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MODERN APPROACHES OF TEACHING FOREIGN LANGUAGES AT NON-LINGUISTIC UNIVERSITIES

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The entry of Ukraine into a single educational space in the process of pan-European integration leads to the birth of a qualitatively different educational situation in connection with the objective need of society for specialists with knowledge of a foreign language for functional purposes, who use the language as means of communication with colleagues representing different cultures and peoples. Thanks to the research in the field of sociolinguistics and social psychology, it became obvious that for full-fledged communication in a foreign language, it is necessary not only to be able to master linguistic material, but also to know specific concepts of a particular human community, to have non-linguistic knowledge related to culture and customs of this community people. Thus, it is obvious that the idea of integrating the components of culture into the language education of non-philologists is a modern idea, prepared by a long process of historical and dialectical formation of methodical and linguistic didactic ideas, theories and concepts.

Examining the current state of the issue of the relationship between language and culture from a linguistic and didactic perspective made it possible to identify a number of culture-oriented approaches (linguistic, sociocultural, ethnographic, linguacultural and intercultural) to the teaching of foreign languages and to determine their significance for the conditions of study in a non-linguistic University.

Linguistic approach involves the study of a language with the aim of identifying its national and cultural specificity. In the context of this approach, the main source of linguistic information is the lexical composition of the word. In this regard, the main attention of researchers was paid to the study of equivalent and

non-equivalent lexical concepts, background vocabulary, terminological vocabulary, and phraseological units. The next approach is linguacultural. This approach to language learning makes it possible to interpret language semantics as a result of cultural experience, that is, to see a language unit as not only a representative of a specific language level, possessing characteristic grammatical features, but also a unit of the cultural memory of the people. As for the teaching of a foreign language by non-philology students, there is a problem and difficulty in using this approach in such educational conditions, since the linguacultural approach requires a deep enough knowledge of a foreign language to study the manifestations of a people's culture in this language. Within the framework of the ethnographic approach, the main thing is the ability to understand someone else's behavior and interact with representatives of another culture who have a different set of values. As Byram M. notes, special attention should be paid to "preparing the student for the unexpected, instead of training the predictable" [1. p. 8]. In the case of a sociocultural approach, the focus on learning in the context of the dialogue of cultures assumes a priority position, which implies the creation of didactic and methodological conditions for the comparative study of foreign and native cultures.

Characterizing the considered cultural approaches in general, it can be concluded that none of them, due to a number of objective circumstances, practically spread their influence on foreign language education in a non-linguistic Universities. However, in the basis of the intercultural approach, which has become a logical continuation of cultural approaches, is the idea of the need to prepare students studying foreign language for effective intercultural communication. The ability to analyze and compare the features of speakers from different cultures, as a dominant intercultural approach, becomes especially significant in the training of a modern non-philological specialist. At the same time, the new educational intercultural approach will not require making significant changes to the objectively formed system of foreign language training. There is no need to endlessly expand students' cultural lexicon and thesaurus (as the above-mentioned approaches require). It is possible to limit the spheres of dialogue of cultures only to the environment of intercultural professional interaction, and within this limited sphere to produce intercultural analysis. In addition, this analysis is unlikely to require special training of students. The technologies and methods of the intercultural approach are quite simple and can be mastered by students of non-linguistic Universities.

On the basis of the above-mentioned material, it can be concluded that in relation to the training of non-linguistic University students, it is appropriate to ask and solve the question of reorientation of the process of their language education from the standpoint of an intercultural approach. In this case, the language becomes a tool for dialogue between professional cultures and an effective tool for realizing all professional communicative intentions of a specialist related to interaction with a representative of another culture, country, or society.

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ON THE PROBLEM OF EXPRESSING MODALITY IN ENGLISH AND UKRAINIAN LANGUAGES

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Ukraine, its people with their cultural heritage, traditions and customs have become known recently in all corners of the world because of the invasion of Russian troops into the country.

All military events and the tragedy of the Ukrainian nation have become a hot topic all over the world. Thereafter, they sparked the interest in Ukrainian language. Internet resources report that some people in Europe even start learning Ukrainian for better understanding of this brave and unconquerable nation.

The urgency of investigating Ukrainian and its comparative analysis with other languages has increased.

Comparative typology of languages as the basis for translation has been the subject of different research works for many decades. One should mention such researchers as Arakin V.[1], Gak V.[2], Nelyubin L.[3], Yartseva V.[4] and others.

Writing about the process of translation L. Barhudarov highlighted the importance of studying similarities and differences in the ways of expressing identical meanings in the original language and the language of translation for solving the tasks of equivalence in translation [5].

The works of such researchers as Levitsky A. [6] and Korunets I. [7] are devoted to comparative typology of Ukrainian and English languages at different levels.

The purpose of the paper is to study the ways of expressing modality in English and Ukrainian.

Defined as verbs (such as can, could, shall, should, will, would, must) that are used with other verbs to express ideas such as possibility, necessity and permission [8], English modal verbs are distinguished at the grammatical level. But they are considered to be auxiliary ones able to express different connotations of the actions, expressed with the main verbs.

It should be pointed out, that when translating, modality can be expressed in the language of translation with the same means as in the original one. Or it can be expressed with some other means or even can find no explicit expression.