

- *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 *color* was the most popular choice in common use.

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2. <https://www.tpsgc-pwgsc.gc.ca/bt-tb/index-eng.html>
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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