learning elements and the like.

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TYPES OF DIVISION THE COMPUTER VOCABULARY INTO THEMATIC GROUPS

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The dynamic development of the language processes, the emergence of a large number of words which are not fixed in dictionaries, creates the preconditions for the studying new words that has just appeared in the language, no matter whether it is special, professional or slang. There are new, highly

specialized industries that are served by certain terminology that was not previously the subject of research. The development of science and technology leads to the emergence of new concepts and words that call them.

In addition, due to the expansion of human knowledge, there is a growing necessity for new definitions of already mastered concepts, as well as concepts of new branches of science and technology. Accordingly, the vocabulary of the language is expanding, and, to a large extent, this is done through the migration of scientific, technical terms and commonly used words.

Some subsystems of modern Ukrainian national terminology are still insufficiently studied and need further elaboration and systematization. It primarily applies to the terminology of information and computer technology, which emerged and spread in Ukraine with the development of the Internet.

The relevance of the topic is determined by the necessity to describe, systematize and divide into thematic groups the information and computer vocabulary, that also makes relevant an attempt to cover terminological vocabulary outside the scientific and technical field of its application and helps to determine its role in enriching the vocabulary of general language.

Currently, in the era of computerization of all spheres of activities and growing cultural level of the population, the role of scientific and technical vocabulary in enriching the vocabulary of modern general literary and commonly used language is growing steadily. It implies on the one hand the improvement of the national terminology system, its compatibility with international terminology, and on the other hand the adaptation of the specialists' language to the general literary and commonly used language. It makes scientific and technical language an interesting object for linguistic research, and the vocabulary of information and computer technologies and mobile communication, as relatively young and mobile, attracts special attention with its linguistic ignorance.

The development of modern means of communication contributes to the emergence of new types of communication. The World Wide Web and the mobile network are a fundamentally new environment and means of mass communication and information. Since the modern world and the people in it live in the conditions of rapid development of microprocessor and computer technology, the first in the number of new words is the field of computer technology and mobile communications. Computer terminology is a part of a special computer vocabulary, "which is formed in the subject area, technologically related to the production of personal computers and software for them" [5, 16].

The central concept around which the vocabulary is formed is the "computer" concept. The popular concept of "information and computer technology" (ICT) is broader and includes other technologies (television, cellular communications, etc.). For example, the advent of the cell phone – a new item in a person's life – has given rise to a whole layer of vocabulary that is

created for different situations of using this item. This type of communication is widespread: if previously cellular communication was used mainly by young people, now you can often see a child or old person talking on a mobile phone, so the lexical units associated with the use of a mobile phone are of particular interest for learning .

The vocabulary of information and computer technologies can be classified by thematic and lexical-semantic features. The difference between this division is that the thematic grouping is based on the internal connections between objects and phenomena of reality, and the lexical-semantic – on the internal, actually linguistic connections between lexical units [2, 79].

F. P. Filin distinguishes the concepts of thematic and lexical-semantic groups. Lexical-semantic groups, the researcher believes, are the union of words by their lexical meaning, while the thematic classification of words is carried out by the content of the concepts they denote, by topics or areas of use, almost regardless of the relationship of words to each other. according to their values. According to the researcher, combinations of words based not on lexical-semantic connections, but on the classification of objects and phenomena themselves, can be called thematic dictionary groups. [4, 526].

The thematic groups are defined as "combinations of words that mean certain groups of realities themselves" [7, 186]. According to L.Yu. Astakhina, "a group of words that is a list of names of certain subjects is considered as thematic" [1, 7]. Thus, "the unity of thematic groups is determined primarily by the denotative factor, the commonality of the phenomena themselves" [3, 71]. Within one thematic group, words enter into certain semantic relations, which testifies to the inseparable nature of thematic and lexical-semantic groups.

A. P. Krytenko emphasizes that in the thematic groups words are formed on the basis of subject-semantic closeness and constitute the most general type of interverbal relations, as they reflect the union of real objects or phenomena and the connections between them. 6, 200]. Thus, the association of words into thematic groups is based on the internal connections between objects and phenomena of reality and is determined by subject-logical features.

Systematization and classification of information and computer technologies vocabulary requires consideration of all its features. According to D. M. Shmelyev, thematic associations of words at the level of the language system are thematic-linguistic, or thematic-semantic groups, with closer semantic connections, they border on lexical-semantic groups, so the meanings of words in the thematic series can be qualified by the title – thematic dominant [9, 30].

Based on the thematic areas identified by I. L. Komleva, we can identify areas in which computer terminology is developing:
- general information about computers (history of creation, production, models and their purpose);

- names of hardware (equipment including monitor, system unit, keyboard and mouse in a desktop computer, or various compatible analogues of a laptop, tablet or smartphone and computer-compatible equipment (printers, scanners));
- software names (operating system with a set of standard application programs and additional programs compatible with the operating system);
- vocabulary of programming (a wide range of information processing capabilities associated with the creation and use of various algorithmic programs, as well as programming languages);
- vocabulary of the computer system (arithmetic operations and computer solutions).

The vocabulary of each of these areas belongs to the general computer terminology. So as such areas can be identified on various grounds, their areas may intersect [5].

In addition, we can classify computer terminology based on the logical-semantic structure into the following classes:
- names of objects (*flash card, hard disk*);
- names of processes (*formatting, sorting*);
- names of values (*bytes, pixels*);
- features and properties (*desktop type, operating system configuration parameters*).

N. Ravzhaa offers a different classification and identifies a number of principles on the basis of which industry terminology is formed:
- the principle of translation. Terms are formed by translating mainly from English into the national language (*home page – домашня сторінка, Random Access Memory – RAM, оперативна пам'ять*);
- the principle of reliance on the native language. It is that some terms (such as *copying, saving*) exist in the national language; borrowed words take the form of national vocabulary, ie they are subject to the rules of the national language;
- the principle of terminologizing non-terms. Words such as *mouse, spider web, basket*, etc., have entered computer terminology from common vocabulary, changing their meaning;
- the principle of unification. The emergence of computer terminology at the junction of related fields of science and technology, sometimes the transition of the term from another field (for example, the concept of *social network* is found in sociology and information and communication technologies) [8].

We can see that on the one hand, any terminology is part of the national language. That is, the form of a computer term – pronunciation, morphology and syntax – in the Ukrainian language is determined by the rules of the Ukrainian language. For example, the term *traffic*, borrowed from the English language (*traffic* – traffic, transport, trade) to denote the amount of information

transmitted over a computer network over a period of time, in the Ukrainian language is conjugated.

On the other hand, computer terminology (namely, neologisms borrowed from another language) differs from common vocabulary by the preservation of specific features that are not characteristic of the national language. That is, computer terms that have come into our language are characterized by some features of English vocabulary that are completely uncharacteristic of the Ukrainian language, for example:

- uncharacteristic for the Ukrainian language morphological and phonological structure of the word (*slide, firewall, cartridge*);

- combination of Ukrainian words with English words and abbreviations (*web-server, sms-messages*);

- a combination of terms that makes sense in English (*file server, CD*);

- spelling of complex terms, for example, writing words with a hyphen, which is not typical for Ukrainian spelling (*cache memory* – швидкодіюча пам'ять, *ZIP-file* – файл у форматі ZIP);

- digital-letter-symbolic names, not typical for the Ukrainian language (*input / output device, 3D-format*).

Thus, a computer term that has features (morphological, phonetic, syntactic) of the word of the Ukrainian language, has some features that are not typical of the Ukrainian language. Therefore, we can say that computer terminology intersects with the national language: it partly coincides with it, and partly goes beyond it.

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THE IMPORTANCE OF VIDEOS FOR TEACHING FOREIGN LANGUAGES

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Reforming higher education implies a rational combination of traditional educational tools with innovative pedagogical and information-computer technologies. It is caused by necessity to implement the principles of personality-oriented approach, promote improvement of teaching methods and tools, increase the efficiency of educational process, development of cognitive activity and personal qualities of students. The use of the latest technologies presupposes new opportunities in the organization of educational processes, in particular, they provide active language acquisition by the learner. The formation of students' speech skills during oral and written communication is one of the main tasks of language training in Ukrainian universities, because such skills not only provide daily communication of students, but also promotes two-way exchange of information in scientific discourse.

The main problem in studying foreign languages is the limited opportunity to communicate with native English speakers. To overcome this problem, it is advisable to use videos in class. The problem of using video technologies in the educational process during language teaching was raised by different scientists. Among them are I. Andreasyan. O. Bogdanova, O. Brovina, M. Duka, T. Yeremeeva, O. Konotop, T. Leontieva, M. Lyakhovytsky, M. Perohanych, O. Tarnopolsky, N. Fregan, T. Yakhnyuk and others. Many scientific papers have been written about video as a technical means of teaching a foreign language, but the topic remains relevant due to the actualization of intercultural communication, the spread of multimedia technologies and the availability of video materials via the Internet, the introduction of interactive teaching methods, competence approach to education etc. The **purpose** of the article is to characterize the properties of video materials as a means of teaching all types of speech activity, features of their application in foreign language classes for the development of intercultural communicative competence of students.

Educational videos are defined as polycode formation, which is a means of education, the main function of which is to simulate on the screen natural situations of language communication, figurative world in order to influence the student-viewer by synthesizing the main types of clearness (visual, auditory, motor, figurative, extralinguistic).) [1, p. 222; 2, p. 262]. Teachers mainly

include the following products in video materials: news, interviews, talk shows, advertising blocks, cartoons, documentaries and feature films, video clips to demonstrate speech situations with dialogues and polylogues of both conversational and professional communication, scientific reports at conferences, etc.

Based on the analysis of scientific and methodological sources and as a result of our own observations, we came to the conclusion that videos have significant methodological advantages: 1) informative (enrichment of students' background knowledge with information about life, traditions in other countries, realities, verbal and nonverbal speech; formation of information culture); 2) relative accessibility (because the material base of our universities is not well developed yet); 3) communicative orientation (creation of indirect language environment, modeling of everyday, socio-cultural and professional communicative situations, demonstration of ready models of behavior for study and further development during natural communication in society, conscious selection of strategies of verbal and nonverbal behavior, as well as selection of language speech tools, formation of communicative and socio-cultural competencies of students); 4) the effectiveness of language teaching (improving vocabulary etc.); 5) clarity and intensity (presentation of information in a visual form contributes to more convenient information perception, ease and speed of its assimilation); 6) educational function (the ability to instill in students a sense of respect for the language, culture of different nations, to form personal qualities of students), 7) differentiation (the use of video to ensure and enhance group, pair, individual work); 8) methodological value (diversification of types of training sessions); 9) applicability in distance learning; 10) demonstration of dynamic processes, which is important for the study of technological processes in the specialty (as opposed to static information of multimedia presentations created in Microsoft Power Point); 11) positive influence on students 'motivation to study, learning a foreign language becomes easy, interesting, and most importantly – effective, because students' thinking and speaking activity is activated, attention is concentrated, which promotes better understanding and memorization of information; 12) development of creative thinking, analysis of other people's speech.

To ensure the effectiveness of language teaching, videos must meet certain requirements: 1) image and sound quality; 2) compliance of the content of videos with the curriculum as well as the level of general and language training of students; 3) offering the necessary professional vocabulary, explanation of new words or terms; 4) providing opportunities for the development of speech and socio-cultural competencies of students; 5) short duration of videos; 6) the presence of clear instructions for solving specific educational tasks; 7) normativeness of the offered language material; 8) demonstration of typical professional situations.

However, the effective use of video has to be organized according to plan of the lesson. The structure of the lesson with the use of video materials usually has the following stages: 1) preparatory (notification of the topic and lesson plan, preparatory exercises for viewing – repetition with students of previously learned words and necessary grammatical forms and constructions, explanation of semantics of new words; 2) demonstration (viewing of video materials, performance of tasks on filling of gaps in the text, division of video into parts, forecasting of the further course of events); 3) post-demonstration (discussion of what has been seen and heard, communicative exercises – proposing similar speech situations, concluding dialogues, paying attention to intonation, facial expressions and gestures, finding additional information about these problems, participating in discussions, retelling content, determining the sequence of events, etc.); 4) control (checking the level of students' understanding of the main content and the level of mastering new lexical units through surveys, exercises or tests, writing letters, translations, making sentences with new words, composing presentations, etc.).

The successful use of video materials is guaranteed at almost all stages of the language learning process: for the presentation of language material in a real context; for consolidation and training of such material in various situations of communication; for the development of oral communication skills; to teach foreign language culture and identify intercultural differences, etc.

The following tasks can be used in foreign classes: 1) lexical: exercises for repetition of vocabulary, introduction of new words to enrich students' vocabulary, selection of the necessary words, synonyms, antonyms, phraseology); 2) grammatical: selection of correct verb forms, adjectives to characterize a particular character, selection of grammatical constructions with prepositions and articles, construction of different types of sentences to describe the process etc.; 3) listening: exercises for observation of speech, when students learn to listen and understand oral speech, understand the situation (place and time of action, features of the characters), learn the rules of behavior in different circumstances, fill out questionnaires after viewing; 4) speech: a description of what has been seen and heard, the expression of their attitude to what has been seen; composing dialogues according to a sample; forecasting the development of events in a given situation; participation in video conferences; 5) project, research tasks (creating a video on a certain professional topic etc.) The choice of tasks for video materials in foreign language classes depends on various factors: the purpose of the lesson; level of language proficiency; specialization of students; psychological microclimate in the teaching staff; specifics of video materials. However, the main thing is to help students start speaking the foreign language. The duration of videos depends on the topic and purpose of the lesson, the level of readiness of the student to perceive information in a foreign language. However, the most effective are short videos lasting from 30 seconds to several minutes, which are easier to create and analyze, easier to understand

the features of the semantics of lexical units. It is possible to use both self-produced videos and widely use short videos from YouTube and other social networks. Stories told by participants or observers of events, but necessarily native speakers, are effective for study, as they demonstrate mostly typical situations using the most commonly used lexical units and syntactic constructions.

At present in the practice of teaching foreign languages videos are not always actively introduced as there are certain difficulties: 1) the need to develop and shoot videos, because it is not always possible to find ones on some topics from a particular profile; 2) the dependence of the effectiveness of training not only on the skill of the teacher, but also on the level of relevance and perfection of materials; 3) lack of material and technical base in universities to ensure the demonstration of video materials in most classes, as this requires modern computers with software for creating and viewing video products; 4) spending a significant amount of time and effort on self-development or search for video information on the Internet; 5) the need to prepare students for such classes.

However, the use of video materials in classes for the study of colloquial and professional vocabulary, simulation of speech situations on the screen does not eliminate the need for dialogic and monologue training, but requires revision and consolidation.

It should be noted that there may be some difficulties while using videos in classes such as the behavior of students who either start singing, laughing, reacting loudly to what is happening on the screen, or are distracted by mobile phones. Difficulties also arise due to insufficient preparation of the teacher for the lesson, selection of uninteresting fragments, unclearly formulated tasks and so on. We believe that the use of such methods of teaching will promote the interest of students, as well as facilitate the work of the teacher to comply with student behavior in the classroom, the introduction of new vocabulary, including terminology.

To sum up, it is vital to realize that the videos help to make each student an active participant in the language learning process, increase his/her communicative activity, encourage speech activity, involve him/her in a direct act of communication to solve important problems, and promote student self-realization and self-education. The study showed the methodological benefits of using video materials in the formation of necessary skills, speech and communicative competencies, as it is an interesting, effective process that involves all four types of communicative activities: listening, speaking, reading and writing. Taking everything into account we must not forget about traditional teaching methods of teaching languages that have their advantages and are related to psychological processes in the human mind, so it is necessary to combine different teaching methods, selecting them according to the specific situation.

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LEXIKOGRAFISCHE UNTERSTÜTZUNG DES FREMDSPRACHEN-UNTERRICHTS FÜR STUDENTEN VON I-IV-STUDIENJAHREN

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Das Problem der Aktualisierung des Bildungsinhalts erfordert die Schaffung von Möglichkeiten zur selbständigen Beherrschung von Fächern in der Hochschulbildung, die Suche nach Wegen zur Stimulierung selbständiger kreativer Aktivitäten usw. Moderne Fremdsprachenprogramme, die an der O. M. Beketow nationalen Universität für Stadtwitschst in Charkiw entwickelt wurden, bieten eine große Anzahl von Stunden für die selbständige Arbeit der Studenten, die die Präsenzstunden fortsetzen und ergänzen, die unter der Anleitung des Lektors durchgeführt werden. Das Erlernen von Wortschatz war und ist eine der Hauptarten von Bildungsaktivitäten während des Spracherwerbs, aber die Organisation dieser Arbeit hat laut Lektoren jetzt einige Schwierigkeiten. Erstens verwenden die Studenten elektronische Wörterbücher-Übersetzer, die jedoch die Arbeit mit Texten beschleunigen. Zweitens ist es bei der kommunikativen Unterrichtsmethode immer noch wichtig, mit Texten unterschiedlicher Komplexität zu arbeiten, darum gibt es wenig Zeit zum Erlernen von Wörtern im Unterricht.

Derzeit haben die Lektoren der O. M. Beketow nationalen Universität für Stadtwitschst in Charkiw eine Priorität, Bildungs- und Methodenkomplexen der Fremdsprachen für Studenten von I-IV-Studienjahren zu aktualisieren. Das wichtigste Element solcher Komplexe ist das Lehrbuch, weil es fast alle Themen und Materialien enthält, die die Studenten beherrschen müssen. Die Struktur der Komplexe umfasst auch Testsammlungen, Testaufgaben, die die Arbeit der Lektoren erleichtern und es Ihnen ermöglichen, das Niveau des Lernmaterials schnell zu überprüfen usw.

Die Wörterbücher sind auch erforderlich, um neues Material einzuführen und professionelle Konzepte zu klären. Daher ist das Problem der Verbesserung

von logistischer Unterstützung für den Fremdsprachenunterricht aktuell, insbesondere die Zusammenstellung der neuen, translatorischen, erklärenden und anderen Arten von Wörterbüchern. Der Bericht soll die Notwendigkeit der Erstellung von Fachwörterbüchern für Studenten von I-IV-Studienjahren begründen.

Das Problem der Entwicklung von Lehrwörterbüchern in der nationalen und ausländischen wissenschaftlich- methodischen Literatur wurde von folgenden Wissenschaftlern wie S. Vorobyova, P. Denisov, V. Dubichinsky, N. Zaichenko, L. Malakhovsky, V. Morkovkin, A. Suprun, O. Turkevich geforscht, die einstimmig festgestellt haben, dass der Hauptzweck von lexikografischen Arbeiten darin besteht, den Studenten zu ermöglichen, sowohl aktiven als auch passiven Wortschatz aufzufüllen, den Bildungsbedarf an aktuellen und soziokulturellen Informationen zu decken usw.

Wie Sie wissen, ist die Popularität der Referenzliteratur in der Informationstechnologie des 21. Jahrhunderts schnell zugenommen, weil sich die Computer- und Korpuslexikographie dynamisch entwickelt und auf diese Weise erstellte Wörterbücher ein zuverlässiges und bequemes Mittel zur Systematisierung, Speicherung und Übertragung von Informationen sind. Heutzutage gibt es Pädagogen und Methodologen (T. Zabavnikova, A. Makarenko, T. Podgurska usw.), die die folgenden Vorteile elektronischer Wörterbücher gegenüber gedruckten Wörterbüchern feststellen: schnelle Suche und Darstellung der Semantik der erforderlichen Wörter und Sätze; Erleichterung der Übersetzung von Informationen; Kommunikation mit Lektoren und anderen Muttersprachlern; Bereitstellung grammatikalischer Formen, Synonyme und Antonyme, mögliche Beispiele für die Verwendung von Registerwörtern; Visualisierung von Materialien mit Zeichnungen, Fotos, Diagrammen, Videos; Organisation von Trainingsübungen; Fähigkeit den Wortschatz zu hören, auszusprechen und auswendig zu lernen usw. Es ist klar, dass solche lexikografischen Nachschlagewerke die Lerntätigkeit aktivieren, die Unterrichtsansätze diversifizieren, nicht nur geistige, sondern auch emotionale Ressourcen der Studenten ansammeln, um schneller Bildungszielen zu erreichen. Im praktischen Unterricht nimmt die Verwendung solcher Wörterbücher jedoch manchmal viel Zeit in Anspruch (keine Internetverbindung, Computer startet nicht oder hängt sich auf, Studenten werden abgelenkt usw.). Es sollte auch beachtet werden, dass die Übersetzungsprogramme nicht immer alle engen Begriffe übersetzen können (aufgrund des unzureichenden Wortschatzes, der Neuheit einiger spezieller Einheiten) und die Notwendigkeit bestimmter grammatikalischer Formen zur Übermittlung von Informationen in einer bestimmten Sprache nicht immer "verstehen". Trotz der Verfügbarkeit von Übersetzungsressourcen des Netzes, in denen alle Wörterbücher (Bedeutungswörterbuch, Übersetzungswörterbuch usw.) online verfügbar sind, benötigen wir unserer Meinung nach weiterhin gedruckte lexikografische Werke (sowohl einzelne Ausgaben als auch in

Lehrbücher, Workshops und Testsammlungen), die uns helfen, die Bedeutung von Fremdwörtern und -phrasen zu verstehen, die in pädagogischen Texten und Übungen verwendet werden, die Beherrschung des gemeinsamen Wortschatzes und der Spezialeinheiten eines bestimmten Fachgebiets zu erleichtern.

Die Hauptaufgaben der Arbeit mit verschiedenen Wörterbüchern während des Fremdsprachenstudiums sind unserer Meinung nach die folgenden: 1) systematische Bereicherung des aktiven Sprachschatzes von Studenten für Kommunikations- und Bildungszwecke mit dem produktivsten Wortschatz; 2) Bereitstellung eines solchen Verständnisses der Texte, das zum Verständnis des speziellen Materials beitragen würde; 3) Vorbereitung auf das selbständige Lesen von Originaltexten wissenschaftlicher Quellen im Fachgebiet.

Unserer Ansicht nach müssen lexikografische Bildungsarbeiten die folgenden Anforderungen erfüllen: Richtigkeit der Informationen, Zugänglichkeit, Effizienz der Informationsbeschaffung, Häufigkeit der angebotenen Materialien. Die Fachwörterbücher sollten nicht nur Übersetzungsäquivalente enthalten, sondern auch Definitionen wissenschaftlicher Konzepte darstellen, die zu einem besseren Verständnis der Bedeutung von Spezialeinheiten, zum Erlernen neuer Fachwörter und zu wissenschaftlichen Informationen im Allgemeinen beitragen. Es ist auch angebracht, andere Informationen zu Begriffen bereitzustellen: ihre phonetischen Eigenschaften (Aussprache und Betonung), einige grammatikalische Formen, Beispiele terminologischer Phrasen mit Registerwörtern usw.

Die Verwendung von sprachlichen und professionellen Wörterbüchern ermöglicht es den Studenten, die Bedeutung unbekannter Wörter und Begriffen zu klären. Die semantisch genaue Verwendung von lexikalischen Einheiten in der Sprache erhöht im Allgemeinen die Sprache und Sprachkompetenz der Studenten, was eine der wichtigen Stufen des Wortschatzes von Studenten ist. Solche Bereicherung des Wortschatzes zukünftiger Fachkräfte mit neuen Fremdbegriffen ist ein äußerst schwieriger Prozess bei der Beherrschung einer anderen Sprache, der drei Stufen umfasst: a) Semantisierung, wenn neue Wörter eingeführt und ihre Bedeutungen erklärt werden; b) Verwendung in einem bestimmten Kontext (vorbereitete Rede); c) die Verwendung des Wortes in unvorbereiteter (spontaner) Sprache. Die vollständige Assimilation neuer Wörter erfolgt, wenn sie in der Sprachpraxis frei verwendet werden. Wie wir sehen können, sind Wörterbücher nur ein Bestandteil der methodischen Unterstützung für den Fremdsprachenunterricht zur Bildung der lexikografischen und terminologischen Kompetenz der Studenten, was zur Weiterentwicklung der Fremdsprachenkommunikationskompetenz zukünftiger Fachkräfte beitragen sollte. Die Lektoren des Lehrstuhls für Fremdsprachen, die mit Studenten arbeiten, beschäftigen sich ständig mit den Einschränkungen ihres aktiven Wortschatzes nicht nur in Fremdsprachen, sondern auch in Ukrainisch, was ein erhebliches Problem beim Erlernen von Fremdsprachen darstellt. Die Studenten

benutzen mündlich und schriftlich oft einfache, abgedroschene Sätze. Die "Armut" im Wortschatz von Studenten ist ein schwerwiegender Mangel, der verschiedene Gründe hat. Die Studenten lesen wenig Belletristik und Sachbücher und viele Hochschullektoren achten nicht drauf, die Sprache der Studenten mit dem Fachwortschatz zu bereichern. Unserer Meinung nach ist die Wortschatzarbeit wichtig, weil die richtige Verwendung von Fachbegriffen in der eigenen Sprache für gute Vorbereitung spricht.

Wir glauben, dass es wichtig für selbständige Arbeit der Studenten ist, ihre eigenen terminologischen Wörterbücher (Thesauri) für studierenden Fremdsprache zusammenzustellen. Bei der Durchführung von diesen Aufgaben identifizieren die Studierenden bestimmte Merkmale von wissenschaftlichen Konzepten, klassifizieren sie in bestimmte Kategorien, systematisieren ihre eigenen Kenntnisse, damit sie gute Fremdsprachenkenntnissen im Fach erreichen könnten.

Die Studenten sollen ihre Forschungsfähigkeiten entwickeln, ihren Fachwortschatz richtig verwenden, neue wissenschaftliche Informationen zusammenfassen usw.

Das Erstellen von Wörterbüchern für Studenten verschiedenen Fachrichtungen wird dazu beitragen, die interdisziplinären Verbindungen zu fachbezogenen Lehrstühlen wiederherzustellen. In dieser Zusammenarbeit wurden bereits Lehrbücher veröffentlicht, die terminologische Wörterbücher mit übersetzten Äquivalenten und Definitionen wissenschaftlicher Konzepte enthalten [1; 2; 3]. Der Lehrstuhl für Fremdsprachen der O. M. Beketow nationalen Universität für Stadtwitschst in Charkiw hilft Fakultäten, fachbezogenen Lehrstühlen bei der Entwicklung von Konzepten, der Erstellung von Wörterbüchern für Fachdisziplinen in Fremdsprachen und bei der Aktualisierung bereits veröffentlichter Materialien.

Die Analyse der wissenschaftlichen und methodischen Unterstützung der lexikografischen Arbeit im Lehrstuhl für Fremdsprachen zeigt allerdings, dass die Lehrkräfte mehr auf die Entwicklung der lexikografischen Fähigkeiten von Universitätsstudenten achten sollten. Es hilf den Studenten bei der Orientierung in komplexen Informationsräumen und bei der Suche nach Informationen in verschiedenen wissenschaftlichen Bereichen. Die Zusammenstellung von terminologischen Wörterbücher mit Übersetzungsäquivalenten, die Darstellung von Definitionen wissenschaftlicher Konzepte in einer Fremdsprache, die Veröffentlichung solcher Wörterbücher in Textsammlungen und anderen Ausgaben werden die Effizienz des neuen Fachwortschatzes und die standardisierte Verwendung von Fachbegriffen erhöhen.

Die Perspektiven für weitere Forschungen sind die eingehenden Analysen und die Einführung von Computer-, Kommunikations- und Multimediatechnologien im Bildungsprozess an den Hochschulen. Dann wäre es möglich, die lexikografische Theorie und Praxis auf die neue Ebene der Computer- und Korpuslexikografie zu bringen.

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PEDAGOGICAL CHALLENGES IN A DIGITALLY NETWORKED CLASSROOM

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Advantages and disadvantages of technology and web-based educational settings for language learning have long been discussed by scholars. The Coronavirus pandemic that has transformed the learning process depriving it of traditional human interaction and forcing virtualization has made this issue extremely topical. The speculations on the major transformations in the global language education, the obstacles and vistas dominate methodological studies.

Cloud computing services which potential had been exploited only fragmentarily before the COVID-19 outbreak attracted further notice of educational professionals. Due to a huge variety of these services (Software as a Service, Platform as a Service, Hardware as a Service, Infrastructure as a Service, Communication as a Service, Desktop as a Service) (Kravtsov & Gnedkova, 2016) and due to their immense capabilities, the main problem facing teachers and researchers in the field of education sciences nowadays is the problem of pedagogical design. The selection of tools has to be guided by the principle of forming a new educational setting that will provide maximum opportunities to strengthen learning, to personalize it and to meet curriculum and students' requirements. And the strength of a system is not in its parts but in the high level of relations between its components.

To support educators with the task the Global Education Innovation Initiative at the Harvard Graduate School of Education, the OECD's Directorate of Education and Skills, the World Bank Education Global Practice and the organisation Hundred presented a set of online educational resources to support the continuity of teaching and learning during the 2019-20 COVID-19 Pandemic. The resources are classified according to the type, language, subject and grade level. The instructional resources are coded according to the competencies they are aimed to develop, using a special taxonomy (Reimers et al., 2020).

Planning new online environment teachers should consider the general nature of distance language learning in which learners should have a higher degree of self-management and environment management, they have to cope with some of the tasks that are traditionally performed by the teacher in classroom contexts. They have to identify, participate in and manage learning experiences, which match their individual learning needs and pace. These processes should be carefully supported by the educator.

To reach more effectiveness of the learning process the teacher has to exploit the learning material which is based both on asynchronous and synchronous technology that is able to boost motivation and engagement. In this context, creativity and visualization are those potentials that can be of value as they can transform students from passive to active learners. Visually presented information not only attracts attention, but it also helps to improve comprehension, to deepen and extend the taught material, to remember the presented content. The majority of research state that the visual channel is one of the two most effective communication channels. For example, studies of instructional design (Liu & Ginther, 1999) state that 20-30% of respondents are determined as auditory type, 40% as visual and 30-40% as a combination of tactile-visual.

The process of educational visualization in a digitally networked classroom can become truly rewarding if it consists of two aspects. Firstly, the visualizations have to be thoughtfully designed by experienced teachers to support the teaching process (visual representation of information in the form of graphs, diagrams, tables, texts, video units, video games, etc.). Secondly, students have to be professionally instructed to visualize learning material to gain a profound understanding of the target information. In this case, learning by visualization involves a student into active learning which can be realized in collaborative learning, learning by teaching and classroom response systems.

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TEACHING COMMUNITY INTERPRETING FROM ENGLISH INTO UKRAINIAN IN UKRAINIAN UNIVERSITIES

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In recent years, a special type of oral translation has become increasingly popular with researchers, referred to in the English language as Community Interpreting (CI).

CI is usually defined as a special type of oral translation facilitating access to public services by mediating between service users and service providers who do not share the same language. Its particularity is that CI serves mainly the social spheres of life.

One of the most obvious differences between community interpreting practice in Ukraine and abroad is connected with the classification of settings in which the interpreted event is occurred. While the most general classification into social, medical and legal settings seems to be quite universal [4, p. 44], the further subdivision into a more precise specialization is absolutely different. For example, while in most EU countries housing and schools are included into social services [4, p. 45], in Ukraine they are the responsibility of an absolutely different authorities (housing and communal authority, educational authority correspondingly). Unlike in the EU, child care centres are not medical, but educational settings in Ukraine [3, p. 154].

Besides, CI in Ukraine mainly involves court interpreting where a non-Ukrainian speaking immigrant is either the accused party or a witness and interpreting during the process of child adoption by foreign citizens (while in other traditional CI settings, e.i. social services and healthcare institutions, 'natural translators' predominate).

At the same time, teaching Community Interpreting in specialized higher educational institutions, where translators an interpreter for the needs of urban economy are trained, seems to be essential. In 2018, the O. M. Beketov National University of Urban Economy introduced a new training program developing translators and interprets to be employed in the international departments of local authorities. In this connection, an idea arose to develop a specialized course in CI.

From the point of view of the skills involved, CI is making use of interpreting skills, linguistic skills, research and technical skills, and interpersonal skills [2, p. 162]. The interpreter may need a special psychological training to be able to face a conflict situation or the client's psychological

breakdown, CI during official meetings and ceremonies requires a special knowledge of diplomatic protocol [3, p. 153].

Thus, the specialized course in Community Interpreting should include the development of the following skills:

- Legal interpreting/translation skills,
- Medical interpreting/translation skills, including psychological interpretation/translation,
- Protocol interpreting during official meetings with the top city authorities, etc.

Although CI is predominantly associated with oral practice in the western countries, due to a vast amount of bureaucratic procedures, it may require profound skills in written translation practically in all kinds of CI settings [1, p. 51].

To sum up, here are the main points: community interpreting has become a profession in many countries of the world. Training programs and assessment tools have been developed and the demand for services has increased significantly. Following the growing demand for the CI in a vast variety of settings in big Ukrainian cities, the CI study in Ukraine can become a highly relevant academic discipline to be developed in the near future.

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SOME WAYS OF INCREASING SELF-CONFIDENCE IN THE COURSE OF ENGLISH LEARNING

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Each teacher of English at least once in his/her life has faced the situation when learners of English are afraid of speaking up. Excessive shyness is a sign

of insecurity, lack of confidence, an incorrect self-image and low self-esteem. It can result in feeling unsure of yourself in the company of other people and English lessons are not exception as different students with different level of English knowledge participate in them.

There are simple ways to help to increase learners' self-esteem and build self-confidence during English lessons. Learners of English should:

1. Always do their homework. Being prepared means that they are responsible, diligent person and ready to fight their problems.

2. Take care of themselves and always have a good sleep. If they are tired they most likely won't take active part in activities suggested by their teacher.

3. Believe that their teacher is not a person who wants to fill them with knowledge. He/she is interested in their work and progress.

4. If homework includes learning some pieces of material by heart it is essential to practice them loudly especially in front of a mirror, create a dialogue with themselves: speak to themselves, answer themselves, dispute the answer, convince themselves, scold themselves, lecture themselves and then say goodbye. In addition to this, they should record this conversation to listen to later and assess themselves to see what they need to improve, or give the recording to someone they trust so that these people are able to correct learners.

5. Surround themselves with people who make them feel good. It is not difficult to do it as beyond English lessons we can feel free to choose such people. On English lessons we can face different problems as we are not surrounded with students whom we like. So it is a challenge for a teacher of English to create such psychological atmosphere when all learners would like to participate in all activities.

The trouble with self-conscious individuals is that they think the other people are concerned about how they look and perform. Yes, there are judgmental people. But we should know that most of them are insecure and look for the weakness in others to validate their own worth. So if a teacher keeps it in mind, he/she wouldn't become bothered and find ways of solving this problems.

Many people nowadays frequently experience stresses and negative emotions Stress compromises the ability to communicate. If people feel disappointed or irritated the tone of the voice, intonation and movements of the body will clearly signal that something unpleasant has happened. The teacher should be aware of some unconscious nonverbal expressions that might confuse or even turn off the class. If a person is overwhelmed by stress, it is best to take a time out. It is better to calm down before continuing the conversation. Once a person regains the emotional stability, he or she will be better "equipped" to deal with the situation in a positive way. Learning how to manage stress is one of the most important skills a teacher can do to improve his/her professional skills. A teacher who wants to become efficient must control his/her emotions, gestures, facial expressions, etc. Therefore, the material elaborately chosen for lessons

must be "accompanied" by a proper behavior, gestures, facial expressions, in other words, a teacher should improve communicative skills as well as his/her psychological well-being. If some people think that students or learners attend the classes only for the reason that they want to learn English well they are mistaken. Communicative environment is the most important thing as every person wants to be needed, loved and respected as well as to become competent in the sphere of the subject studied. Clarity of speech, friendly disposition, smiling face, smooth movements of a teacher help to develop successful interaction. Realizing this fact will definitely lead to building successful relationship between a learner and a teacher. In addition to this, it will help increase self-confidence of students.

It's not always easy to be confident in yourself, particularly if you're naturally self-critical, or if other people put you down. But even in such situations students can take to increase and maintain their self-confidence.

Self-confidence is vital in almost every aspect of our lives, yet many people struggle to find it. Sadly, this can be a vicious cycle: people who lack self-confidence are less likely to achieve the success that could give them more confidence.

For example, you might not want to back a project that's pitched by someone who's visibly nervous, fumbling, or constantly apologizing. On the other hand, you might be persuaded by someone who speaks clearly, who holds their head high, answers questions with assurance, and readily admits when they don't know something.

Confident people inspire confidence in others: their audience, their co-workers, their bosses, their customers, and their friends. And gaining the confidence of others is one of the key ways to succeed. Confidence in ourselves is really powerful. When we believe in ourselves, we can make things happen. We can create change and as soon as we notice that change, it becomes really empowering. We prove to ourselves that something's possible and we get inspired by that and we go out again and we try another time and we go further.

If people are afraid to communicate freely in everyday life they most likely lack the confidence to use English or the confidence to speak with other people in English, not just to become a better English user but also to develop and achieve some of those bigger ambitions that they have for themselves.

Overcoming shyness *is* possible, but it may not feel easy. If a learner has made efforts to deal with this problem and is still having trouble, he/she might want to talk it over with someone he/she trusts, such as a family member, teacher or friend. If the learner is really struggling with his/her shyness, there might be something else going on. They shouldn't worry about the mistakes, worry about the accent, worry about the fact that their vocabulary is not as rich as they would like it to be. It will all get better, just be patient.

People who are shy are usually afraid to ask questions. But that's exactly what they should do: ask questions. They shouldn't pretend that they understand

everything, it doesn't help them improve their skills. Again the problem is that it is in nature of people to be afraid of looking odd, stupid. So they prefer to be silent.

On the contrary, absolutely there is nothing wrong when there are misunderstandings between learners and their teacher. Students should ask teachers to explain things they didn't get, it will help them gain knowledge. An efficient teacher really appreciates when his/her students ask questions. Asking questions actually underlines learners' desire to understand a lot better.

One of the problems learners of English face is incapability to think in English. There is a tendency to make translation literally. In order to start thinking in English, they should try to use simple constructions. Once they've gained confidence and linguistic skills, they can take a risk and try to form more complex sentences. The most important, as it has already been written above and repeated a thousand more times, is that they must be able to express themselves so that people understand them.

To sum up, it can be said a lot about ways of overcoming these difficulties. But the most important thing is that learners of English should practice, practice and practice. After all " they just have to keep putting one foot in front of the other", as the old proverb says.

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THEORETICAL ASPECTS OF FOREIGN LANGUAGE TEACHING IN THE LINGUISTIC LANDSCAPE

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Contemporary Ukrainian educational establishments of all levels aim at preparing learners for interaction and communication in a modern globalized society. Foreign Language Teaching (FLT) has become the main experimental field that develops key skills of the XXI century, namely communicative and sociolinguistic competencies. Learners develop their target language awareness through their daily experience in public places, as well as intercultural competence, civic participation, and social critique. Such an L2 input leads us to the definition of the linguistic landscape (LL). Initial definitions of the LL

referred mainly to the visibility and salience of languages on public and commercial signs in a given territory or region (Landry & Bourhis, 1997). Some recent studies have explored the theoretical potential of the LL for language learning and it was suggested that the LL could contribute to language learning by serving as a source of authentic input for the development of pragmatic competence and literacy skills, as well as for raising learner's language awareness (Cenoz & Gorter, 2008). In addition, the digital sphere has become an integral part of our reality and learning context and hence, should be considered a part of the LL.

Considering the aforementioned, the aim of this paper is to discuss the ideas of using the linguistic landscape in FLT. The objectives of the research are to study the definition of LL and to analyze the peculiarities of the LL in Ukraine. In this context we address learning as a social process, resulting from active participation in a collaborative creation of knowledge. The main objective of the instructor in this case is to expose learners to the limitless opportunities for interacting with the target language beyond the formal lessons.

Previous experiments on LL classroom implementation show an increasing level of learners' participation and L2 fluency (Aladjem & Jou, 2016). The method reveals its effectiveness due to the role of the instructor as a motivator and moderator encouraging communication in L2 and pointing to its formal aspects. Learners become active explorers, highly aware of language exponents in their surroundings, that they transform into an authentic learning environment and scaffold their learning process. Another experiment suggests that increased use of images from the environment in language and literacy instruction has the potential to make the process of language learning more motivating and appealing to learners (Hewitt-Bradshaw, 2014).

The initial research of the LL in Ukraine in 2019 comprises over 1,200 visual evidence of public signs of different types in 4 languages (Ukrainian, Russian, English, Jewish + bilingual) from 6 large Ukrainian cities (Kyiv, Odessa, Kharkiv, Chernivtsi, Mykolaiv, Uman). The key points under analysis are the category and the content of the signs, their location, creators, target audience and message. Applied in the contemporary Ukrainian context, LL serves to investigate the ways in which the variety of language is appropriate to a particular social situation. We use critical discourse analysis and systemic-functional linguistic theory to explain language use and variation in terms of the communicative choices language users make to achieve different functions (Halliday, 1978). Thus, any visual evidence (store/business/office advertisement, poster, graffiti, statue plaque, traffic sign, building official sign, newspapers) is studied by learners as a product of social interaction when different structures and processes in the social system produce different texts. If educators use such texts to integrate content in the school curriculum, learners might find literacy resources more motivating and engaging, since LL reflects authentic language use in diverse ways that are familiar to learners.

The areas of future dialogue considering the topic of using LL as a pedagogical resource include a detailed analysis of the collected LL evidence and creating recommendations for curriculum improvement as well as designing a number of tasks in terms of different language courses.

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MOTIVATION FACTOR AS AN ESSENTIAL PART OF SUCCESSFUL FOREIGN LANGUAGES LEARNING

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Motivation is a powerful tool for any kind of human activity. Persons motivated either intrinsically or extrinsically channel their behavior towards the goal being goal-directed and highly motivated. But those whose goal is vague and far off feel difficulties in their development. The statement is completely true for students learning foreign languages as well [5].

The word "motivation" is typically defined as the forces that account for the arousal, selection, direction, and continuation of behavior. Actually, it is often used to describe certain sorts of behavior. A student who studies hard and tries for top grades may be described as being "highly motivated", while his/her friend may say that he is "finding it hard to get motivated". Such statements imply that motivation has a major influence on our behavior.

Motivation can be defined as a concept used to describe the factors within an individual which arouse, maintain and channel behavior towards a goal. Another way to say this is that motivation is goal-directed behavior [5].

Motivation can be categorized into two types: intrinsic and extrinsic.

Intrinsic motivation is a drive that comes from within a person. People are intrinsically motivated when they enjoy doing an activity.

Extrinsic motivation is a drive that comes from outside of a person. People are extrinsically motivated when they want to gain a reward (like a prize or a good grade) or avoid a punishment [3].

Generally, when someone already has intrinsic motivation, rewarding them can actually *decrease* their intrinsic motivation, making them less interested in the activity and therefore decreasing their performance.

However, when someone isn't interested in a subject-meaning they have no intrinsic motivation to learn about it – giving rewards can get them to participate in the activity, which might then spark some intrinsic motivation within them. Extrinsic motivation can lead to intrinsic motivation.

Though this isn't always the case, most students already have intrinsic motivation to learn English. They have a goal in mind, whether it's related to business, academics or something else, and English is necessary for them to reach their goal. So they want to engage in learning the language.

With that in mind, too much praise or extrinsic motivation can actually hinder their learning. That's why your students will perform best when you focus on motivating them intrinsically rather than extrinsically. In other words, encourage their already present desire to learn rather than tempting them to learn with external rewards.

But we can enlarge types of motivation: instrumental, integrative, intrinsic, and extrinsic motivation. The instrumental motivation refers to acquiring a language as a means for obtaining instrumental objectives such as furthering a career, reading technical materials, translation, and so on. The integrative motivation describes learners who want to integrate themselves into the culture of the second language group and become involved in social interchange in that group.

"Motivation plays a significant role in the process of learning a language. Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Successful learners know their preferences, their strengths and weaknesses, and effectively utilize strengths and compensate for weaknesses. Successful language learning is linked to the learner's passion. And instructors should find ways to connect to this passion". [2]

One of the multiple tasks of a language mentor is to be a motivator. This role and its importance should be perceived and accepted by teachers becoming one of the fundamentals of the success of educational process itself. Mentor's powers cover encouraging, supporting, sustaining or discouraging of types of students' behavior. So, activation of motivation components is a set of magic tools which are at mentor's disposal.

The variety of available techniques allow a mentor to be a creative teacher and successful professional reaching the essential goal of education – giving a student qualitative knowledge ready for effective application as well as facilitate a student's personal development.

Taking into consideration that one of the main practical objectives of any language, either native or second, is communication – students should communicate! An ability to communicate using a foreign language is extremely motivating because of two reasons – getting opinions across is a rather emotionally involving process itself and can be rather entertaining; and, secondly, foreign language communication skills is often the main thing which students want to gain from learning a foreign language. For some students, perspective professional communication is the goal, some – eager to continue their studies abroad, still the others have the plans to travel and communicate all over the world. It is essential to notice that English is considered the most popular language in this sense being the means of international communication.

So, the more students communicate in class the more motivated for learning the language they become. An ability to achieve smaller or bigger goals, any grade of success and achievement supplies forces for further development. In this connection the incoming point is important.

Teachers are required to correct mistakes but the motivational component should be observed. Correction of mistakes is necessary but highlighting achievements is reasonable to encourage and motivate. One of the ways to make a teacher's correction useful and still motivating is to combine it with a positive comment leaving the place for student's self-confidence and development [5].

It is not less important to make the process of learning a foreign language as close to reality as possible. Realizing the practical purpose of any activity is also rather motivating. Project-based learning, role playing, etc. are effectively applicable to complete this task. The former is intended to focus on reality as it is based on a true problem which students are assigned to solve taking a series of steps. The activity is remarkable because of the fact that the process of looking for a solution is more important than the solution itself as it is the place for students' language knowledge practical application. Moreover, the process is combined with productive communication.

Role-playing also helps to stay on the practical side. Dealing with real-life situations related to possible professional or private fields displays the results of language skills application hence motivating the students to develop their studies coming closer to their goals.

The class-room atmosphere is now friendly and interactive. Teachers are trying to make the students confident for speaking. Materials are also enjoyable and affective for learning a second language. Some of the students are feeling bored about the materials but the number is not that countable.

Students are now both intrinsically and extrinsically motivated for learning a second language. Students' performance in English is better now as

they are practicing it by many ways. Formal and informal both contexts are helping them for learning. Teachers-students relationship has to be friendly and interactive. Teachers will inform the purposes or achievement for learning. It may motivate the students to learn better. The teaching material has to be interesting. Teachers can give rewards for specific tasks. That will influence learner to participate in every task. Forcing or pressure demotivates student sometimes.

Teachers need to understand students' mental and physical situation as well. Too much pressure or forcing may not let the students to learn more or it may decreases learners' interest for learning. Group work/pair work can be helpful, but it has to be monitored by teachers. Students feel more comfortable to talk with their mates. Students like to participate in this kind of tasks. Teachers can influence learners' extrinsic motivation and enhance poorly motivated students. Teachers should use some audio visual aid and new technologies to make the class enjoyable [4].

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THE ROLE OF GAMES IN TEACHING FOREIGN LANGUAGES

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Abstract: the article under discussion depicts the importance of using games in teaching learners foreign languages and suggests different interesting techniques to improve speaking skills and enhance motivation of the learners. Recently, in the context of Ukraine's integration into the world community, problem of quality of education have been sharply noted, and the search for reliable means, methods and technologies for evaluating its results, in line with international standards, is continuing. In today's world, knowledge of foreign

languages is an indispensable prerequisite for career success and a condition for an interesting and fulfilling life. At the same time, there is a growing need for qualified foreign language teachers.

Many researches have shown that using games in educational process is one of the effective methods in teaching languages. Games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Games often have an aspect that permits the players to produce information in a short time period. Some games require the players to engage in a physical activity and/or complete a mental challenge. As Martinson states, "Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, to consider alternatives, and to think flexibly" [1, p.p.478-488]. Games provide a constructivist classroom environment where students and their learning are central. Learning through performance requires active discovery, analysis, interpretation, problemsolving, memory, and physical activity and extensive cognitive processing. Students draw their own meaning from these experiences while learning from their mistakes and also from each other. The students also build upon their previous knowledge and use their new knowledge in a situation separate from the activity in which they learned it. Furthermore, the teacher is now able to make observations on each student and see what areas the class or individuals are struggling with or excelling at as well as the social dynamics of the group. Games allow for creativity. Usually, questions posed by the classroom teacher are fact based and have only one answer, not allowing for creativity, personal expression, or testing hypotheses. The answer is either right or wrong, but games can allow for multiple answers. They improve participation, self-esteem, and vocabulary usage and allow the learners to see that there are many ways to solve the same problem. Additionally, it is more like real life. For instance, most conversations start with open-ended questions: "How are you?", "What did you do yesterday?", "How can I help you?", and "What would you like for dinner?" As foreign language learners, it is important that they are provided with scenarios that are as realistic as possible. Games, if produced well, can do the same.

Games include analysis and interpretation of new and old material which makes learning concrete. Furthermore, the handson experiences are integral to critical learning, retention and recall. Games stimulate interactivity [1, p.p. 478–488]. The students are actively processing and working with the material as well as with classmates. Games allow the students to work as a team and to work collaboratively towards a common goal. This collaborative effort is more than just learning to work with others. It promotes a relationship where they can learn

from each other. Students must supply reasons for why their answer is the best, listen to their teammates' rationale and then determine which answer is the best and why. The students are also developing trust and self-esteem in this process. Trust develops within and among the players. The learners must trust their own instincts and others' rationale about the answer as well as the ability to produce it. Self-esteem grows as their answers are validated and teammates rely on them to be pivotal player in the game. Games enhance repetition, reinforcement, retention and transference. Because each game has a specific learning objective in mind, each player's turn deals with the same concept or skill in a different way. We can say, that games help the teacher teacher to create contexts in which the language is useful and meaningful.

Along with advantages we mentioned above, some teachers think they have disadvantages as well. Competitive nature of games creates a hostile learning environment. With experience, most teachers understand that restricting themselves to one method or working with the same material is not very effective. The urgency of this problem is caused by a number of factors. Firstly, the intensification of the learning process sets the task of finding support tools for students of interest in the material and activating their activities throughout the class. Learning games are an effective way to accomplish this. Secondly, one of the most important problems of teaching a foreign language is the teaching of oral language, which creates the conditions for the disclosure of the communicative function of the language, which allows you to bring the learning process closer to the real language, which increases the motivation to learn a foreign language. Game activity is a leading bridge in the teaching of a foreign language and contributes to the formation of positive qualities of the individual, the active life position of the student in the team and society. It has been found that communicative games, which usually use techniques of communicative technique, are highly effective in teaching a foreign language. Participants in such games solve communicative and cognitive tasks in a foreign language. In a methodical sense, communicative play is a learning task that covers linguistic, communicative and activity components. So, the communicative task causes the exchange of information between the participants of the game in the process of joint speech activity. Thus, communicative play is introduced into the educational process as a creative educational task in order to create real conditions for the students' thinking activity. This contributes to the formation and development of their intellectual and communicative skills, and hence a basis for the realization of students' personal potential. Actually, role playing and business games actively engage students in the communication process, creating an atmosphere close to the outside world. This makes it possible to use vocabulary, the use of which would otherwise be artificial. Students perceive it as a gaming activity, in which they try on different roles in different situations. At the same time, the educational nature of role-playing games is often not realized by them. Instead, the teacher

consciously views role-playing as a form of communication training, so for him the purpose of the game is primarily to develop students` language skills. Consequently, role-playing games make it possible to program the content of the utterance, based on the psychological and social specificity of the given role. It is worth noting that business play as a methodical technique is multifunctional, because, first of all, it nurtures the ability to think and make decisions independently; secondly, it enriches linguistic and national knowledge; third, train and consolidate professional knowledge; fourth, it generates speech, intercultural and communicative competence. It is important to note, that business game as one of the varieties of role-playing should represent an imitation of the situation of professionally-oriented communication of students in one of the spheres of their future professional activity, which is realized by means of a foreign language.

With regard to the parameters of play activity, as practice shows, they should rely on the didactic potential of play; language skills; the national base of the game; communicative orientation; social form, rules of conduct and a set of didactic tools (in particular, work sets of materials, reference books). Therefore, active use of game methods is designed to stimulate students' interest in communicative development, which contributes to the formation of sustainable motivation.

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CANADIAN ACCENT OF ENGLISH

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Canadian English is the form of English used in Canada, spoken as a first or second language by over 25 million Canadians (as recorded in the census of 2001).The Eastern provinces of Newfoundland and Labrador, Nova Scotia and Prince Edward Island have a maritime accent which overall sounds more similar

to Irish pronunciation than American. There is also some French influence in pronunciation for some English-speaking Canadians who live near, and especially work with French-Canadians.

The best form of English is called Standard English and is the language of educated English speakers. The government, The BBC, The Universities, uses it and it is often called Queen's English. American English is the variety of the English spoken in the United States. It is different from English in pronunciation, intonation, spelling, vocabulary and sometimes – even grammar! An Englishman goes to the town center to see a film while an American goes downtown to see a movie. If an Englishman needs a pen he would ask you: "Have you got a pen, please?" but the American would say:" Do you have a pen?" Australian and New Zealand English, also called Australian English, are very similar. Especially in pronunciation they are also similar to British English, but there are differences in vocabulary and slang. Many terms, such as kangaroo, dingo, wombat and boomerang, come from the Aboriginal language and many others from the Cockney dialect spoken by the first settlers, The Londoners. Canadian English is different both from American and from British English.

History of Canadian English. English-speaking Canadians talk and write the way they do, not by accident, but because of the influence of all the people who have used Canadian English over the years: the settlers who came to Canada from Ireland, Scotland and England in the nineteenth century, fur traders, the pioneers of Upper Canada, the homesteaders of the West. The vocabulary, the grammar and the pronunciation of a language are the products of history. Therefore the first part provides the historical background to Canadian English. When any language is taken from its home and introduced into a new country which is completely different from anything that its speakers have previously known, than the language must expand the vocabulary in order to cope with new conditions. This expansion is made in predictable ways, and it includes the use of existing words with a new meaning, the 7 use of new words with a new meaning (hurdy gurdy – a musical instrument that makes music by rotation of a cylinder studded with pegs), the deliberate creation of new words, the use of the names of people of thing they invent (Bombardier – a snow tractor, typically having caterpillar tracks at the rear and skis at the front) and the borrowings from people in the new country who already have names for things which are new to the latest immigrants (sockeye – small salmon with red flesh).

Pronunciation. One of the most salient characteristics of Canadian English is the pattern that linguists call "Canadian Raising". In the general discussion of diphthongs, it is noted that English has three phonemic diphthongs and two of these ones have low vowels as their nucleus as in ride and in loud. In Canadian English both these diphthongs have variants whose occurrence is obligatory under certain phonological conditions. Before a voiceless consonant

the diphthong replaces. These variants are called raised or centralized diphthongs because their nucleus is no longer a low vowel.

Canadian raising of the [au] and [ai] diphthongs to [ʌu] and [ʌi] before voiceless consonants: lout/loud, bout/bowed, spouse/espouse, bite/bide, fife/five, site/side, tripe/tribe.

Merger of [a] and [ɔ]: offal/awful, don/dawn, hock/hawk, tot/taught, otto/auto, lager/logger

• Voicing of the intervocalic

Canadians voice or flap intervocalic [t] to [d]:metal / medal, latter / ladder, atom / Adam

• Yod dropping

Canadians consistently drop yod in the [iu] diphthong after [s] (suit) and variably do so after labials and velars

• Retention of [r]

Spelling. Canadian and American English may sound very similar, but the spellings used in each version of English vary considerably. Canadian English does not specifically follow the spellings listed here. Often both forms of spelling are used, but the spellings below are the most-used forms that you find in each language.

-Or and -Our. In Canadian English, people spell words with the -our ending such as colour, labour or favour. American English spells these words color, labor and favor

One L or Two. Canadian English uses fulfil whereas American English uses fulfill. However, Canadian English will use cancelled, and American English spells it canceled.

-Er and -Re. American English spells words with an -er ending like center or centered and theater, but Canadian English uses the -re version of centre or centred and theatre.

-Que and -Gue. In Canadian English, words generally use the -que and -gue spellings. Canadian English spells words like catalogue and cheque. However, American English uses catalog or check.

In other cases, Canadians and Americans differ from British spelling, such as in the case of nouns like tire and curb, which in British English are spelled tyre and kerb.

Considerations. English is one of Canada's two official languages. According to the 2016 Canadian census, English is the mother tongue of approximately 19.5 million people, or 57 per cent of the population, and the first official language of about 26 million people, or 75 per cent of the Canadian population.

While Canadian English favors the more traditional British spellings, some British rules are not used in Canada, such as the -ise ending in Britain rather than an -ize ending.

In conclusion it should be sum up that Canadian English spelling is a mixture of American and British. Pronunciation of the English language in this country is overall very similar to American pronunciation, which is especially true for Central and Western Canadians.

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INNOVATIONS AND ONLINE TEACHING

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The rapid development of information technology has a significant impact on the development of modern educational technologies and methods, and technological innovations are undoubtedly part of English language teaching. When it comes to technical innovations, first of all, interactive whiteboards, electronic textbooks, educational resources on the Internet, and training programs on disks are meant. Indeed, graphics, photos, videos, sound, text in an interactive mode allow creating an integrated information environment giving opportunities to organize a variety of learning activities.

Modern technical innovations, however, create much greater opportunities, not only being a source of authentic learning materials, a tool for online teaching (Skype, Zoom, etc.), but also allowing to create an innovative educational environment, expand opportunities for independent individual work of learners, which can solve a wide range of problems, in particular concerning the purposes of efficient self-study. It is especially important because of the current trend for drastically and steadily reducing the time of direct face-to-face contact with students. In addition, over the last few decades, the approach to teaching has gradually changed to student-centred learning, changing the role of the teacher from a mentor or mediator transmitting knowledge to students, to the organizer of the educational environment, consultant and guide. With the help of an experienced tutor, learners can select their own appropriate language learning software at their level of difficulty, study at their own time and their own pace. Now the teacher is the facilitator, hence new approaches in using innovative information technologies are necessary.

English language teaching is evolving all the time alongside advances in technology. Among the digital innovations that have emerged recently and have had the greatest impact on foreign languages teaching there are various digital platforms, the list of which is constantly growing. Among the most popular one

can mention Facebook, Edmodo, etc., creating a secure online communication environment; cloud technologies such as Google Docs; multimedia directories, such as Digital Video helping teachers navigate the world of digital resources and use a variety of digital tools to create their learning content [1]. More and more publishers combine traditional textbooks with online resources, using, for example, content Discovery Education, BBC and others.

Until recently only self-employed and freelance teachers had been engaged in remote teaching, but under present circumstances, when educational establishments were closed, and online teaching has become a worldwide trend and remains the only way to continue lessons with students. It was a challenge for many teachers to move from their standard face-to-face lessons to online teaching. No wonder they were frustrated at having to suddenly teach online because they had no experience with online teaching and many articles and blogs about teaching online explained only the merits of various video conferencing tools, but few mentioned actual teaching. A lot of difficulties have arisen, including the necessity to design materials suitable for online learning, change assessment techniques and find new ways to organize student interaction, with very little preparation time. On the other hand, this situation creates great opportunities for the teachers, but, at the same time, it takes time to grow accustomed to new ideas, technologies and teaching methods.

There are some steps toward acquiring general knowledge about remote teaching outlined by Laura Edwards in her talk on teaching online [2]. The first step is to consider how learning happens in your physical classroom, make a list of the activities you use and refer to it when planning your online lessons. Then think about the tech tools at your disposal and evaluate the use of the technology with the help of SAMR Model. It stands for substitution (tech acts as a direct tool substitute, with no functional change), augmentation (functional improvement is needed), modification (tech allows for significant task redesign), redefinition (tech allows for the creation of new tasks, previously inconceivable). The first two refer to the enhancement of learning, the second to transformation. This model helps us to reflect on how to use the tools to reach our goals [2]. Moving to online teaching raises issues concerning a video communication tool: how to change lesson design to take full advantage of the tool, how to organize communication, etc. It is recommended to create guidelines for communication, start a lesson with small talk, and facilitate valuable communication with the help of the chat function. It increases participation and prevents increasing teacher talk time. A big challenge for teaching online is pair work. A break-out room is not always practical, so you can give students a task to complete for the next live session and assign them a partner. During the following lesson, the pair can report back to the group.

Thus, technology is changing the world and the way people learn foreign languages, displacing traditional teaching methods and allowing teachers to change their approach to language teaching. Unfortunately, today not all

teachers have the necessary skills and techniques to use innovative technologies. To improve the situation, it would be expedient to create conditions for teachers to acquire necessary skills for work in the modern innovative educational environment.

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HOW TO LEARN ENGLISH WITH MOVIES

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Watching films is an excellent way to improve your English! In this thesis, I will demonstrate you 10 (from my view-point) of the best movies for studying English and give you advice and resources to help you learn English through films. Ready? Lights, camera, action! Why learn English with films? Watching films is a lot more fun than studying with a textbook! It can also be just as useful. Here is why sitting down with a movie in English will improve your fluency.

Authentic English. Textbooks and fiction are good for learning vocabulary or grammar, but nothing is better than listening to real native English. By watching British and American films, you can listen to native English actors speaking the language in a natural way. This will help you learn modern English and improve in terms of vocabulary and style. Better pronunciation. Sometimes it can be hard to know how an English word is pronounced. Hearing native speakers in films will teach you the correct way to say things. Dialogues in films also provide good examples of how sounds in words change in connected speech.

Live context. When you learn a word, it can be difficult to remember what it means or how to use it. In films, words are used as part of a story and this context helps you to learn and remember them more effectively. Native accents – Across Britain and America there are many different accents used to speak English. When watching films, you will hear many regional accents being used and this will help you to understand them better. Textbooks seldom provide information about English accents.

Explore culture. You can learn about the culture behind the language when you watch movies in English. Language and culture are closely connected. Why not study both at the same time by watching original films?

When you are watching a film in English, it is a good idea to turn the captions on. If you really like a movie, perhaps try watching it once with subtitles and then again without. Avoid subtitles in your own language. Top 10 best films for learning English:

1. Forrest Gump (1994) Starring: Tom Hanks, Robin Wright, Gary Sinise and Sally Field. Why this is a great movie to learn English: This is a perfect movie to learn English as the speech is slow due to Forrest Gump's mental problems. The language is simple and uncomplicated and it's really easy to follow. It will also teach you some important parts of U.S. history and culture. You'll learn about the United States's involvement in the Vietnam War and the popular hippy movement in the '60s. This is a favourite movie among many people around the world and if you ever get into a conversation where you're discussing movies, this is a great one to talk about as almost everyone has seen it. **Favourite quote:** Forrest Gump to a stranger at the bus stop: "Life is like a box of chocolates, you never know what you're going to get."

2. Scarface (1983) Starring: Al Pacino, Michelle Marie Pfeiffer and Steven Bauer. It is a remake of the 1932 film and tells the story of Cuban refugee Tony Montana (Al Pacino) who arrives in 1980s Miami with nothing and rises to become a powerful drug lord. Why this is an excellent movie to learn English: It's a good choice. The language of main character Tony Montana is slow, because of his Cuban origin, that is why it is easy to understand. It's a little surprising that the story of a vicious drug dealer could teach a lesson about sticking to your values – but Tony Montana was a man of his word. Favourite quote: "Say hello to my little friend!"(Montana's gun).

3. The Shawshank Redemption (1994). If you want to watch a classic film in English, try The Shawshank Redemption. Many people see it as one of the best films ever made and it is famous for its "twist ending" (unexpected finale). The Shawshank Redemption is based on a book by Stephen King, and it tells the story of a white, educated man who has been sentenced to life in prison for murder. Over twenty years, he makes friends with a black prisoner called Red, who is played by Morgan Freeman. This movie also uses a lot of American slang. In this extract, Red calls a prison official 'sonny'. This is an informal word for 'son', but can be used to address a person when you are underlining your superior age (and wisdom) or when looking down on them.

4. Pirates of the Caribbean. Who's never heard of Captain Jack Sparrow? The Disney movie series were very successful worldwide and Johnny Depp was simply amazing! Watch the movies series was very good for you to practice your listening skills as the movies were played with lots of actors and actresses from all over the world. You can take this chance to learn different accents as well!

5. Da Vinci Code. The Da Vinci Code is a 2006 American mystery thriller film directed by Ron Howard, and based on Dan Brown's 2003 best-selling novel of the same name. Tom Hanks was the leading actor and the film

was shot in Paris and London. The movie started with a murder in Louvre Museum and Tom Hanks needed to solve the puzzles from Leonardo da Vinci's paintings in order to find out the truth. It is certainly a good movie and you can learn a lot of English phrases about religion, art and culture.

6. Jurassic Park (1993). Jurassic Park is great for anyone trying to learn a professional, dynamic and more complex vocabulary. The presence of scientists, historians and archeologists produce a solid experience for the advanced English learner.

7. Trainspotting (1996). At the top of our British Film list we have a highly visceral look into the daily life of a group of young Edinburghers as they struggle with their addiction. A cult film adaption of a novel by Irvine Welsh, *Trainspotting* features the language of youngsters, often abrasive slang, British and Scottish accents, and drug and addiction based vocabulary. This film is one of the greats, even though it may be difficult to follow without subtitles. If you hadn't gathered it from the trailer, the dialogue is very fast.

8. Pulp Fiction (1994). Pulp Fiction is a 'Tarantino movie', which means it was directed by Quentin Tarantino – one of the most famous directors of all time. His films are loved for being creative, unusual and violent. Pulp Fiction follows the stories of several criminals in America, from the view of the criminals themselves. Many consider this film to be a modern cinematic masterpiece. It is also a good film to improve your English because it has many funny and interesting dialogues between its characters. Try watching this movie with subtitles, pause it from time to time and write down any new slang expressions you find!

9. The Theory of Everything (2014). The Theory of Everything is a 'biopic', which means it tells the true story of somebody's life, usually someone famous. This English movie tells the story of Stephen Hawking, one of the most famous scientists in the world. It focuses on his relationship with Jane Wilde and his illness, which paralysed him. Being 'paralysed' means Hawking cannot walk and is in a wheelchair. One reason why The Theory of Everything is a good film to help you learn English is that its characters have very clear British accents. Parts of the movie are set at Cambridge University, one of the most well-known academic institutions in England. Many of the characters speak 'the Queen's'. This means upper-class or "posh" English, which is clear and correct.

10. The Submarine (2010). Submarine is an independent film, which means it was not made in a big film studio. Movies like this are sometimes called 'indie films'. This one was a very successful independent film and won several awards. The Submarine is a "coming-of-age" film set in Wales, which means it is a movie about teens growing up. This is a good film to watch if you want to hear different regional accents in English.

The main character, Oliver Tate, is 15 years old and the movie shows him struggling to grow up. It is a very funny film, which also deals with adult themes such as love and sickness.

Learn English with short films. If sitting through a full movie in English seems too difficult, then it might be a good idea for you to start by watching short films. There are many short films in English, which can range from just a few minutes long to about half an hour. There are also many short films on YouTube. To find them, try searching for a phrase like: 'short films in English'.

Try watching Alone – a short film that has won awards for Best Cinematography. This piece is just six minutes long and only has one character. This means that it is simple and quite easy to understand for anyone learning English.

Alone is a post-apocalyptic film. This means that it is about the world after the end of our civilisation. There is only one person left on Earth, and this film follows him while he speaks about what it is like to be the "sole survivor". You can see from the extract that this film does not use complex language. It is good for remembering everyday English words, such as 'working' and 'laughing'. The phrase 'before it all went to hell' is American slang, meaning 'before everything went wrong'.

Talking about movies in English can be confusing. For one thing, there are different words for every type of movie! Here are some of the genres of films in English:

Film genre	What it means?	Examples
Rom-com	'Romantic comedy'	There's Something About Mary, Just Go With It
'Whodunnit'	Short for 'who has done it?' These films are about a crime, and the audience has to try to guess who did the crime S	Sherlock Holmes, Agatha Christie
Sci-fi	'Science fiction' – films about robots, aliens or the future	Star Wars, Star Trek
Horror	Movies that are scary	Dracula, Frankenstein, It
Action	Films with lots of action – about heroes, guns and adventure	Die Hard, Taken, The Dark Knight
Comedy	Movies that try to make you laugh	Anchorman, Airplane!, Hot Fuzz
Documentary	Films that investigate something in real lif	The March of the Penguins, Grizzly Man
Mockumentary	A mock or joke documentary. This is like a documentary, but it is about something that does not really exist.	Spinal Tap, Borat
Animation	Cartoon films	Toy Story, The Lion King

As well as different types of films, which are called genres, there are some other words that are often used to talk about movies. Here are a few of the most common, with examples:

Cast – all of the actors and actresses in a film
'Harry Potter had a really good cast.'

Character – one of the people in a film 'Hermione was my favourite character in Harry Potter.'

Plot/Storyline – the story of a film 'Shawshank Redemption has a brilliant plot!

Scene – a small part of a film with one location and one group of characters 'My favourite scene from Pulp Fiction is the one in the diner.'

Cinema (slang: the pictures) – a place you go to watch movies 'on the big screen' 'Do you fancy going to the cinema/pictures tonight?'

Cheesy/corny – describes a film that is clichéd, too predictable or in poor taste 'Jaws is just a cheesy film with a rubber shark!'

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APPLICATION OF THE CASE STUDY METHOD IN A FOREIGN LANGUAGE TEACHING FOR UNIVERSITY STUDENTS

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Reforming of the higher education system arouses great interest among university teachers in active and interactive teaching methods and technologies. Such training technologies help to develop professional competencies, as in the context of the transition to a new generation of educational standards, the main thing is the development of the person, his competitiveness and professional mobility. Along with traditional teaching methods, active and interactive teaching technologies are of particular relevance.

Case-study is an interactive pedagogical technology in the field of higher education. It takes into account the specifics of the studied disciplines and contributes to the development of all necessary general cultural and professional competencies. The implementation of such a technology is aimed at solving vital problems based on actual circumstances. Educational and cognitive activity, based on the active use of case-study technology, promotes the formation of

such professionally important qualities as leadership, determination, sociability. As a result of such work, skills to analyze a large amount of information, make a responsible decision with insufficient information are also formed.

The case study method is a teaching methodology that develops critical thinking and communication skills of students' interpersonal communication. This method can be used to encourage students to maximize the use of a foreign language in the lesson. The case study method is interdisciplinary in nature and makes it possible to put theoretical knowledge into practice.

The case method was first applied in the educational process in 1870 in Harvard Law School, by the Dean of the Law School, Professor of Law Christopher Columbus Langdell. Using Socratic method (question – answer), developing the trial and error method, he invited students to work with primary sources (court cases, decisions of the court of appeal etc.), and then draw their own conclusions, present their own interpretations and analysis. At first Langdell's approach sharply differed from traditional teaching (lectures, seminars) by inductive empiricism and was met with enormous resistance.

Despite this, over the first three years, the method was established not only at Harvard. Its uniqueness and effectiveness was appreciated in six other law schools. Instead of traditional lectures, students considered, discussed real, legal situations that occurred in life. Students prepared for classes in advance, studying real documents. This experience exceeded all expectations and was soon recognized as promising. And its implementation began at Harvard University also in the teaching of medicine and business administration. In Soviet didactics, the case was introduced into the educational process by S. T. Shatsky. But in the 30s, this method was banned. The case returned to the post-Soviet education in the 90s of the twentieth century and became fairly popular. The initial idea overgrew with new meanings, various options and new variations appear, and they are increasingly moving away from the original source.

The case study has a number of advantages. It develops critical thinking; improves the organizational skills of students (the "cases" often contain a large the amount of information that needs to be compressed into logical pieces and present a clear problem); develops communication skills, because the use of "cases" contributes to their improvement in oral and written communication; forms managerial skills (conducting meetings, business negotiations, presentations, etc.). The case study plunges students into real life situations, requiring them to participate in management communication; stimulates collective activity and teamwork skills in a foreign language environment. Communication at lessons related to the work on the case study suppose dispute, discussion, argumentation, description, comparison, persuasion and other speech acts, training the skill of developing the right strategy speech behavior, compliance with the norms and rules of English communication. Student's comments on the content of the case are assessed by the teacher in the following

skills: analytical, managerial, adoption skill decisions, interpersonal skills, creativity, skill oral and written communication in English (lexicographic aspect). Therefore, the case method includes both a special type of educational material and special ways of its use in educational practice of the English language.

The case study is recommended to be presented in 5 steps:

The first stage is an introduction to the situation, its features. The second stage is the identification of the main problem (main problems), the identification of factors and personalities that can really affect. The third stage is proposing concepts or topics for a brainstorming session. The fourth stage is analysis of the consequences making this or that decision. The fifth stage – solving the case is offering one or more options (sequence of actions), indicating the possible occurrence of problems, mechanisms for their prevention and solution

During the practical use of the case method, difficulties may arise, especially for students with a weak level of language training, so the differentiation of tasks in terms of complexity and volume of completion, stimulation and leading questions of the teacher should help to remove difficulties and implement effective speech communication for all students in a given situation. For successful work with cases students need a certain stock of knowledge, a sufficiently high overall level of English language proficiency and formed communication skills. Being a complex and effective learning method, case technology is not universal and is used especially successfully only in combination with other methods of teaching foreign languages. The use of the case-study method in combination with traditional forms of learning helps to optimize the educational process, allows for successful assimilation of educational material and its productive use, and increases the motivation of students to learn a foreign language. It is important for students to have the opportunity to apply the language material they have learned on the basis of their professional knowledge creatively and allow them to adapt to real and potential situations.

Cases can be offered in various forms: resources from the Internet and periodicals, articles from encyclopedias, announcements, financial and economic reports, letters, materials from archives, and even form of audio and video formats. The main thing is that the information presented in the case has a clear and accessible structure with acceptable and understandable definitions and accurate data. Presentation of situations in various formats (text, video, audio) allows the teacher to conduct work on various aspects of the language and form students' speech skills, as the perception of foreign language information on listening or reading. A situational analysis in teaching foreign languages of students contributes to the formation of a communicative foreign language and professional competencies.

In choosing a topic, an individual approach is important and that is relevant for this or that group of students. It is necessary to focus on the features of the team: age, country, nationality. The selected information should be relevant and acceptable for this particular group of students. It also should take into account national traditions and mentality. Teaching the standard situations of foreign language communication, the teacher needs to pick up some similar cases (multiple case study), united by one topic. This will allow students to make a comparative analysis of each case and to trace how one speech intention can be expressed in different linguistic ways.

There are some special rules while choosing a topic for the case:

1. The specifics of the topic should be simple, that is, the study of the sphere/problem should not take more resources than the study of tasks.

2. The topic should be common, data or statistics are freely available.

3. The topic should be "real", the student should not be distracted by "fiction" in the process of solving.

Thus, the case-study method facilitates the development of the ability to analyze a situation, evaluate the alternatives, and choose the best option to make a plan for its implementation. It stimulates the independent acquisition of knowledge and gives students the opportunity to use and demonstrate their best aspects in class. This method involves everyone in vigorous activity. This is a great advantage for groups in which there are students with different levels of study language proficiency. No less important is the fact that the case study active learning method affects the professionalization of students, helps them grow up, and forms an interest and positive motivation for learning. If this method is applied repeatedly, students develop stable skills to solve practical problems.

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A CASE STUDY METHOD IN TEACHING ENGLISH FOR PHILOLOGISTS

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Any activity is expected to be a success if it is highly motivated. In most cases, if a learner is self-motivated, he/she is aware of the goals and does his/her best for achieving them. Motivation is regarded as an influential element in the success of any activity and it plays a crucial role in achieving the desired goals. In the article we are supported by the theory of motivation developed by Ye. Ilyin, O. Leontiev, V. Semychenko and Maslow's hierarchy of needs. [2,4, 5,6]. However, in the process of teaching it is the task of the educator to set the goals and to motivate students to be involved in a certain type of the class activity.

A teacher is to build on the students' needs for new experiences turning into cognitive needs of the students, to intensify them and to make them clearer and more conscious. A cognitive need creates readiness for educational activities and setting goals. Educational and cognitive activities are based on cognitive needs and motives and their formation and successful development determines the productivity of the activities, makes it possible to generate creative thinking.

The formation of intrinsic (the professional interest and awareness of the practical and theoretical significance of the knowledge gained for the future activities) and extrinsic (creating a situation of success or recognition of failure and its causes, class competition and communicative orientation) motivation is considered to be the main conditions for the development of students' motivation for learning foreign languages [1].

One of the main aims of teaching foreign languages is to make students communicate on every-day and professional problems in a foreign language.

There exist an extensive repertoire of methods for teaching foreign languages aimed at the development of motivation and communication skills in the process of studying English. "Case study" is considered to be one of the most efficient methods able to achieve the desirable results.

The article deals with the consideration of the "Case study" method application in the English language class while training future philologists.

Many prominent scientists and scholars have studied the case method, in particular, J. Erskin, M. Linders, P. Hutchins, R. Lewis, R. Merry, J. Reynolds, M. Stanford, Z. Fedorinova, O. Ilyina, V. Gluzyak, O. Shovkoplyas, M. Smetansky, A. Zemkova and so on.

"Case study" is defined by many researchers as student-centered activities based on description of an actual situation commonly involving a decision, a challenge, an opportunity, a problem or an issue faced by a person. It is an increasingly popular form of teaching and has an important role in developing

skills and abilities of the students. Case studies are considered to develop critical thinking, to improve the students' organizational skills, to enhance communication skills and to encourage collaborative learning and team-working skills [3].

When using the case-study method students are to have a chance of free expression of their thoughts. Conflicting and paradoxical judgements, testifying to the students' independence and their active life position are to be encouraged. In the process of communicating the relationships are to be built on empathy and understanding the point of view of others. In such a case, the barriers, reducing learning motivation, disappear.

Mention should be made that the method can and should be used from the very beginning of the English language training. It can be based on the students' background knowledge and skills. At the initial stage, it is better to use a lot of visual material for encouraging students to react to this or that situation and at the same time to provide them with the necessary vocabulary and grammar material contributing to the goal.

From the psychological point of view, it is very important to involve students into such type of activities and to build confidence in their ability to communicate in a foreign language.

Obviously, in organizing such activities special attention should be paid to providing the students with instructional speech clichés, topics and problems, stimulating communicative and motivational motives for speaking, language and speech material, different visual aids for successful planning and programming of a foreign language utterance. Besides, one should not forget about the exercises aimed at the development of the skills needed for participating in discussions, debates and interviews.

The formation of a system of the necessary notions connected with the topic, the background information important for understanding the problem as well as the ability to describe the ideas related to it in the English language is considered to be a considerable element of the case-method.

As it has been mentioned, a case study method means studying the problem suggested for consideration, analizing alternative solutions and selecting the most effective of them as well as supplying a supporting evidence. The case study method involves: providing basic information on a specific problem, analysis of the problem by the students, organizing a discussion on the ways of the problem solution, giving the teacher's comments on the students' choice of an effective strategy, as well as recommendations for the suggested actions implementation.

Case study method technology can be used to focus on a specific professional situation, project or program, as well as on a specific model of human behavior. The case suggested for solving should be based on real life situations familiar for the students; be focused on getting skills needed for the professional practice, stir interest and enthusiasm with the students. One of the

possible cases suitable for applying in the classes of practical English for future philologists is employment as an interpreter at a branch of an international company and we would like to describe the stages of working with this case.

The first stage of applying the case in the English language class is the preparatory one, which is devoted to the study of the history and corporate culture of the company. The students are divided into small groups, and choose a company they should focus on. Another possible alternative is for the teacher is to suggest one company for all the groups. At the preparation stage, the students study official web sites of the company as well as other sources, evaluate them, focus their attention on the company's goal, strategy, personnel selection policy and make notes for the further interview. It should be noted that for many western companies the strategic goal of the work with the personnel is to encourage employees to increasingly identify themselves with the company, apply the proposed behavior in the workplace, to build a career and be motivated to support the company's products and brands. It is believed that such corporate identification stimulates behavior that benefits both the team and the business as a whole. As a result of information gathering and analyzing, the students present the outcomes of their research and highlight the key points to be considered when preparing for the job interview. Besides, they make comments on the most effective strategy for self-presentation during the interview.

The next stage is devoted to the preparation of the supporting documents like a CV (resume) and a covering letter. The teacher supplies information on the rules of the job interview documents preparation taking into consideration the problem zones. In particular, the fact should be noted that if a young specialist does not yet have any work experience, in the section "Work experience" the data on the internship or practical training can be placed; or the fact that a young specialist should especially emphasize his/her experience in the profile of the company, etc. It is worth mentioning that often for more detailed information about the future employee of the company he/she is invited to write a cover letter, which provides experience of the employee in the company's profile, a list of personal qualities of the applicant and prospects for his/her work in the company, plans for the career development, etc. Upon completion of this stage the students prepare their job application documents for the interview with the HR manager of the selected company.

The next stage focuses on getting ready for the interview and selecting the best strategy and means. When preparing for the interview, the students learn how to avoid nervousness and present themselves to a potential employer in the best possible way, to have an advantage over other applicants. In the classes, the students had the opportunity to analyze English-language interviews with candidates for the vacant position and participate in simulation (training) interviews in English, including stressful ones. The results of this work proved that students learn to think fast, respond carefully, make decisions and respond to manipulation.

At the preparation stage videos of sample interviews can be demonstrated and the students are given the task to identify which professional skills are tested, how the applicants present their positive and negative characteristics, pay attention on the questions of the interviewer and prepare their own competitive answers. It should be noted that when interviewees make lengthy pauses, it is assumed by the evaluators that they are playing for time or do not know the answer. The interviewer can also assume the candidates are searching for a word, phrase or merely digesting the information contained within the question. Among the reasons why applicants were not hired, inability to communicate clearly, poor voice and grammar occupy the second position [7]. The students can be asked to make a self-evaluation, speak about their positive and negative experience of employment, make comments on the skills and competences interviewers seek when employing interpreters, additional skills that can be helpful, etc.

Moreover, it is advisable to focus on the difference of the job interview procedure of English speaking and Ukrainian contexts. The teacher should highlight the fact that in case of preparing for an interview with a representative of another culture, the students should learn about the peculiarities of the business etiquette of this nation, namely, how emotional you can be, how close you can be to the interviewer, how to maintain eye contact with him/her, how to greet the person, if it is acceptable to ask questions in response, discuss wages and so on. For example, American HR managers expect applicants demonstrate their self-confidence and ask questions in response. Generally, it should be emphasized that during the interview, the interviewer first of all tries to get information about you leadership skills, creativity, assertiveness, ability to work in a team, trust in people or the ability to build relationships, manage conflicts and the interview strategy should be based on these issues.

To summarize, it should be noted that working with case studies at the English language class can be a rather time consuming activity, which demands a profound preparation of the teacher and the students but as the result this teaching technology proved to be productive and boost the students' motivation.

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CHINESE ACCENT OF ENGLISH. CHINGLISH

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Nowadays it's interesting information. We often see funny pictures with words and sentences written in a wrong way, It's about signs, logos, names of shops and other things in China. Chinese people be like google translate. I decided to clear up what is Chinese English, its history and a place in a daily life of chinese people.

Causes of mispronounce and misspelling English by Chinese today's English-language publishers and teachers in China are passing on obsolete translations and incorrect rules of language to students.

• Dictionary translation: translating Chinese to English word for word

• Use of machine translation or word-for-word translation from a dictionary with no post-editing

• Competently translated text which has been subsequently edited by non-native speakers

• Linguistic differences and mother tongue interference

• Different thinking patterns and culture

English first arrived in China in 1637, when British traders reached Hong Kong, Macau and Guangzhou (Canton).In the 17th century, Chinese Pidgin English originated as a lingua franca for trade between British people and mostly Cantonese-speaking Chinese people. This proto-Chinglish term "pidgin" originated as a Chinese mispronunciation of the English word "business". In 1982, the People's Republic of China made English the main foreign language in education. Current estimates for the number of English learners in China range from 300 to 500 million.

Chinglish is the combination of the Chinese culture and the English language. China English has linguistic characteristics that are different from the normative English in all linguistic levels, including phonology, lexicon, syntax, and discourse.

Phonology. At the phonological level, Chinglish does not differentiate between various vowel qualities because they don't exist in Chinese. As a result, there is no contrast between the two sounds for Chinglish speakers. For

example, 'cheap' and 'chip' would be the same pronunciation. Another phonological feature is that speakers are unaware of the "graduation" of words which are said in different tones depending on the context. The word 'for' is stressed and said differently in the phrases "what is it for?" and "this is for you." To a Chinglish speaker, the two are the same. Chinglish speakers use Chinese phonological units to speak English, and retain the syllable timing of Chinese in place of the stress timing of English which together gives them a notable accent.

I'll give you some examples of how they pronounce English words:

TOWN /taʊn/: similarly, they have a similar diphthong /au/ but they don't have the combination /aʊn/ and they replace it with /an/ or /aŋ/ which they do have

READ /ɹid/: as i said, they don't have /ɹ/ and somehow it's more difficult than sh /ʃ/ which they don't have as much problem producing, so they might replace it with a /w/. In some other words with r, Chinese might replace it with /l/, this i'm not sure has to do with the syllable structure or is more of a personal choice.

CAKE [kʰeɪk]: again, they have the diphthong /ei/ but it's never followed by any consonant so they replace it with /ɪ/, and as mentioned, our syllable-final plosives don't have that release of air so they pronounce cake as [kʰɪk̚]

Consonants. Chinese doesn't have /v/, /θ/, /ð/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /tr/, /dr/, /dz/. They don't know the different between /v/ and /w/, therefore they pronounce "survive" /səˈwaɪw/. Of course, they don't distinguish between "west" and "vest". (Запад и рубашка). /θ/ and /ð/ are pronounced /d/ and /z/ respectively. So "the" will sound like /zə/. Few people can pronounce these two well. /tʃ/ is pronounced like q in pinyin (or in IPA /tɕʰ/). They have big trouble with /r / so they have a sound similar to our /ж/ with curled tongue. Final /l/ pass into vowels /o/ and /u/ (l vocalization) like in cockney. BOTTLE [bɒtl̩]: they do not have /ɒ/ so they replace it with a slightly higher vowel /ɔ/, and they do not have dark l (which appears in words like hassle, cockle, hostel...) so they vocalize it – they turn it into a vowel, finally they pronounce the word as [bɒtou] (like "bot-oh"). Plus, they often add a vowel after many final consonants.

Single Vowels: the most popular mistake that damage our ear is a Standard Chinese" has around 6 vowels, while English has around 12. This difference makes differentiating between English vowels very difficult for Chinese-speakers. Also, common English sounds, like voiced fricatives and affricates ("v" "th" "z" "j") do not exist in Chinese. These result in some common pronunciation difficulties Diphthongs. Chinese doesn't have /ɔɪ/, /ɪə/, /əʊ/, /eə/, /ʊə/.

Speaking of /eə/, Chinese people learn British English in primary school, American English in junior high, and again British English in senior high. Teachers and students speak a mix of the American English and British English. There's hardly anyone who can distinguish between these two accents.

Now for /eə/ many people say /er/. This should be fine, but...They don't distinguish between /el/, /eə/ (or /er/) and /eil/! That is, these pairs of words sound exactly the same for them: fell – fair – fail; bell – bear. Of the three, they usually choose /el/ (as in "fell").

Vocabulary. In Chinglish, "I know" is generally used instead of the term "I see", when used to tell others that you understand what they said. "See", "watch", "read", "look", all refer to "看" in Chinese. For example, "看電影" means "to see a film" or "to watch movie", "看書" means "to read a book", "看著我" means "to look at me". Because of that, Chinglish speakers use "look" instead of "see", "watch", or "read". The same phenomena can be found in the use of "speak", "say", and "talk" – 說. For Chinglish speakers, the expression "Can you say Chinese?" means "Do you speak Chinese?

Chinglish is the combination of the Chinese culture and the English language. China English has linguistic characteristics that are different from the normative English in all linguistic levels, including phonology, lexicon, syntax, and discourse. Chinese don't have some vowels, consonants and diphtongs as Englishmen have, so they had to change them and to adapt.

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THE USE OF INFORMATION TECHNOLOGY IN HIGHER EDUCATION

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Our modern world is becoming increasingly dependent on information technologies, as they are being used more in all areas of public life. For millions of people, computer has become a familiar attribute of everyday life, has become an irreplaceable assistant in study, work and leisure. It has saved a person from routine work, simplified the search and receipt of necessary and timely information, communication between people. It has accelerated decision-making processes. All this led to the emergence of a new type of culture – information. People begin to master it from early childhood. Therefore, the use of information technology in higher education is an objective and natural process. Nowadays this is a requirement.

Initially, computer makes it possible to systematize existing methodological developments and transfer them into electronic data. Thematic

planning for all English courses, training cards, schemes, testing options are easily updated, replicated if changes are needed in curricula, textbooks.

Information technologies can be used in various ways in English lessons.

The most common form is multimedia presentations. Presentation preparation is a serious, creative process, each element of which must be considered carefully in terms of student perception. It takes about 2-2.5 hours to prepare one presentation for a specific lesson using animation, graphics, audio tools, fragments of multimedia encyclopedias. But the final product allows you to stop using all other types of visual aid. It allows teacher to focus on the course of the lesson as much as possible, since managing the program comes down to simply clicking the left mouse button.

Types of Media Presentations. The most common form of media presentation is the **print message**. Although we often don't consider text in the same light as other media, a well-constructed set of notes or questions can do a lot for not only communicating information, but it also represents the most cost effective way of distributing resources that students can revisit after a lesson.

Another common form of media that can be used in the classroom comes in the form of **still visual media**. These include **graphic messages** in the form of pictures, drawings and photographs, as well as **visual graphics**, like tables, charts, maps, and diagrams. These can be useful for communicating a wide variety of topics.

Visual media can be extremely powerful, evoking emotional reactions, aesthetic interest, or providing a quick overview of some quantifiable situation. While some learners might prefer graphic information, it is important to equip students with the necessary skills to analyze and understand information conveyed through visuals. However, still visuals tend to be more limited in the amount of information conveyed than when text is used.

Moving visual media include movies, animation and other videos. When such images are combined with complementary audio, as a form of **multimedia**, this is known as an **audiovisual message**. This form of media tends to be very accessible, combining the advantages of both graphics and audio. Viewing an audiovisual presentation, however, is considered a particularly passive activity on the part of the learner.

However, these might be more effective than **audio messages** in capturing learners' attention. Audio messages include **oral media** like songs, chants, speeches, as well as instances where stories, poems, or articles are read out loud. Still, audio messages represent an effective way to invite active listening and the formation of mental images based on a specific topic. Compared the text, audio messages represent a more passive learning activity and, since many people read faster than people generally speak, print media is generally able to convey more information in the same time span [2].

Various tests and simulators can be used in class for deeper learning of the material and knowledge check. This can be tests developed by a teacher in

Word or Power Point programs, or ready-made test versions, a lot of which can be found on the Internet. They can be simple tests in the form of texts, providing several options from which you need to choose the right one. They can also be presented in the form of pictures, images, and photographs. The ways of work with tests are also diverse – general questioning, individual interview, independent test completion, after which the correct answers are displayed on the screen. Simulators also contain tasks that can allow to organize frontal, group and individual work of students in the lesson and at home, to monitor learning. For example, during the initial assessment, students are asked questions. If the answer is wrong, the created presentation allows students to return to the desired fragment of the lessons by using hyperlinks, where necessary information for the answer can be found.

Simulation tools offer many advantages compared to traditional teaching methods. They are able to demonstrate abstract concepts, allow interaction between users and simulated equipment, and provide users with feedback that allow users to improve their knowledge and skills. They are also cost-effective over the long-term.

Simulation tools can transform abstract concepts into interactive visual content, making it easier for students to understand the performance and relationship between different system parts. They can become familiar with the equipment and environment, and practice necessary skills without risking accidents to themselves, the equipment, and the environment. A wide variety of scenarios are available for students to experiment in, such as emergency events, so that they are able to execute the appropriate procedures when these events occur in the real world. Students are able to reinforce theoretical knowledge with hands-on-training through simulation tools, giving a better understanding of the material.

Simulation tools can track student progress and provide standardized feedback that can aid in developing skills. They can also offer targeted skill development – students can choose which skills to improve on and receive specific training resources, and educators can also control the content. Training materials can be easily updated, developed, or modified, and training can be done regardless of time or place. Inability to access to physical training equipment is no longer a problem as simulated equipment is always accessible.

Simulation based technical training is cost-effective in the long-run, but the initial cost of creating them can be expensive. A high level of knowledge is needed to create the models and scenarios used in training. These tools also allow students to train and experiment in a safe and controlled environment, avoiding the possibility of damage to themselves and expensive equipment. They are also reusable, and removing the necessity for equipment can reduce the cost of a course or program. Overall, as technology improves, simulation tools will continue to deliver realistic and immersive training scenarios, making them an indispensable and inexpensive educational tool [1].

However it should be noted that a bright picture on the screen is just a way of presenting material. This is 'a one-way traffic'. The most important thing in the lesson is the lively interaction between a teacher and a student, the constant exchange of information between them. Therefore, an integral attribute of any classroom is a whiteboard. A whiteboard is not just a piece of surface on which both an adult and a child can write. It is a field of information exchange between a teacher and a student. They combine projection technologies with a sensor device, so this board does not just display what is happening on the computer, but allows you to control the presentation process, make corrections and adjustments, make notes and comments in color, save lesson materials for future use and editing.

Of course, another important element of the pedagogical process is the students project activities. Project activity is a relatively new form of work, especially in relation to computer programs. Firstly, the theme of the project should either carry a research element, or it should be a compilation, which has not been in electronic data yet. Secondly, a multimedia project by its very nature appears at the intersection of at least two disciplines (as applied to this article – ICT and English). But actually its implementation touches a much wider range of subjects – Ukrainian language, Literature, World Art Culture and a number of others depending on the topic of study. Therefore, there can be two or three project managers. It is important to determine the optimal number of project participants. Students are actively involved in project activities. This raises their interest and the results are always good.

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SCOTTISH ACCENT OF ENGLISH

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Scottish English is the speech of the Scots, those who live in the northern part of the island of Britain, more-or-less defined as north of Hadrian's wall. There are many accents on the British Isles, many of which are similar to what is deemed to be "standard English", however the Scottish accent is very different. This dialect can be either very heavy or very delicate, depending on what is

appropriate for your character. And I am going to present some of the linguistic differences to see what makes Scottish English more complicated.

Scottish accent is the set of dialects of the English language spoken in Scotland. Scottish accent also known as Scottish Standard English or Standard Scottish English (SSE). Scottish Standard English may be defined as "the characteristic speech of the professional class [in Scotland] and the accepted norm in schools". The accent can be strong depending on the part of the country. Most of the Scottish accent you hear will come from the populated cities in the lowlands, like Glasgow and Edinburgh.

Scottish English resulted from language contact between Scots and the Standard English of England after the 17th century. The resulting shifts to English usage by Scots-speakers resulted in many phonological compromises and lexical transfers. The English of England influenced on Scots to the 16th-century Reformation and to the introduction of printing.

Scots language is close to English, but it isn't English, and also it can't be confused with Scottish English. The name Scots is the national name for Scottish dialects sometimes also known as "Doric", "Lallans" and "Scotch". Taken altogether, Scottish dialects are known collectively as the Scots language. Scots is one of three native languages spoken in Scotland today, the other two being Scottish English and Scottish Gaelic.

Well, before I start talking about phonology , I want to say that the Scottish accent is often compared with the Russian. Because sometimes they sound similar.

- It is a feature of Scottish English that they don't have as many vowel sounds as speakers with English accents. They lack about five vowel sounds that English speakers use. Many diphthongs are absent in their speech.
- In the diphthongs section, two of the sounds as diphthongs, 'coat' and 'face', are actually monophthongal vowels in Scottish English [kot], [fes].
- Nor do we differentiate between 'cot' and 'caught'. Both these words have are homophones for Scottish English speakers and they both have a short vowel in them.

Also, for Scottish speakers, 'bird' and 'heard' are not homophones. Scottish speakers lack the vowel that English speakers use here. The vowel in 'heard' will always be the same as the vowel in 'bet', 'let' and 'set' and the vowel in 'bird' can be the same as the vowel in 'but' or 'bit' depending on gender of the speaker.

The final sound in some words ending in [i] is pronounced as [e]: mighty ['maɪte], easy ['iːze], happy ['hæpe]. At the beginning of a word or after "h", "w" may appear: owl [waul], had [wæd], old [wəuld]. Instead of "w" at the beginning of a word, "h" or a combination of "hw" may appear: where [hweə], win [hin], while [hwaɪl]. Sound [s] in the middle of the word goes to [ʃ]: person ['pɜːʃn], inside [ˌɪnˈʃaɪd].

Scottish accent is rhotic, "r" is pronounced in the middle and the end of words: under ['ʌnder]; pure [pjuːr]; more [mor];

And another difference is that the indefinite article "a" in all positions is pronounced as [ə]: an apple [ə 'æpl], an umbrella [ə ʌm'brelə], an uncle [ə 'ʌŋkl].

Also, letters 'ch' is pronounced as sound [h]. Like LOCHNESS, for example.

Sound [u] changes to [u:]. And so on.

While most people who understand English will easily understand Scottish people speaking slowly, things change when slang is added in. Here is a list of some key slang words you will need if you are in Scotland: Bonnie = Beautiful; Dinnae = Don't; Ah Wisna = I was not; Auld = Old; Hoose = House; Wee = Little; Bawbag= Scot, person whose nationality is scot.

In Scottish English is term which is called "scotticism". Scotticisms are idioms or expressions that are characteristic of spoken Scottish English: She learnt him some manners = She taught him some manners; Whaur dae ye bide? = Where do you live?; Caw canny = Go easy; Awrite! = Hi!; I'm tint = I'm lost.

*Lexical scotticism.*Scottish English has inherited a number of lexical items from Scots, which are comparatively rare in other forms of standard English: pinkie – little finger; janitor – school caretaker; outwith – outside of; kirk – church; laddie/lassie – a young boy/a young girl; bairn – child; braw – fine; muckle- big; spail – splinter; Why not – How no?

Grammatical scotticisms. What age are you? – How old are you?*;* My hair is needing washed/ My hair needs washed – My hair needs washing/ My hair needs to be washed; I'm just after telling you – I've just told you; Amn't I invinted? – Am I not invited?*;* He's at the school – He's at school.; I'm wanting a drink – I want some drink.

So to sum up we can say that the accent can be stronger or weaker, what depends on districts of Scotland. A strong Scottish accent is more frequent in rural areas. Also the accent can sound heavy or delicate, and it depends on your choice. Scottish accent is very colorful, which has its own charm and history. However the accent is complicated by its phonology, lexical and grammatical features, but if you know them, you can understand BAWBAGS.

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MODERN ENGLISH ABBREVIATIONS IN SOCIAL MEDIA

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The idea of shortening words and phrases belongs to the ancient Romans. Some of them are well known: NB, P.S. etc. Abbreviations and shortened words have always been used for saving time and place in a written message.

The term "abbreviation" is defined in different ways. Oxford Dictionary gives the following definition – a shortened form of a word or a phrase, for example, BBC is the abbreviation for British Broadcasting Corporation.

In the electronic encyclopedic dictionary "abbreviation" ("abbreviatura" in Italian from Latin "Brevis" – short) is defined as a word formed by shortening of a word combination and pronounced as the letters in the alphabet, for example, BBC (British Broadcast Corporation), EU (European Union), PM (Prime Minister), PC (personal computer) and so on. This kind of abbreviations is sometimes called "initialisms" or alphabetic acronyms. Acronyms can be also read as words: NATO (North Atlantic Treaty Organization), AIDS (Acquired Immune Deficiency Syndrome), OPEC (Organization of Petroleum Exporting Countries). There are some abbreviations existing only in a written form but pronounced as the full word: Mr. (Mister), Dr. (Doctor), St. (Saint or street).

Such examples as etc., e.g. and i.e. (from Latin) are considered to be abbreviations as part of the language. Some English words can be shortened, and it is very common to meet them in this form, particularly in spoken English. The most common words of this group are: phone (telephone), maths (mathematics), fridge (refrigerator), exam (examination), photo (photograph), bike (bicycle), ad/advert (advertisement), flu (influenza) and others.

As it is known, modern people communicate on-line more and more gladly and frequently. The necessity to implement communication as quickly as possible makes us shorten words and phrases. The more often we use fixed abbreviations, the more common they get and the wider they are used, becoming a part of the language communication "norms".

The paper aims at considering abbreviations used by young people in a written informal communication. According to the statistics of one of the largest sites, devoted to abbreviations in the net www.AcronymFinder.com its base contains 4195875 registered abbreviations.

Modern English written abbreviations are formed in different ways:

- The use of figures (1, 2, 4 and 8) instead of words or parts of words. In this case, the abbreviations are used as homonyms of the corresponding words: some1 (someone), no1 (no one), 2day (today), 2nite (tonight), 4U (for you), 4E (forever), D8 (date), L8 (late);

- Similar pronunciation of the letter in the alphabet and a word which is shortened: R (are), C (see), B (be);
- Omitting vowels: smmr (summer), WKND (weekend), YR (your), HV (have), MSG (message);
- The use of initial letters instead of words: HAND (have a nice day), NP (no problem), BAU (business as usual), ATB (all the best).

A mixed type of abbreviations is also observed, i.e. a case, when different ways of abbreviations' formation are used, namely HB2U (Happy birthday to you), where three initial letters are used for words and a figure is used instead of a preposition, HRU (how are you?) – two initial letters are used for words and a letter "R" gets through instead of the word "are".

The number of abbreviations used in social media has an increasing tendency. Currently, communicating on-line in English is hardly possible without knowing at least the main standard web-shortenings.

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PROJEKTMETHODE IM DEUTSCHUNTERRICHT

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Die Projektmethode ist vermutlich die Unterrichtsmethode, die am weitestgehenden auf Studentenselbsttätigkeit und Eigenverantwortung ausgerichtet ist. Immer mehr Universitäten und Lehrkräfte wenden sich dieser Variante des selbst gesteuerten und selbst entdeckenden Lernens zu.

Ursprung und Entwicklung der Projektmethode

Nach traditioneller Auffassung ist die Projektmethode ein genuines Produkt der amerikanischen progressiven Erziehungsbewegung. Um 1900 als Methode des Werkunterrichts erfunden, erhielt sie eine neue, eigentümliche Gestalt, als William H. Kilpatrick sie seit 1915 – wegen ihrer besonderen Förderung von Freiheit und Selbstbestimmung – als die einzig adäquate Unterrichtsmethode in einer demokratischen Gesellschaft bezeichnete und – wegen ihrer besonderen Förderung von Motivation und Lernbereitschaft – als „herzhaftes absichtsvolles Tun" definierte. Diese umfassende Bestimmung

wurde u.a. von John Dewey kritisiert, weil sie Projektarbeit nicht mit den dauerhaften, sondern mit den momentanen Interessen der Schüler verband.

Neuere Forschungen führen den Ursprung der Projektmethode auf die Ausbildung von Architektur- und Ingenieurstudenten zurück, die dreihundert Jahre zuvor in Rom und Paris am Ende ihres Studiums größere Bauvorhaben (Brunnen, Kirchen, Brücken) zu entwerfen hatten. Vereinfacht gesagt, läßt sich die Geschichte der Projektmethode in fünf Phasen gliedern:

1590–1765 erste Anfänge der Projektarbeit an den neuen Schulen für Architektur in Italien und Frankreich

1765–1880 das Projekt als reguläre Unterrichtsmethode an den kontinentaleuropäischen und nordamerikanischen Bauakademien und Technischen Hochschulen

1880–1915 Verlagerung des technischen Werkens vom College auf die High und Elementary School, parallel dazu Einführung der Projektarbeit; Übertragung auf den landwirtschaftlichen und naturwissenschaftlichen Unterricht

1915–1935 Neudefinition der Projektmethode durch Kilpatrick und ihre weltweite Verbreitung; in Amerika bald allgemeine Ablehnung des Kilpatrickschen Projektbegriffs

1965-heute Wiederentdeckung der Projektmethode in Westeuropa, dritte Welle ihrer internationalen Wirksamkeit

Historisch und systematisch gesehen gehört die Projektmethode in dieselbe Kategorie wie das Experiment der Naturwissenschaftler, die Fallmethode der Juristen und das Planspiel der Offiziere; denn wie diese hat das Projekt seinen Ursprung in der Akademisierung und Professionalisierung eines spezifischen Berufs, und wie diese wurde es an Hochschulen und Schulen eingeführt, damit die Schüler und Studenten schon beizeiten lernten, die Kluft zwischen Theorie und Praxis zu überwinden und selbständig umfangreichere Aufgaben ihrer Lebens- und Berufswirklichkeit zu lösen.

Phasen des Projekts

Nach Auchman teilt sich Projektablauf in folgenden neun Grundphasen:

a) Einstieg / Themenfindung

b) Zielformulierung

c) Planung / Vorbereitung

d) Koordination

e) Durchführung

f) Dokumentation

g) Präsentation

h) Reflexion

i) Evaluation

Einstieg / Themenfindung

Zu Beginn des Projekts wird das Interesse der Teilnehmer geweckt und ein Thema gefunden. Es sollte genügend Zeit zur Verfügung stehen. Die Schüler

einigen sich auf ein Problem, das sie lösen und bearbeiten möchten. Im Wesentlichen funktioniert ein erfolgreicher Projektunterricht nur, wenn der Themenwahl auf den Interessen der Schüler basiert. Nach Krewel wird bei der Projektentstehung abgeklärt, was man überhaupt tun will und „die Themenfindung wird bereits zum Stolperstein." Oft treten Probleme bei der Suche nach einem Thema auf und sind dank der unterschiedlichen Vorstellungen der Beteiligten untrennbare Bestandteile der Anfangsphase. Es erscheint sinnvoll, von den Lehrern eine große Auswahl an Themen zu treffen und viel Freiheit bei der Suche nach dem eigentlichen Thema zu lassen. Die Hauptsache ist, die Wege aufzuzeigen. Ein konkretes Projekt entsteht aus einer Idee, einem Wunsch oder einer unsicheren Idee, einem Hauptthema.

Zielformulierung und Vorbereitung

Wenn die Interessen vereint sind und das Thema gefunden ist. Die Formulierung von Zielen macht auf die verschiedenen Interessen aufmerksam. Das Unternehmen und die Ergebnisse werden diskutiert und festgelegt. Die Rahmenbedingungen und Quellen werden analysiert. Für die einzelnen Teilbereiche in der Planung wird berücksichtigt und die Verantwortung festgelegt. Die Vorbereitungszeit umfasst das Sammeln von Informationen, das Erhalten von Vorräten, das Planen von Ausflügen, das Ansehen von Filmen und andere optionale Weiterentwicklungsschritte, die die Beteiligten für notwendig halten. Im Verlauf dieses Prozesses können inhaltliche und organisatorische Änderungen vorgenommen werden.

Koordination

Um einen reibungslosen Projektfluss zu gewährleisten, liegt die Verantwortung bei den Projektkoordinatoren. In der Regel sind alle Teilnehmer verantwortlich. Also nicht nur die Schüler, sondern auch die Lehrer. Bei überschaubaren Projekten kann auch eine separate Koordinierungsgruppe existieren. Ihre Aufgaben sollten von den Teilnehmern ernst genommen werden. Bei großen Projekten kann eine übergeordnete Person aus der Gruppe der normalen Koordinatoren auswählen. B. kommuniziert mit der Schulleitung, mit dem Lehrer. Dieser Projektmanager sollte sich nicht schämen. Der Leiter hat andere Teilnehmer und überträgt ihnen bei Bedarf Aufgaben.

Projektdurchführung

Der Inhalt der Arbeit wird in dieser Phase erledigt. Schulabsichten werden in verschiedenen sozialen Formen ohne direkte Intervention der Lehrer ausgeführt. Wenn es möglich ist, geben sie den Schülern professionelle Ratschläge, beseitigen wichtige Inhaltsfehler, Beziehungskonflikte, übernehmen die Rolle von Moderatoren und anderen Aufgaben. Die eigene Aktivität und kreative Aktivität liegt an den Schülern. Ob kleinere Gruppen an diesem Abschnitt beteiligt sind, sollte die Möglichkeit geboten werden, das Meeting abzuhalten, Erfahrungen auszutauschen, den Fortschritt des Projekts zu bestimmen oder festgestellte Probleme zu diskutieren und zu lösen.

Dokumentation

Durch die Dokumentation im Projekt kann der Prozess die Ergebnisse und aufgetretene Fehler überprüfen. Im Absatz der Präsentation werden die Inhaltsinformationen zum Thema ausgerichtet. Sowie hilft bei der Reflexion und Bewertung. Die Dokumentation erscheint in Form aller gesammelten Dokumente und ist für die spätere Verwendung von unschätzbarem Wert. Die Dokumentation ist eine Voraussetzung für jede Gruppenaktivität. Karten, Protokolle, Notizen, Bilder, Arbeitsblätter, Audio-, Video- und Korrespondenzaufzeichnungen werden zur Dokumentation aufbewahrt.

Präsentation

Um der Projektunterricht zum Abschluss zu bringen, sollten alle Teilnehmer ihre Arbeitsergebnisse kommunizieren und präsentieren. Die Präsentation findet vor anderen Teilnehmern oder besser vor einem breiten Publikum statt. Es wird von Klassenkameraden, Lehrern, Fremden gebildet. Auchman erklärt, dass die Präsentation in der informativen, kreativen und glaubwürdigen Kommunikation der Projektergebnisse mit anderen Personen liegt. Wie die Projektergebnisse gestaltet sind, hängt immer von den Teilnehmern ab. Häufige Entwürfe sind Theateraufführungen, Präsentationen von Ergebnissen, Zeitungen, Broschüren, Videos, Websites. Reflexion Im Rahmen der Bewertung wird die kontinuierliche und endgültige Reflexion zu einem untrennbaren Teil. In der Projektstunde sollten die Schüler bewusst lernen. Darin ist die Reflexion der Abschnitt, in dem das Projekt und seine Funktionsweise bewertet und darüber nachgedacht werden. Die informelle, angenehme Atmosphäre in der Gruppe soll das gegenseitige Gespräch zwischen den Teilnehmern vereinfachen. Die Antworten, die sich die Schüler stellen, erklären ihnen die Bedingungen und Möglichkeiten. Wurde das Faktenwissen erworben? Warum wurden einige Dinge gut bemerkt und einige Dinge nicht so gut bemerkt? Waren die Arbeitsformen angemessen? Ist die Zusammenarbeit mit anderen Parteien einfach oder schwierig geworden? Wurden persönliche Emotionen und Beiträge aufgenommen?

Evaluation

Im Projektunterricht ist die Bewertung ein Schritt, der die Projektergebnisse überprüft. Im Allgemeinen wird es zur Kontrolle und Wirksamkeit verwendet. Gleichzeitig wird die eigene Versicherung über sich selbst und die Entwicklung der Qualität gestärkt. Zu Beginn der Projektarbeit werden die Ziele durch die Fragen bestimmt. Dabei und am Ende beantworten Sie die Fragen. Wurde die Absicht verwirklicht? Was haben die Ergebnisse gebracht? Haben die Ergebnisse zu den erwarteten Zielen geführt? Sowohl im Sprachprojektunterricht als auch in anderen Projektunterrichtstypen gibt es ein Problem bei der Messung der Erreichung aller Ziele. Haben die Teilnehmer ihre Kooperationsfähigkeit verbessert? Bist du jetzt unabhängiger? Haben sie wirklich die Verantwortung für das Projekt übernommen? Abhängig von ihrem Alter und ihren Möglichkeiten können die Schüler auch über eine Bewertung

nachdenken und diese durchführen. Sie können sich gegenseitig bewerten, überlegen, die Fragebögen ausfüllen und bewerten. Bei anderen Autoren sind die Themen in der Regel nur in drei Phasen unterteilt. Sie planen, implementieren und präsentieren mit Evaluierung.

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HÖR-SEH-VERSTEHEN IM DEUTSCHUNTERRICHT

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Als Hörverstehen (HV) bezeichnet man die Informationsentnahme aus der gesprochenen Sprache, während sich das Hören allein auf die Wahrnehmung von Geräuschen beschränkt. Das Hörverstehen dient entweder dem Aufrechterhalten kommunikativer Beziehungen oder der Informationsvermittlung. Dem Hörverstehen kommt im Deutschunterricht an der Uni eine bedeutende Rolle zu, da es die Grundvoraussetzung für die Entwicklung von kommunikativer Kompetenz darstellt. In vielfältigen Situationen und Lerngelegenheiten wird das Hörverstehen trainiert. Dazu werden den Studentinnen und Studenten Hilfen angeboten und Verstehensstrategien vermittelt bzw. bewusst gemacht. Beim Hörverstehen handelt es sich um eine rezeptive Fertigkeit. „Rezeptiv" bedeutet aber nicht „passiv"; die Lernenden leisten vielmehr eine Vielzahl von Konstruktionsprozessen, und es muss eine Reihe von Voraussetzungen erfüllt sein, damit die Schülerinnen und Schüler die fremde Sprache verstehen.

Es wird oft behauptet, dass das Lesen im Sprachunterricht wichtiger, als das Hören ist, oder, dass mehr durch das Lesen gelernt wird. Wenn man aber die Menge der Wörter in Frage stellt, dann ist Hören mehr Kommunikation als Lesen. Das Hören ist zentral für das Sprachlernen. Das Hören ist sehr wichtig und wenn es kein hörendes Verstehen gibt, kann man sich das Sprachlernen schwer aneignen. Beim Hören gibt es mehr Wahrnehmung, oder man hört Laute und merkt Tonhöhen, während man beim Lesen das Sehen verwendet. Lesen und Hören sind nicht gleich. Lesen ist eine indirekte Kommunikation, während

Hören direkt geschieht. Wenn man sein Hören übt, wird das später zum Verstehen. Was passiert beim Hören? Wie versteht man ein gesprochenes Wort? Wir hören etwas, was jemand sagt und interpretieren die Informationen, identifizieren die Wörter und nehmen den Aufbau des Satzes wahr. Man versucht die unverständlichen Wörter zu verstehen und dann den Zusammenhang zu verstehen. Man sollte sich aber auf die Wörter, die man versteht, konzentrieren, also nicht versuchen, Wort für Wort zu verstehen. Das ist sehr motivierend und kann auch bei der Sinnbildung helfen. Man kann natürlich beim Hören im Alltag Schwierigkeiten begegnen, z.B. mit dem Medium und der Zeit. Das Medium ist die Vermittlung und beim Medium muss man immer die Sprachen phonologisch gut genug kennen und deswegen muss man sich daran gewöhnen, die Sprache zu hören. Oft kann man auch in Schwierigkeiten geraten bei unterschiedlichen Tempi. Der Hörer muss dem Tempo des Sprechers folgen und er kann das Tempo nicht selbst bestimmen. Wenn man gleichzeitig eine Zeitbegrenzung hat und sich Mühe gibt, die Wörter zu verstehen, kann es oft zu Stress führen. Dann gibt es natürlich Schwierigkeiten mit den Dialekten und den verschiedenen Varianten der Sprache. Methoden bezüglich des Hörverstehens üben nicht immer nur das Hören. Sie können andere Fertigkeiten trainieren, denn eine Fertigkeit wird selten alleine trainiert. Wenn eine Diskussion nach einem Text geführt wird, wird das Sprechen manchmal praktiziert. Es kann schwierig sein, wenn die Lernenden im ersten Jahr sind, aber die Lehrenden versuchen immer mehrere Fertigkeiten zu trainieren. Oft können Hören und Sprechen zusammen praktiziert werden, aber das gilt vielleicht nur für die Oberstufe.

In der modernen Didaktik wird das Hörverstehen durch die visuelle Komponente des visuellen Verstehens erweitert, indem Videos, Fernsehen und Filme zum Unterrichtsgegenstand gemacht werden. Es wird von audiovisuellen Medien (AV-Medien) gesprochen. Während sich das Hörverstehen in erster Linie mit der Rezeption und Interpretation der gesprochenen Sprache befasst, kommt auch das Hör-Seh-Verstehen mit der visuellen Informationsverarbeitung ins Spiel. Hier geht es um gleichzeitige oder aufeinanderfolgende Verarbeitung und Interpretation sowohl des Gehörten als auch des Gesehenen und ihrer Umgebung. Das Hör-Seh-Verstehen ist daher ein sehr komplexer Konstruktionsprozess.In der Forschung wird herausgestellt, dass das traditionelle Hörverstehen – zum Beispiel in der face-to-face-Situation – auch als Hör-Seh-Verstehen interpretiert werden muss, da beispielsweise Mimik, Gestik, Kleidung, Umgebung sowie paraverbale Anteile (Lautstärke, Stimme, Betonung, Akzent) die Rezeption wesentlich beeinflussen. Dabei gilt der Grundsatz: Widersprechen sich Gesprochenes und Gesehenes, so legen Hör-Seher mehr Wert auf die visuelle Botschaft. Darüber hinaus werden visuelle Signale meist mit größerer Richtigkeit und Geschwindigkeit entschlüsselt als verbale. Aus diesem Grunde gelten die Rezeption und Bearbeitung visueller und

audiovisueller Materialien grundsätzlich als einfacher als die reine auditive Rezeption von Sprache.

Die Nutzung audiovisueller Medien nimmt in heutigen Kommunikationskontexten breiten Raum ein und gewinnt mit den neuen Medien zunehmend an Relevanz. Insbesondere Jugendliche rezipieren audiovisuelle Medien intensiv, sie schauen beispielsweise Filme und Videos auf dem Smartphone oder Tablet an, wobei der Spielfilm das „wichtigste narrative Medium der Gegenwart" darstellt. Heute sehen Bildungspläne und Curricula zwar die Behandlung von Kino- oder Fernsehfilm und Serie vor, Filme werden aber im Deutschunterricht immer noch stiefmütterlich behandelt. Inzwischen gibt es eine Vielzahl von Veröffentlichungen zur Filmanalyse und Filmdidaktik In Bezug auf den Deutschunterricht wird herausgestellt, dass alle Lern- und Kompetenzbereiche von Filmen profitieren. Audiovisuelle Medien werden als „integrative Unterrichtsgegenstände" aufgefasst: So können beispielsweise im Kompetenzbereich „Sprechen und Zuhören" Filmausschnitte oder Filme nacherzählt oder in einem Filmgespräch besprochen und beurteilt werden, im Bereich „Schreiben" lassen sich Exposés, Drehbücher, Storyboards, Figurenbiografien, DVD-Klappentexte oder Filmkritiken verfassen oder im Kompetenzbereich „Lesen – mit Texten und Medien umgehen" ist eine Bandbreite an rezeptions- und pro- duktionsspezifischen Aufgabenstellungen möglich – vom Vergleich der literarischen Vorlage mit ihrer Verfilmung über Figureninterviews bis hin zum Drehen einzelner Filmsequenzen oder Filme. Dies hat eine wichtige unterrichtspraktische Konsequenz: Der Umgang mit Film und Fernsehen kann zur Förderung und zum Erwerb zahlreicher Kompetenzen beitragen, die in den Bildungsstandards für das Fach Deutsch festgelegt sind und muss sich nicht zum Nachteil anderer Aufgaben des Deutschunterrichts auswirken. In der Fremdsprachendidaktik werden weitere Potentiale von Spielfilmen im Unterricht diskutiert. Dabei wird hervorgehoben, dass audiovisuelle Medien die Chance bieten, gesprochene Sprache mit ihren Varietäten zu erfahren und daran in zentralen Lernbereichen des Sprachunterrichts zu arbeiten; zudem können daran landeskundliche Themen erörtert werden.

Die Filmkunst ist eine alte Kunst und Menschen gucken jeden Tag fern und damit verbreitern sie ihren Wortschatz und ihre Kenntnisse. Filme sind eine sehr gute und häufige Unterrichtsmethode, weil Filme einen guten Wortschatz für Lernende haben. Es ist immer gut verschiedene Stimmen und verschiedene Varianten der deutschen Sprache zu hören. Man erweitert seinen Wortschatz und verbessert sein Verstehen mit Filmen und Fernsehen. Die Leute im Fernsehen sprechen auch oft sehr schnell und es ist nötig diese Muttersprachler zu hören, weil man irgendwann eine schnell gesprochene Sprache hören wird und es ist besser, wenn man sich daran gewöhnt hat. Mit Filmen und Fernsehsendungen üben die Schüler das Hörverstehen und Filme machen auch immer Spaß für Jugendliche. Die Lehrer wählen einen interessanten Film, der

ein gutes Thema hat. Bei diesen Übungen kann es häufig zu Problemen kommen. Erstens können Sie Probleme mit der Technologie haben, z. bei Verwendung von Fernseher oder Computer. Der Ton funktioniert nicht und manchmal braucht man Lautsprecher, aber sie sind nicht im Raum. Dann kann der Film auch gebrochen werden. Sie müssen immer die Umstände vor dem Unterricht überprüfen. Es ist auch eine gute Idee, den Film zu überprüfen. Es ist wichtig, dass Sie sich gut vorbereiten und zuerst die Bedingungen im Raum ausprobieren, d. H. Den Fernseher, den Computer und das Lautsprechersystem. In Filmen kann es immer zu Sprachproblemen kommen. Die Schauspieler sprechen sehr schnell und es kann für die Lernenden schwierig sein, sie zu verstehen. Der Text ist einfach zu undeutlich. Eine gute Lösung ist es, den Film mit deutschen Untertiteln zu zeigen. Dann haben die Lernenden auch einen Text vor sich und können den Film besser verfolgen. Dann können Sie eine Wortliste mit schwierigen Wörtern erstellen.

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PEDAGOGICAL DESIGN IN VIRTUAL CLASSROOM

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Learning and teaching is changing due, on one hand to the evolutions of the society expectations and, on another hand to the widely spreading of new technologies.

The **closure of schools and universities accelerated the development of the online learning environments** within those institutions so that learning would not be disrupted. Online classes offer effective learning environments, complementary interactive reinforcements that allow students to study and work at their own pace, flexible scheduling, available in any location, with an internet connection; students can attend using their devices, direct teacher feedback, real-time student monitoring and corresponding reports.

The remote teaching and learning efforts that all teachers and students are now engaged in do not resemble what we think of as traditional online education. Quality online learning programs are high-input operations, requiring both time to develop and significant investments to run.

The necessity of teaching and learning with asynchronous (Canvas, Blackboard, D2L) and synchronous (Zoom) platforms will yield significant benefits when these methods are layered into face-to-face instruction. The digital tools are complements, not substitutes, for the personal connection and immediacy of face-to-face learning. Residential courses are better for the practice that teachers have received in moving content online, as precious classroom time can be more productively utilized for discussion, debate and guided practice.

Encyclopedia Britannica defines 'distance learning', also called distance education, e-learning, and online learning as a form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication [1].

Teaching English online requires well-designed programs which can meet intellectual, cultural, and social needs of students.

Context and resources are important dimensions for eLearning programmes for Language learners. The entire educational endeavour greatly depends on the way in which content is presented, a condition for efficient perceptive-visual learning. Therefore the design of support materials for eLearning is an important element when calibrating the formative value of the educational message. The visual and pedagogical design of learning materials in the digital environment, focusing on content design principles such as page layout, visual arrangements, use of illustrations and colours. In order to develop effective eLearning, the conversion of educational resources into e-content should be carried out following generally agreed rules. To assimilate and interpret the visual content, learners in technology-based environments develop a series of psychological processes such as visual perception, attention, understanding, motivation, memory, thinking and conscience. In order to provide a significant learning situation, effective design must rely on several basic principles aiming to support the participants' confidence and comfort, but mostly their learning performance [2].

Pedagogical design requires decisions on specific procedures and rules in every step of the process, from the choice of the learning objectives to the choice of the assessment strategies. The basic pedagogical design ideas contribute to the improvement of the quality of learning through digital resources and new web tools.

Pedagogical design is defined as a collaborative process for course development using specific learning objectives and pedagogical theories to identify teaching strategies, activities and assessments to achieve desired educational outcomes. Our process uses design principles to promote student engagement and can include development of practices, structures, digital learning objects and multimedia resources to improve teaching and learning [3].

Pedagogical design, a term in the conceptual landscape of instruction, teaching, learning and learning support, refers to any systematic choice and use of procedures, methods, prescriptions, and devices in order to bring about effective, efficient, and productive learning.

It has attributes in common with other design endeavors, like architecture and engineering which build upon an extensive knowledge base for task fulfillment and problem-finding, problem-analysis, and problem-solving. The outcome of any systematic pedagogical design activity is a plan or scenario that defines the format, content, and structure of the environment, the delivery systems, and implementation strategies. With the upraise of more open, electronic learning environments, these definitions undoubtedly need some adaptation. In most recent models of design, the following components are present (a) an intruding analysis of the knowledge base on learning and instructional theories, (b) the frame of reference design is used for, like context, target group, and content, and (c) a set of validated rules or procedures to regulate and realize the design process and product refer to grounded learning systems design defined as "the systematic implementation of processes and procedures that are rooted in established theory and research in leaming". In this way, the more traditional and strict demarcation between design, development, and implementation seems to blur [2].

The instructional designers and training developers use ADDIE model consisting of the five phases – Analysis, Design, Development, Implementation, and Evaluation – which represent a dynamic, flexible guideline for building effective training and performance support tools. The model of is used by instructional designers all over the world as part of their online, offline, or even blended learning sessions.

In the Analysis phase, instructional problem is clarified, the instructional goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified. The following questions that are addressed during the analysis phase: Who is the audience and their characteristics? What types of learning constraints exist? What are the delivery options? What are the online pedagogical considerations? What is the timeline for project completion?

The Design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning and media selection. The design phase should be systematic and specific. Systematic means a logical, orderly method of identifying, developing and evaluating a set of planned strategies targeted for attaining the project's goals. Specific means each element of the instructional design plan needs to be executed with attention to details [2].

The Development stage starts the production and testing of the methodology being used in the project. In this stage, designers make use of the data collected from the two previous stages, and use this information to create a program that will relay what needs to be taught to participants. If the two

previous stages required planning and brainstorming, the Development stage is all about putting it into action. This phase includes three tasks, namely drafting, production and evaluation[3].

Materials production and pilot testing are the hallmarks of development. Everything from lecture notes to virtual reality is brought from design to deliverable. Before instructional designers move from development to implementation, it is wise to do pilot testing to ensure that deliverables do not have to be redeveloped [4].

During the Implementation phase, a procedure for training is developed. The training should cover the course curriculum, learning outcomes, method of delivery, and testing procedures.

The Evaluation allows getting feedback on every aspect of the courses is really important so that you can improve and revise the content. The focus can be put on the questions of meeting the goals as set out in the analysis phase; taking feedback and placing back into the analysis phase; identifying other training requirements. Evaluation consists of tests designed for domain specific criterion-related referenced items and providing opportunities for feedback from the users.

The contemporary pedagogical design issues are connected to two important assumptions: that there exists a Virtual Classroom, and that one can move the class to the cyberspace and build an Online Learning Community in online language teaching. Discussions are centred on the changing learner profile and the changed learner behaviours in online learning, and their far-reaching impacts on the way we traditionally teach. The online pedagogical approaches which still treat online courses as "classes" and insist on building the online learning community to re-invent traditional classroom-learning in cyberspace [4]. An urgent call is then made for a radical pedagogical shift in online language teaching from teacher-centred approaches towards a personalised, small-group orientated, multi-dimensional model of teaching based on designed materials. The online language teaching design can be formulated with specific and practical suggestions for online language teachers.

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AUSTRALIAN ACCENT

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The official language of Australia is English, but you may have noticed that the Australian accent is very different to any accent you would hear in the United Kingdom.

In the 18th Century, when Britain invaded Australia and made it part of the British Empire, the government found it hard to persuade people to go. For a long time, they had to force people to move to Australia - many people who were found guilty of committing a crime in Britain were sent to Australia instead of prison! Even though the UK is small, it has many, completely different accents depending on which part you are from. When people from all these different places ended up in Australia, they would naturally have tried to change the way they spoke a little bit, to make it easy to understand each other. They develop an accent when they learn to speak, and so their accent comes from the world around them. At first, English people thought the new Australian accent was great because this accent was clear and easy to understand. Then, something changed. A new accent became popular among rich and powerful people in England. This was called Received Pronunciation (RP)

How to Speak With an Australian Accent:

- **Keep your intonation steady, quick, and soft.** Picture a long, constant stream of words coming out -- much like the entire sentence is one whole word. To do this, try not to move your tongue so much.

- **Adjust your pronunciation of "i" to sound more like the i in "oil**." This is one of the more important shifts you'll make. Instead of the I sound ("eye") in "like," "might" or "try," you want something more like an "oi" sound, though not quite so pronounced.

- **Turn your hard A sound into an "aye"** The hard A in "way" or "mate" almost sounds like an "eye" sound. It is somewhat of a compound sound, like you start with an A and then slide your voice into an I sound. While this takes some practice, you may notice that you lips move outward a bit when you get it right, flatting the O-shape your mouth makes for an A.

Way → w-aye

Date → d-aye-t.

- **Soften a soft A into an "eh" sound.** This part of the accent is regional, as there is no one exact Aussie accent. Simply put, it softens the A sound in words like "hat," "that," "cat," etc. to sound more like an "eh."

Hat → H-eht.

That → Th-eht.

Cat → C-eht.

- **Curb the T from the end of words.** Aussies replace the hard T sound with a short, almost gutteral noise instead of a full "tuh" sound. If you're having trouble finding it, say the words "uh-oh." The noise is the small, sharp stop you make between the two sounds, like you voice was just cut short. When you say the word, "right," you want to sound more like "r-eye." Practicing "trimming" the T sound to perfect your accent.

You'll notice for an American T that your tongue pushes off the rough of your mouth. For the Aussie accent, try and make a similar sound without touching your tongue to the rough of your mouth.

This is called a glottal stop, and is used in several languages and accents.[2]

- **Drop the R sound from the end of words and replace it with an "ah."** For example, instead of "forever," you would say "forev-ah." Instead of "car," you'd say "cah." This is somewhat similar to the Boston accent, however it is softer and less pronounced. Your voice drops a little bit, almost sounding like an "uh" at the end of the word.

River → Riv-ah

Care → Kehr. Here, the R sound is subtle because the word ends in an E. Think of cutting your word off right after you start the R sound.

- **Cut off the G from any "-ing" ending word.** Oftentimes the Australian accent cuts words short. Words ending in a G are cut off, so that "catching" sounds like "cat-chn." In many ways, this makes Australian similar to an informal American English, a comparison that will serve you well as you practice.

Running → Runnin'

Eating → Eatin'

Ring → Rin'

- **Raise your voice towards the ends of words.** Sometimes called the "Australian Question Inflection," this little trick is common in everyday Australian speech. Simply raise your voice towards the end of a sentence, exactly like you were asking a question. Think of getting a little louder, and a little higher pitched, with the last syllable.

- **Adjust your "a" sounds to "ah".** Australians have some of the most relaxed accents in the world, so instead of can't, say kah-nt, and instead of aunt, say ah-nt.

- **Slang**

Slang is constantly evolving, and it is tough to find a definitive source of knowledge to determine what words are "in" and what are "out."

- Esky → Cooler or icebox.
- Uni → University.
- Arvo → Afternoon.
- Thongs → Flip-flops.
- Bogan → Redneck, uncultured person.

- Tucker → Food.
- Runners → Trainers, Sneakers.
- Yeah-Nah → No.
- Nah-Yeah → Yes.
- Scrap → A fight.
- Fair Dinkum → Genuine, real, true.

American slang is filled with simple filler words and a phrase like "gosh," "guys," "say what?" etc. Australian is no different. Some things to try out include:

- Ending phrases with the word "mate." Mate can be used anytime you would normally say "guys," "man (as in, "come on, mate!"), or similarly simple slang terms for a person.
- Using "Reckon" when you're thinking of something. "I reckon that's not a bad idea, mate."

If you master these Australian English words and phrases, you'll have no problem speaking to any true blue Australian.

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PANDEMICS AS A SOURCE OF NEOLOGISMS FORMATION

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A **neologism** (/niːˈɒlədʒɪzəm/; from Greek νέο- *néo-*, "new" and λόγος *lógos*, "speech, utterance") is a relatively recent or isolated term, word, or phrase that may be in the process of entering common use, but that has not yet been fully accepted into mainstream language. Any language is a living organism. In particular, the English language is currently developing very swiftly and there is so called «neology blowup». R. Berchfield who worked at compiling a four-volume supplement to NED says that averagely 800 neologisms appear every year in modern English [1]. There are several reasons why do neologisms appear in any language: 1) the events in the field of politics (Brexit); 2) the rise of new concepts and new ideas in the social culture and Pop-culture (Hip-hop, Megxit); 3) new discoveries in science and technology (Internet). 4) the manufacture of new products in economy (airpods). 5) literature (Author's neologisms). For example, the term "time machine" was first coined by H.G. Wells in his book "The Time Machine", published in 1895. Since that time the word "time machine" has been used all over the world. 6) Internet, social media websites caused the appearance of many new words among which is the expression "Like shock" – when you get more likes in Instagram / Facebook that you expected:

e.g. *The picture of my dog got 70 likes. I am like shocked.* Also, neologisms can be divided according to the way how are they formed. They are subdivided into: phonological neologisms, borrowings, semantic neologisms, syntactical neologisms. In its turn, syntactical neologisms are divided into morphological (word-building) and phraseological (forming word-groups). *Phonological neologisms* are formed by combining unique combinations of sounds, they are called artificial, e.g. rah-rah (a short skirt which is worn by girls during parades, because girls repeat in chorus rah-rah: when they are marching. *Phonetic borrowings* are stable neologisms which are used widely and frequently e.g. perestroika (Russian), solidarnosc (Polish), dolce vita (Italian) etc. *Semantic neologisms* are lexical units existing in the language can change its meaning to denote a new object or phenomenon «umbrella» developed the meanings: «aviation umbrella», «political umbrella». *Syntactical neologisms* can be divided into morphological (word-building) and phraseological. Among morphological neologisms there are a lot of compound words of different types, such as «free-fall» - "різке падіння курсу акцій" which appeared in 1987 with the stock market crash in October 1987 (on the analogy with free-fall of parachutists, which is the period between jumping and opening the chute). phraseological (forming word-groups); and phraseological units with transferred meanings, e.g. to buy into (to become involved), and set non-idiomatic expressions, e.g. electronic virus, Rubic's cube, retail park, acid rain, boot trade etc. It should be stated that it is rather difficult to translate a neologism. Due to the fact that neologisms originate in one language, translations between languages can be difficult. In the scientific community, where English is the predominant language for published research and studies, like-sounding translations (referred to as 'naturalization') is predominantly used. The four translation methods are emphasized in order to translate neologisms: transliteration, transcription, use of analogues, calque or loan translation.

Pandemics as a source for neologisms formation. The history of humankind is intertwined with such devastating diseases as plague, smallpox, cholera, typhoid, Spanish flu and many others. These pandemics has always served as a source of the formation of the new words. Among them, notoriously famous word "Quarantine" which appeared in the middle of the 17th century: from Italian quarantine 'forty days'.
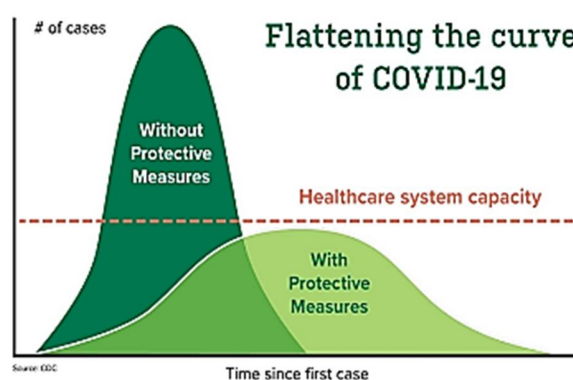
Currently, we are going through the process of the new words formation caused by the spread of COVID-19. On Feb. 11, in Geneva, the head of the World Health Organization unveiled the name of a new disease. *"I'll spell it,"*

the director-general, Tedros Adhanom Ghebreyesus, said: *"C-O-V-I-D hyphen one nine."* Being named only on February, 11 it landed just over a month later in Merriam-Webster's online dictionary, the fastest journey from conception to formal recognition in the company's nearly 200-year history. Covid-19 and its derivatives transformed and expanded the vocabulary of our daily lives. Words like *asymptomatic* and *droplets* and *super-spreader* have moved out of the professional niche use and became a part of regular conversation, along with terms such as *red zone*, *social distancing* and *flattening the curve.*

Suddenly we all became epidemiologists.

It's not just scientific and medical terms, such as *pathogen* and *incubation period*, that sprang from the professional language to wide public. A whole set of neologisms — newly coined words and expressions — such as *quarantini, zoom bombing*, *coronial* and *a covidiot. Quarantini* (Quarantine + Martini) – a strong alcoholic beverage that is made when people are quarantined. *Zoom bombing* – the act of raiding a Zoom call, usually on school related calls by posting pornography or otherwise offensive content. Scientists believe that we might witness a birth boom and the new generation, which will be conceived during the quarantine time, when people were locked in their houses, will be called coronials. *Covidiot* – someone who ignores social distancing measures or stockpiles toilet paper. *Coronovirus* even got it's nickname and a funny face, which can be often seen in Instagram. Miss Rona / The Rona is an abbreviation used for the coronavirus. Some have called it "Miss Rona," adding the "Miss" to denote personality to the virus. Others simply call it "the Rona," a plain reference to its full name.

Emergence and spread of neologisms has always accompanied the development and formation of the language. Currently, we are living in the era, when the outbreak of the world pandemic caused by COVID-19 stipulated the appearance of the new scope of words which reflect the current situation and people's attitude to it. Words have their own life cycle. At first, caused by some major events in the life of the society, they emerge, then become widely used, then, when the conditions are changed, they are preserved in the dictionary and then might disappear forever. Hopefully, in the future these words, associated with the Coronavirus, will disappear from our everyday use and we will see them only in the dictionary.

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CONTENTS

SECTION 1

CONTEMPORARY ISSUES OF DEMOCRATIC SOCIETY DEVELOPMENT. DEMOCRACY THROUGH LAW

SECTION 2

INNOVATIVE TRENDS OF MANAGEMENT AND TOURISM BUSINESS DEVELOPMENT

SECTION 3

MODERN DEVELOPMENTS OF ECONOMICS AND FINANCILA SECURITY

SECTION 4

LATEST ACHIEVEMENTS IN ENGINEERING, ECOLOGY AND ARCHITECTURE

SECTION 5

METHODOLOGY OF ENGLISH LANGUAGE TEACHING. INNOVATIVE METHODS OF TEACHING ENGLISH AT HIGHER AND SECONDARY EDUCATIONAL ESTABLISHMENTS

Наукове видання

МОЛОДІ ДОСЛІДНИКИ У ГЛОБАЛІЗОВАНОМУ СВІТІ: СУЧАСНІ ПЕРСПЕКТИВИ

ЗБІРНИК НАУКОВИХ ПРАЦЬ МІЖНАРОДНОГО ФОРУМУ МОЛОДИХ ДОСЛІДНИКІВ 2020 року

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