

– *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.