2. R. Raja, P. C. Nagasubramani Impact of modern technology in education, Journal of Applied and Advanced Research 3(S1):33, May 2018, DOI:10.21839/jaar.2018.v3iS1.165

3. 7 Emerging Technologies That Will Reshape Education in 2023 January 12, 2023 | Posted by admin in Career
https://axiomq.com/blog/7-emerging-technologies-that-will-reshape-education-in-2023/

4. Kdyrova, I.O.;Grynyshyna, M.O.;Yur, M.V.;Osadcha, O.A.;Varyvonchyk, European Experience in Implementing Innovative Educational Technologies in the Field of Culture and the Arts: Current Problems and Vectors of Development, IJCSNS International Journal of Computer Science and Network Security. V.22. (5) 2022/5/30 – С. 39, https://doi.org/10.22937/IJCSNS.2022.22.5.7 PDF

GERMAN LOANS IN UKRAINIAN ARCHITECTURAL
AND CONSTRUCTIONAL TERMINOLOGY

KATERYNA SOLODOVNIK, student
TETIANA V. MIKHAILOVA, Associate Professor, PhD in Philology, Language Adviser
O. M. Beketov National University of Urban Economy in Kharkiv

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.

We offer our own lexical-semantic classification of Ukrainian architectural and construction terms borrowed from the German language. Thus, as part of the Ukrainian architectural and construction terminology system, we have terms borrowed from the German language. They are called in the Ukrainian language: 1) structures, buildings, their complexes: *блок, кронверк, форт, шахта*; 2) elements of structures and buildings, variousforms and details: *анкер, блокгауз, брандмауер, бруствер, дах, дюбель, карниз, кронштейн, ригель, цвях*; 3) names of construction materials and products: *глазур, дріт, кахель, клінкер, фарба, цегла, цемент, шифер, шпон*; 4) design elements, painting elements and ornamental compositions: *ампель, астверк, бандельверк, вестверк, лаубверк, масверк*; 5) names of territories, elements and forms of garden and park architecture: *альпінарій, ландшафт, рабатка*; 6) elements of composite construction, units of architectural graphics: *абрис, масштаб, шаблон*; 7) agent names: *майстер, маляр*; 8) types of premises: *еркер, цех;* 9) tools (devices, appliances): *кельма, шпатель*; 10) technological processes, techniques: *цементування*; 11) engineering support of buildings (systems and elements of energy supply, lighting, etc.): *штекер, штепсель* etc. [2]. Other lexical-semantic groups (art trends, styles, currents; qualities, characteristics of buildings and other structures) have a limited number of terms taken from the German language.

We discovered that in the modern national terminology system of architecture and construction, a significant part of German borrowings functions, the presence of which testifies to the long-standing cooperation of Ukrainians and Germans in the field of construction. This can be confirmed by the fact that German terms currently in the architectural and construction terminology system have: 1) structural and word-forming connections, forming hybrid terms (*фарбоварня, фарбодувка*)or terminological nests (*кахель – кахельний, кахельник*); 2) extended semantic (hyper-hyponymic) connections(*цемент – асфальтовий, водонепроникний, високоміцний, вогнетривкий цемент*) etc. It was found that German borrowed words are completely or partially (depending on the time of borrowing and their own value for the term system) assimilated to the phonetic, morphological, word-forming and lexical-semantic norms of the Ukrainian language. All this proves that German terms are full-fledged members of the specified term system, actively participate in term creation.

So the presence of German borrowings in Ukrainian architectural and construction terminology indicates ancient Ukrainian-German contacts in the field of construction. This terminology is in a state of active development and is replenished with new terms, in particular German ones, and therefore needs further normalization.

References:

1. Dumanska L. B. Z istoriyi pokhodzhennya ukrayinskoyi arkhitekturnoyi terminolohiyi. Kultura narodov Prychornomorya. Voprosy dukhovnoy kultury – fylolohycheskye nauky. 2011. S. 153-155.

2. Terminolohichnyy slovnyk-dovidnyk budivnytstva ta arkhitektury /R. A. Shmyh, V. M. Boyarchuk, I. M. Dobryanskyy ta in.; za zah. red. R. A. Shmyha. – Lviv, 2010. – 222 s.

LANGUAGE AND TRANSLATION STUDIES

SOFIYA SOROKINA, student
ALLA M. KROKHMAL, Associate Professor, PhD in Pedagogy, Scientific Supervisor
O. M. Beketov National University of Urban Economy in Kharkiv

In the context of wartime, innovative methods of teaching languages become increasingly important as they enable students to gain essential linguistic skills that are vital for communication and understanding in a globalized world. During wartime, the need to learn and communicate in different languages becomes essential. As such, innovative methods of teaching languages become increasingly important to provide students with the necessary linguistic skills to function in a globalized world. This article explores various innovative methods of teaching languages in schools and universities during wartime.

Innovative Methods of Teaching Languages at Schools and Universities.

Innovative methods of teaching languages at schools and universities involve the use of new technologies and teaching materials. Teaching languages in the context of war can be challenging, but it is also a crucial task to facilitate communication and understanding across cultures. In 2023, there are several innovative methods that schools and universities can use to teach languages in a way that is relevant to the current global situation of conflict and war. Here are some examples:

1. Integrate authentic materials: One way to teach languages in the context of war is to integrate authentic materials, such as news articles, videos, and social media posts, into language classes. This approach can help students develop their language skills while also increasing their awareness of current events related to war and conflict. Teachers can provide students with tasks and discussion topics related to these materials, encouraging them to engage critically with the content.

2. Online Language Classes: With the advancement of technology, online language classes have become an effective and popular method of language teaching. Online classes can be conducted via video conferencing tools such as Zoom, Skype, or Google Meet. This method allows educators to connect with students from different locations and provide quality language education without the need for physical presence.

3. Incorporate cultural competency: Language teaching in the context of war should also incorporate cultural competency. This means teaching students about the cultural norms and values of the people involved in the conflict. It can help them understand why certain actions are taken and how to communicate