

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. Andreyan, O. Bogdanova, O. Brovina, M. Duka, T. Yermeeva, 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