

Digital platforms help teachers and students to create a space in which teachers and learners can connect, ask questions to enhance learning, host your classes on the cloud and create different types of assessments [1].

Next, classes can be based on films. It would be a good idea to ask students to watch certain film in advance and then do tasks according to it. Also, it would be great to make speaking classes on different topics.

Make the process of studying gripping. For instance, BBC videos can be used during lessons and can be combined with Speak Out student's books and workbooks. They are based on true stories and draw students' attention.

Gamification is important point. It is becoming increasingly used in educational settings for a number of reasons. It helps to motivate students and make them more engaged with the subject matter and makes the hard stuff more fun. Gamification in learning involves using game-based elements such as point scoring, competition, team work, score tables to drive engagement, help students assimilate new information and test their knowledge. It can apply to school-based subjects, but is also used widely in self-teaching apps and courses, showing that the effects of gamification do not stop when we are adults [2].

Taking into consideration everything mentioned before, studying language is multifaceted process. Of particular relevance is the use of digital tools in the study of language for students majoring in Tourism. Technology is changing, so teachers need to improve their lessons and make them more diverse and interesting. For better communication with students, they need to keep up with the times using new methods of teaching.

References:

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2. Gamification in education: what is it & how can you use it? URL: <https://www.trueeducationpartnerships.com/schools/gamification-in-education/> (date of application: 29.03.2021).

ANGLICISMS IN THE MESSAGE COMMUNICATION OF THE UKRAINIANS: LANGUAGE GLOBALIZATION OR DEGRADATION?

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Nowadays the Internet connects the Ukrainians with the whole world, in particular with the English-speaking countries, that causes an intensive influx of the English vocabulary into the Ukrainian language. This is also facilitated by

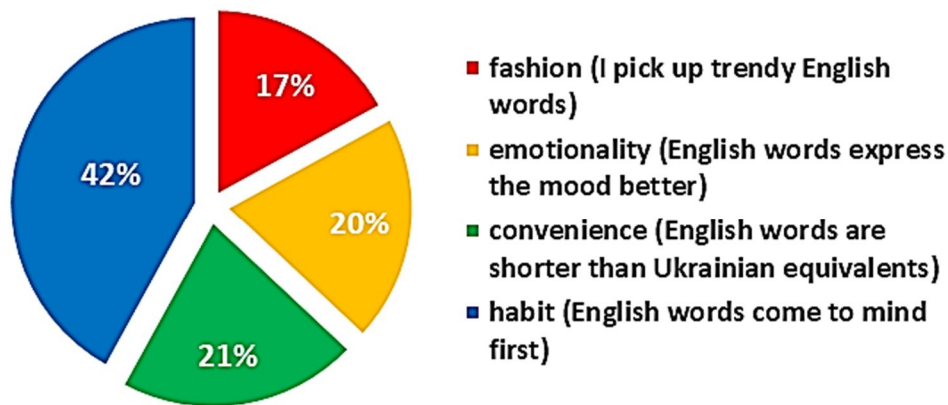
the fact that in modern times English takes place of a means of international communication.

Anglicisms are the words, their individual meanings, phrases, etc., which are borrowed from the English language [1, p. 57]. In the classification of anglicisms we rely on the works of Gomez Kapuz "*Inmigración léxica*" and distinguish such as hybrids, tracings, exoticisms (synonymous designations of foreign reality), barbarisms, composites (two-rooted foreign words), jargons and thematic anglicisms [2, p. 3]. In Ukrainian linguistics, such scholars as L. Kislyuk, A. Naumovets, O. Makhnyova, O. Styshov, S. Fedorets studied the place of the anglicisms in the lexical system of the Ukrainian language, ways of their organization and functioning. The idea of anglicisms in the economic, political, and cultural spheres has already been formed. However, the role of English in everyday communication, in particular with the help of messengers, is still insufficiently studied.

Messengers in the modern sense are instant messaging systems. Some examples of world-famous messengers are *WhatsApp*, *WeChat*, *QQ Messenger*, *Telegram*, *Viber*. Some social networks offer messaging services as a component of their common platform, such as *Facebook Messenger*, *Instagram*, *Twitter*. According to the *Kantan CMeter 2020* project, the most popular messengers in Ukraine are *Viber*, *Facebook Messenger*, *Telegram* [3]. In these messengers the popularization of hybrids (English words with Ukrainian affixes) and tracings (English words that sound similar) is noticed. It is paradoxical, there are everyday concepts that have a stable name in the Ukrainian language among them. This determines the relevance of the study. The aim is to find out the reasons of the popularization of English in messengers and to assess the impact on the Ukrainian language using social survey methods.

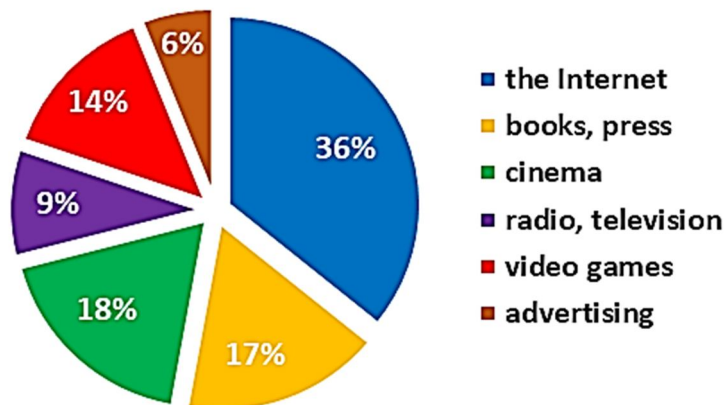
The survey involved 53 respondents, whose average age was 25 years. In the first point of the questionnaire there was a list of the following 23 anglicisms: *енівей, бізі, чéкати, чилити, краш, кьют,ізі, фіксити, хелл, мейбі, муд, найс, пліз, пранк, пруф, релакс, соу-соу, сорі, стен, сенкс, вайб, велкам*. It should be noted that among the proposed anglicisms there is no one that would be completely unknown and unnecessary. The most popular lexemes were *хелл* (68% of votes), *ізі* (64% of votes), *сорі* and *сенкс* (62% of votes).

The second point of the questionnaire was to outline the reasons for using anglicisms instead of their Ukrainian counterparts in message communication. The opinions of the respondents were divided into four branches, which we named as follows: fashion, emotionality, convenience, habit. The percentage of respondents' opinions is shown in the figure 1.1.:



(Figure 1.1 – Reasons for using anglicisms in message communication)

The third point made it possible to identify the sources of anglicisms. We offered the following media resources: radio, television, books, press, cinema, advertising, video games, the Internet. Figure 1.2 depicts the results:



(Figure 1.2 – Sources of anglicisms in the message of communication)

Thus, according to the results of the social survey, the appeal of the Ukrainians to English in message communication is due to the subjective commitment to the language of most areas of their interests and needs, which they face in the Internet. The use of borrowed English household lexemes can be a threat to established Ukrainian words. Today, this problem applies only to message communication, but tomorrow it may be manifested everywhere. Answering the questions in the title of the study, we can say that anglicisms in the message-communication of Ukrainian youth are a consequence of linguistic globalization and a worrying sign of degradation of the Ukrainian language in the possible future.

References:

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