

person's reputation. There is also a possibility of cyberbullying or trolling. You should be aware that there are no guarantees of privacy. Social media can cause serious health problems, including mental and nervous disorders. The list of pros and cons provided is not complete and is subject to change. I believe that social media users should be careful, accept the disadvantages, and enjoy the benefits.

In conclusion, I can say that social media is an innovation that was created for the good of society, not for its misuse. This technology is useful for delivering educational content. It is strongly recommended to educate learners to choose the right strategy of studying while using social networks, set educational goals, and stay focused to achieve them, and at the same time to resist the temptation of distraction by the information flows in the virtual world and use the Internet safely. Social networks offer less security and protection because they are open to everyone. Overuse of social media often causes addiction, leading to stress and offline relationship problems. The most important things to keep in mind are learning a program and schedule, time management, constant motivation, and discipline. The fact is that everyone on the Internet is a recipient, distributor, and producer on a personal level. Thus, every person can study foreign languages; social media and multilingual resources were created to make communication and learning faster, easier, fun, and more exciting.

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FEATURES OF THE IMPLEMENTATION OF THE MODERN CONCEPT OF CORRECT ONLINE ASSESSMENT

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An integral part of academic integrity is the correct assessment of students' academic achievements. Correctly organized current and final control enables adequate assessment, which is preceded by the process of optimizing existing and introducing innovative control methods by the teacher.

Assessment of students' academic work and knowledge should be objective with a further tendency to its maximum differentiation.

The combination of different forms of control contributes to a conscious perception of the educational material in general, and specific forms in particular, as well as better memorization of key issues that are consolidated during the review of tasks. Such an approach to knowledge control creates favorable conditions for the development of students' cognitive abilities and the intensification of their independent work in the classroom.

The set of assessment methods used by the teacher should provide for step-by-step and consistent control, which contributes not only to the acquisition of really high-quality knowledge, skills and abilities in the subject, but also, above all, to the objectification of the control process itself.

Of all the types of control that exist at different stages of the educational process, it is the final control that serves to determine the level of foreign language communication competencies of students. In the final control, the controlling function comes to the fore. An important component of the final assessment is the control of practical skills and abilities. This stage is considered extremely important, as it makes it possible to assess the level of professional traits of students. Therefore, the risks of biased assessment at the stage of final control must be carefully calculated. In the context of military aggression on the territory of Ukraine, the well-known problems of adequate assessment in distance learning include:

- disruption of social communications and "live communication" between teacher and student;
- lack of uninterrupted access to the Internet;
- the problem of student identification, as video surveillance is not always possible;
- problems with feedback;
- limited opportunities to understand the individual needs of each participant in the learning process;
- lack of well-designed online courses,

problems related to the mental health of students and teachers have been added: depression, increased anxiety, fear. The negative psychological state of participants in the distance education process may result in problems with concentration on learning, which greatly complicates the correctness of the assessment of learning achievements. At the same time, the previously existing problems of adequate assessment have become more acute. For example, due to the destruction of the country's infrastructure as a result of military aggression, high-quality and uninterrupted access to the Internet has become problematic for many students and teachers. Therefore, the controlling function in such conditions is often at risk and is not sufficiently effective. In order to eliminate possible subjectivity in assessment, it is necessary to automate the process of knowledge control through testing, which has the advantages of accuracy and

comprehensiveness of knowledge testing. Test tasks allow for an impartial, quick and reliable assessment of students' competencies in the process of current and final control. Computer-based testing puts forward certain requirements for the development of test tasks and methods of their use, which need to be constantly improved, and therefore remain the subject of educational research today. Important tasks of current research can be, in particular:

- identification of possible shortcomings of the educational process that are factors of violation of academic integrity;
- analysis of various online testing systems to determine the criteria for correct assessment of academic achievement;
- studying the effectiveness of existing test tasks based on the principle of validity in synchronous and asynchronous assessment.

The results of such research should include, in particular:

- development of an optimal system of correct online testing to support real learning;
- selection of materials and development of a system of valid test tasks, taking into account the criteria for the correct assessment of learning achievements determined by the study;
- creation of an educational regulatory framework;
- implementation and research of the developed system of valid online testing in the educational process in order to create a fair learning environment in conditions of remoteness of participants in the educational process;
- development and optimization of the results of the experimental study;
- providing methodological recommendations for the correct use of the developed mechanisms for monitoring compliance with academic integrity standards in distance learning.

A distinctive feature of a test is the presence of measurement, the function of which is to provide quantitative and qualitative information on learning progress, diagnose deficiencies, and predict academic performance.

Thus, the rapid introduction of digital technologies into the educational environment has not only significantly changed the requirements for organizing the educational process, but also significantly raised expectations for learning outcomes. The need to modernize teaching has forced us to review, adapt and refine the existing teaching and control capabilities to meet innovative needs. The success of the tasks is closely linked to the improvement of the educational process and its full information and scientific support. The results and materials of educational research should be implemented both in the classroom and out-of-classroom educational process.

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FEATURES OF USING GENDER-FAIR LANGUAGE IN ENGLISH AND ITS TRANSLATION INTO UKRAINIAN

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The concept of gender in translation studies is a pressing issue today, as it is an interdisciplinary topic that is explored by various fields such as sociology, law, literary studies, and linguistics. There is increasing evidence that gender-neutral language leads to less gender inequality compared to gendered language. A study using the social attitudes scale found that speakers of gendered language demonstrated more sexism than other English-speaking participants [2, p. 1].

Gender issues in Ukrainian translation studies are only at the beginning of their development. Among Ukrainian scholars who have studied the topic of gender translation studies, it is worth highlighting the work of H.V. Vysotska, who explored the translation of phraseological units from the perspective of gender stereotypes [5]. Further research is necessary to explore the issue of gender and the translation of gender-marked vocabulary in the Ukrainian language.

The efforts to promote the use of gender-fair language have been successful mainly when such efforts have been institutionalized in each country and to what extent. In 1999, UNESCO formulated its guidelines on the introduction of gender-neutral language; these standards have gained the greatest international recognition and dissemination [3, p. 252]. Similar attempts were made by the European Commission (EC) in 2008 when the EC issued guidelines on the use of gender-fair language for all employees using the languages of the European Union. However, these are only recommendations and have varying degrees of influence on language policy and adoption in different EU countries.

In the 1980s, recommendations on gender-sensitive language (Guidelines for Gender-Fair Use of Language) were issued by the National Council of Teachers of English in the United States. This led to the beginning of a movement towards the use of gender-correct language, with the main goal being legal discourse [4, p. 3]. In this direction of using gender-fair language, the English language undoubtedly plays an important role, being recognized as a leader in changing the direction of implementing gender-inclusive linguistic strategies. In the English language, a wide range of possible gender-neutral third-person pronouns have been proposed,