2.3. In Konstruktionen, in denen das Prädikat durch personale Verben ausgedrückt wird, aber in Kontexten, die den Status des Unpersönlichen erhalten: **Es klopft / zieht / geht / steht / ...**

2.4. In den Phrasenkombinationen 'reflexives Verb + modaler Umstand':

o **Es** hört sich so an, als wäre er draußen auf dem Hof und spräche mit meinem Vater.

o Schläft **es** sich hier schlecht?

2.5. Mit Verben, die 'Mangel / Mangel an etwas', 'etwas brauchen' bedeuten:

o **Es** fehlt mir immer an Geld.

3. Das Nominativpronomen "es" ist ein Synonym für das Nominativpronomen "das" und wird nur im Nominativ und Akkusativ Singular verwendet. "Es" kann die gesamte vorangehende Aussage ersetzen:

o Weißt du nicht, wann er kommt? - Nein, leider weiß ich **es** nicht.

o Sie hatten wieder mit Tierbold diskutiert, doch diesmal hatte **es** länger gedauert.

Das Indikativpronomen "es" weist oft auf das Vorhandensein einer abhängigen Infinitivgruppe oder eines Adjektivsatzes in der Struktur hin:

o Sie hat **es** aber nicht gern, wenn man sie verbessert.

o **Es** ist wichtig, dass du mich verstehst.

4. Der so genannte "Anfang" "es" hat die Funktion einer Partikel, die den Satz einleitet. Es hat keine lexikalische Bedeutung und wird in manchen Fällen am Anfang eines Satzes verwendet, damit das Subjekt an das Ende des Satzes gesetzt werden kann:

o **Es** bestehen zwei Möglichkeiten.

o **Es** war einmal ein reicher Kaiser, der schöne Kleider sehr liebte.

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ON LINE EDUCATION AND ITS FUTURE

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Millions of students around the world have returned to school this year, and according to recent trends, many of them have returned to full-time education. But we all see the need for the development of such a phenomenon as on line

education. The pandemic and our country's state of war have irrevocably changed the way students and teachers view on line education and cooperaton.

These developments reflect similar trends in the professional world, where many companies now offer a range of in-person, remote and hybrid work options. The European e-learning market, which covers school curriculum and vocational training, was valued at USD 59.5 billion in 2021 and is expected to grow at a CAGR of 12.7% during the period 2022-2027.

When it comes to education, the choice is no longer just about learning at school or at home. Now there are on line education and its hybrid models. It can be expected that on line education will develop according to the labor standards of the European approach. And as we are familiar with this way of education, we will see a fourth option emerge: a school in the metauniverse. What is the metaverse?

First, let's find out what the metaverse really is. It is an immersive environment consisting of several connected virtual environments within which users can interact with people and objects. Developers are currently working on a new learning experience using augmented and virtual reality (AR/VR). In the future, these capabilities will be seamlessly connected for the user to explore. Learning with the help of these programs, students will be able to move from a virtual classroom to a virtual museum or library - even to environments that do not yet exist in the physical world, and that only a well-developed imagination can embody. And the metauniverse will allow students to learn in environments that combine virtual and physical elements.

The vast and rich potential of the metauniverse represents what the future of on line education might look like. Today, there is a lot of criticism of on line education, an approach we all use: lessons seem more ephemeral and less concrete. Students are constantly distracted at home. Teachers may feel that they are losing control of their 'classrooms'. But we must also not to forget that these growth problems experienced by students and teachers are the result of the novelty effect of on line education in the sense of the education system as a whole. And the basic tools used today for on line education cannot match the complexity of metauniverse applications.

In the metaverse, students and teachers, although physically distant from each other, will be together and responsible for their actions in the same virtual space. On line education in the metaverse will become more practical again; and if the lesson requires observing or manipulating an object, students will be able to do these activities simultaneously, instead of passing the object from one to the other. In the Meta-universe, students will be able to truly learn by doing, going through learning topics in a more realistic and memorable environment. Time and money spent on excursions will be significantly reduced. This meta-universe experience will make learning more exciting, but also more effective. These technologies will open the door for more realistic cooperation, as well as for a deeper exploration of the wider world than it is possible in the physical classroom.

But even more, teachers need appropriate technology. They will need tools that can support AR/VR and technologies that enable real-time interaction on any device, anywhere. These tools must provide continuous operation, which means that they must be able to meet high technical demands without delays or distortions of audio or video and even when there is no Internet. It will be necessary to find solutions that provide interaction in real time, regardless of whether the student uses the most modern or the most common devices; the metauniverse should offer the same experience for everyone. To ensure that the learning experience in the metaverse is at least as stimulating as in the classroom—and teachers should begin now to imagine metaverse environments that provide more stimulation than the classroom—it must be synchronous and continuous.

Technical issues are the kind of distraction that developers and educators have to work around as we move away from on line learning as we know it today.

Teachers should also consider using blockchain technology. After all, this technology is not only about cryptocurrency. Blockchain stores time-stamped records of transactions and events that cannot be changed later without affecting recent records. In addition, this technology is decentralized; no one is "in charge". In other words, blockchain makes it very difficult to hide fraud in almost any form. In the metauniverse classroom, blockchain can increase transparency and accountability; eliminating, again, one of the main problems that teachers and students suffer from in the current distance education.

Education in the Metaverse has the potential to provide more practice and comfort for the greatest number of students. Developers strive to create metauniverse experiences with accessibility in mind with features such as avatars, soundboards, voice changers, 3D audio, vibration, etc., with the goal of creating an experience that combines the physical world/metauniverse as well as a pure metauniverse . These features eliminate classroom stress often experienced by students with special physical or emotional needs.

Educators, developers, and other interested parties in the educational process should explore what kind of educational experience they could get in the metaverse. They can refer to their colleagues, as well as to scientists of other specialties who are researching the latest technologies such as AR and VR, the world of entertainment (where viewers and listeners can interact in a virtual arena or in a concert hall) and interactive games. They then need to identify technologies and find partners that are likely to provide them with this expertise. Real-time interaction and application support for virtual reality, spatial audio, ultra-low-latency video, AI moderation, avatars, and cross-platform development will be central to the metaverse or hybrid classroom—and teachers can use it to make metaverse learning better as an alternative to on line learning or even face-to-face learning.

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GERMAN LOANS IN UKRAINIAN ARCHITECTURAL AND CONSTRUCTIONAL TERMINOLOGY

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Today, the field of architecture and construction is developing and updating quite rapidly, as the requirements for new objects are constantly increasing, new materials are appearing, and construction technologies are being improved. In this regard, the terminology of this field is constantly replenished with new terminological names, therefore it needs normalization and standardization. This ordering of the terms of this field necessitates the analysis of the semantic, structural, genetic, and functional features of the terms, the identification of which we consider to be an urgent problem.

The problems of the formation and development of the Ukrainian terminology system of architecture and construction were the object of study by such linguists as L. Dumanska, K. Igrak, O. Kucherenko, S. Linda, O. Rudenko, G. Stepaniuk, and others. However, this terminological system is now being systematically updated, so it needs constant ordering and normalization.

The purpose of the report is to identify lexical-semantic groups of architecture and construction terms borrowed from the German language, to determine the role of the German language in the formation of the Ukrainian terminological system of architecture and construction.

The Ukrainian terminological system of architecture and construction began to form a long time ago, therefore a significant part of the terms of the architectural and construction sphere is actually Ukrainian in origin [1, p. 154]. According to our observations, among the terms of this field taken from different languages, terms of Greek and Latin origin dominate, however, we discovered a significant group of words borrowed from the German language.