

**МІНІСТЕРСТВО ВНУТРІШНІХ СПРАВ УКРАЇНИ
ДНІПРОПЕТРОВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ВНУТРІШНІХ СПРАВ**



*Молодь і світова
співпраця в умовах
воєнного стану*

МАТЕРІАЛИ

*IV Всеукраїнської англomовної
науково-практичної конференції здобувачів
вищої освіти*

10 червня 2022 року

*Дніпро
2022*

УДК 329,78 (045)
М 75

*Затверджено на засіданні Наукової ради
Дніпропетровського державного
університету внутрішніх справ
(протокол № 4 від 21 грудня 2022 р.)*

М 75 Молодь і світова співпраця в умовах воєнного стану. Матеріали IV Всеукраїнської англomовної науково-практичної конференції здобувачів вищої освіти (10 червня 2022 року) / За заг. ред. О. В. Ковалевської. Дніпро: Дніпропетровський державний університет внутрішніх справ, 2023. 156 с.

Збірник містить матеріали IV Всеукраїнської англomовної науково-практичної конференції, в якій взяли участь здобувачі вищої освіти з різних міст України. Тематика доповідей охоплює широке коло актуальних проблем міжнародної діяльності молоді, діяльність молоді у контексті світової інтеграції, вивчення мов у контексті міжкультурної комунікації, вирішення професійних питань засобами іноземної мови, усний і письмовий переклад у професійній діяльності, особливості професійної та гендерної лінгвістики, перспективи та необхідність набуття іншомовної компетентності в умовах воєнного стану.

Матеріали науково-практичної конференції можуть бути використані для розроблення підручників та посібників, які б передбачали достатню мовну підготовку здобувачів вищої освіти, слухачів магістратури та ад'юнктури.

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CURRENT PROBLEMS OF ENGLISH TEACHING METHODS

One of the problems that prevents teachers of English for special purposes in non-language universities of Ukraine to bring their teaching to the level of the latest world achievements in the field of building the educational process, is the problem of their ignorance. This ignorance concerns some of the latest trends in foreign methods of teaching foreign languages in general and English for special purposes in particular.

Leading among such trends is the tendency to gradually displace what can be called the «methodological periphery» – a communicative approach, formerly central and dominant in the teaching of all foreign languages for any purpose. It has even become fashionable to talk about the beginning of the «post-communicative era» (see, for example, the title of the symposium at the IATEFL conference in 2009: «Symposium on grammar teaching in the post communicative era»). There are two reasons for such a clear disregard for the generally accepted and almost the only until recently approach to teaching English [1].

The modern version of the communicative approach, which best meets the needs of the intercultural approach (and the transition to learning international English), is a constructivist approach [2]. The constructivist approach is based on creating opportunities for students not to get ready-made, but to independently «construct» their own knowledge, skills and abilities in the process of learning activities that reproduce or model extralinguistic reality and activities for which language is studied. The practical implementation of this approach directly in foreign language teaching is represented by experiential learning [3]. When teaching English for professional purposes, experiential learning involves the organization of the entire educational process, in which it is a continuous modeling of practical professional activities of the future specialist. But in this modeling quasi-professional activity is carried out by students by means of not a native but a foreign language.

Experiential learning means building the learning process as a series of role-playing / business games, learning projects, student discussions, brainstorming, presentations, case studies / practical professional tasks and similar learning activities. Their content, on the one hand, is entirely based on the material of the future profession, and on the other hand, imitates, models by means of a foreign language much of what a specialist will have to do when he actually starts working

in his specialty. In the course of such a simulated quasi-professional activity, the language itself and communication are learned as if in passing, involuntarily in the course of solving professionally-oriented tasks. This creates the most natural conditions for mastering foreign language professional speech communication, that is significantly facilitates and intensifies such mastery [4].

The same function is performed by different types of role-playing games: controlled role-playing game, partially controlled role-playing game, free role-playing game, episodic role-playing game, long-term role-playing game. It is also appropriate to use tasks that involve «information inequality» of participants. Tasks such as «information gap» have different forms: picture gap (students have almost identical pictures, some images are different, it is necessary to identify these differences through questions, regardless of the image of the partner); text gap (students have similar texts or fragments of the same text, while the details available in the text of one student are missing in the text of another student, and the lack of information must be compensated); knowledge gap (one of the students has information that the other does not have, it must be compensated, fill in the table); belief / opinion gap (students have different beliefs, the task is to develop a common opinion); reasoning gap (students have different evidence that is important to bring together and compare) [5].

The study does not cover all aspects of the problem of learning a foreign language in the education system of Ukraine at different stages of its development. Researchers need further attention to the issue of the ratio of foreign languages in the content of education in Ukrainian universities and the main trends in improving the study of foreign languages in higher education in Ukraine in modern conditions.

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CURRENT PROBLEMS OF THE STATE LANGUAGE IN THE MILITARY STATE

According to Art. 10 of the Constitution of Ukraine, the state language in Ukraine is Ukrainian. The state ensures the comprehensive development and functioning of the Ukrainian language in all spheres of public life throughout Ukraine. Ukraine guarantees the free development, use and protection of Russian and other languages of national minorities of Ukraine. The state promotes the learning of languages of international communication. The use of languages in Ukraine is guaranteed by the Constitution of Ukraine and determined by law.

At the same time, in the Decision of the Constitutional Court of Ukraine «In the case of the constitutional petition of 48 people's deputies of Ukraine on the constitutionality of the Law of Ukraine «On Education» № 10-r / 2019 of July 16, 2019 the court stressed that a unique phenomenon that is a means of socialization, a form of realization of the creative potential of each person, and knowledge of the state language contributes to the socialization of the individual and is a means of preventing discrimination. Ukrainian is the language of official communication of officials and officials in the performance of their duties, in the work and record keeping of public authorities and local governments, in court proceedings, as well as in the educational process in state and municipal educational institutions of Ukraine. The state must ensure the comprehensive development and functioning of the Ukrainian language in all spheres of public life throughout Ukraine. Thus, the court concludes, the Ukrainian language as the state language is mandatory throughout Ukraine in the public sphere, as well as in public spheres of public life, including education.

Moreover, the language issue has become very important for the Ukrainian people in connection with the armed aggression by the Russian Federation, which began on February 24, 2022. Thus, recent events in Ukraine have provided an additional impetus for the establishment of the Ukrainian language as the state language and the eradication of the Russian language, primarily from state bodies. However, despite the so-called political coloration of the attitude of state bodies to the languages of national minorities, this issue is reflected much more deeply, it is almost invisible to the average citizen.

People of different nationalities use a wide range of languages through which information is transmitted. The question of whether a foreign language can influence the mentality of the people has long been the subject of scientific research.

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Thus, cognitive physiology researchers have proved the statement that a language influences a person's consciousness. The Koreans, for example, pay more attention than the Englishmen to how the objects match each other and how they are connected. The Japanese prefer grouping objects relying on the material they are made of whereas the Englishmen do it keeping in mind the form of the objects. Russian speaking people differentiate between different shades of blue color much quicker than English speaking people do it. If the language does influence our consciousness, people speaking different languages percept differently what is going on. The experiment proved that watching a video showing either a walking woman, or a running man, or children riding bikes German speaking people were more inclined to try and realize the aim of everything shown. They longed to get to know where they were going, what for, why. Whereas those speaking English in the best part just enjoyed watching the video. The first group of people thought much about the possible consequences and about 40 % of them intended to define the objective of everything shown. The second group of participants got interested in the action on the screen, did not think about the results and only 25 % of them thought about the possible objective. One should state here that we do not claim whether these interpretations are correct or not. Both of them have the right to exist [1, p. 49].

Thus, we cannot but recognize the fact that every language has its own ways of expressing ideas. The quicker a language learner adopts the mannerisms and mentality of target language speakers the better his delivery becomes alongside of his grammar, pronunciation and of course confidence. The important part of language learning involves personality changes on a subconscious level. Fluent speakers of a foreign language are those who have acquired personality changes and are very comfortable with them. But it is the learner who has to resolve the problem whether it makes him harm or broadens his horizons [1, p. 49]. However, it should be remembered that the language issue is becoming even more relevant in a state of war, which requires further research and legislative changes.

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THE ROLE OF ENGLISH FOR THE LEGAL PROFESSIONS

English is gaining more and more popularity due to the fact that it is spoken almost all over the world. It is the language of economics, politics, travel, entertainment, art and music. It is impossible to overestimate the importance and role of English in the world, because it covers both general areas of human activity, and local, which include various sciences. In particular, English is very important for jurisprudence.

Analyzing the importance of English in the field of jurisprudence, we can identify some characteristics that make it clear that the above language is really necessary for a modern lawyer. Lawyer is a profession that concerns all aspects of public life. Everything that is subject to legal regulation is the estate of lawyers. Many jurists today are asking, «Does a lawyer need English?» You can say no if you are not going to work in this profession. In the work of a really good lawyer, English will be a necessity rather than a pleasant addition [1].

A legal professional working with documents in a foreign language must be well versed in their work, because the cost of error can be high. For example, a company may lose its reputation, go bankrupt by paying huge fines, or squander many financial benefits.

A separate point should be noted the importance of English in any negotiations. Obviously, this applies to working with foreign companies in one way or another. However, mastering the skills of free communication and mastering professional legal terms require special skills. This aspect may include not only paperwork, business assistance and consulting, but also the activities of mediators, which have become the most popular in recent years. If in working with important documents a lawyer can spend some time on it, turn to dictionaries or colleagues, then in live communication you need to think fast, express your point of view clearly and understandably [2].

One of the most important roles of English in jurisprudence is the possibility of a lawyer's participation in international conferences. Such conferences are usually held in English, which means that his knowledge is required to participate in them. Why is this aspect important? Participation in events allows to improve the skills of a lawyer, a degree, which, accordingly, raises the level of this specialist in the labor market.

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Having determined the role of English in the legal professions, it is necessary to turn to the peculiarities of this language. It is no coincidence that the teaching of English for lawyers is made in a separate course, which includes practicing the skills of fluency in terminology, updating the necessary grammar, compiling a professional glossary and more.

Note that to clarify the differences between spoken English for lawyers, you should pay more attention to the typical features of their professional slang. This means punctuation, and written speech, and a special order of words, as well as the unexpected meaning of phrases and words [3].

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LANGUAGE LEARNING IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

The new living conditions that have developed – at the turn of the XX and XXI centuries – have changed the views of both specialists and the general public on learning and speaking foreign languages. Moreover, modern society needs not just experts having a perfect command of several foreign languages, but all-rounders who have deep knowledge and intense interest in international and intercultural communication. In addition, these people should be able to speak foreign languages at a fairly high level. This goes far beyond the mere knowledge of foreign languages which communication between people in the current conditions is by no means limited to. Today, it is obvious that no field of human activity can do without the widespread use of language resources that concentrate the experience and knowledge of previous generations of a particular language community. However, the collection, accumulation and transmission of information, as well as life experience are far from limited to the purpose of various language units. All the richness of the achievements of civilization can be passed down not only from generation to generation, but also between representatives of different linguistic communities living at the same time of their history.

Intercultural communication as an exchange of assets between the peoples of the world has always existed, because since ancient times there have been connections that contributed to the interaction and mutual understanding of different cultures and nations. In modern times, communication itself has acquired

not only a global character, but also it requires such a humanistic orientation, which, thanks to cross-cultural communication, enables a person to develop successfully.

An intercultural-competent person, whose making up of personality is carried out through a foreign language learning in the system of economic or business education, has a certain level of linguacultural, sociolinguistic and socio-cultural patterns. On the other hand, the gained intercultural knowledge and skills ensure real business communication in a professionally-oriented field of activity. The development and actualization of practical knowledge and skills occur in various types of activities. For instance, communication, research or cognitive search, independent creative activities aimed at self-improvement and self-development [2].

Cross-cultural competence allows everyone who speaks foreign language to feel almost on an equal footing with native speakers in terms of culture, and this is an important step towards adequate language proficiency. So at the present stage of teaching foreign languages, knowledge of the culture of the country and the people is not just important, it plays a crucial role in the use of the language and has a great impact on the foreign language competence of students. To be able to interact with other people, we must be able to communicate in one common language; and in order to reach the goal, students should master and enrich their knowledge of foreign languages.

As we all are aware, there are many languages in Europe and much more worldwide. That is why we need a common language so that everyone can speak and understand what has been said and meant. It is not only about general topics, but we would say it is more about terms, special and professional vocabulary i.e., professional competence in languages. Only in this way today's students can become experts in their fields of interest and can be heard and understood by professional and scientific society of the world. In this regard, English has gained its momentum and is considered as the language of international communication. Therefore, we see a good command of the language of great importance and believe that nowadays its knowledge is not just a bonus or addition, but a must.

Moreover, the behavior in question implies not only the behavior of others, but also our own behavior. How we communicate our ideas to others and how our ideas are perceived are just as important as the facts we know about other people's culture. To be able to fully «interact with others who are linguistically and culturally different from ourselves, we need to act effectively and appropriately» [1].

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ESSENCE AND PROBLEMS OF APPLICATION OF PRECAUTIONARY MEASURE

The current Criminal Procedure Code of our country does not contain a clear definition of the concept, purposes and grounds for the application of one of the types of precautionary measures in the form of bail. Also, in some ways, there is no detailed regulation of the procedural procedure for the application of this precautionary measure and the relevant requirements for the procedural design of documents that must be drawn up directly during its application to an individual.

The pledge itself is the third strictest precautionary measure after a personal commitment and personal guarantee. In fact, only those precautionary measures that directly provide for a temporary restriction of liberty – house arrest and detention – are stricter than bail. Our Ukrainian law accordingly obliges judges to determine the amount of bail as an alternative when deciding on the imposition of a preventive measure in the form of detention, except in certain cases that are clearly covered in the CPC of Ukraine. This type of precautionary measures has its own specific features of procedural application, as well as a corresponding list of grounds and conditions under which the pledge may or may not be used. That is why it is important to consider some issues regarding the procedural procedure for the use of collateral, as well as to identify features and errors that arise directly in practice.

In carrying out a certain analysis of the legal doctrine on this topic, I would like to determine the opinion of the scientist Yu.V. Lysyuk, who in his scientific work defines the fact that the relevant issue of the use of bail in criminal proceedings is quite relevant, because there is no unambiguous interpretation of the legislative provisions on this topic. The researcher considers in some way how the authorized official will adequately prove certain circumstances of a particular criminal offense, which beliefs will be important for the investigating judge to take the side of the investigator or prosecutor, as it all depends on the circumstances and information provided by the detainee, as well as from the evidence gathered during the pre-trial investigation of the proceedings [1].

Regarding the definition of the concept of bail, we can note that it is one of the precautionary measures and in some way consists in depositing funds in the currency of Ukraine to a special account, determined in the order of performance of suspects, accused duties, under a condition for applying for contributions to state revenue in the event of failure to fulfill these obligations [2]. The latter

appears and is enshrined in the relevant provisions of the current criminal law, which may entail some liability for failure to perform personal duties by the court.

With the appropriate analysis of judicial practice in our country, we can note the fact that the amount of bail is ambiguous and differs in significant amounts. In this regard, we note the opinion of V.O. Sichko, that it is necessary to take into account the relevant factors: 1) the current relevant regulations on this issue in some way does not take into account establishing such an illegal amount of bail, which in specific circumstances is too high and impractical to ensure the performance of the duties imposed on the suspect, accused; 2) sufficient (namely in view of the property status of the suspect or accused), but in some ways insignificant compared to the wealth of the mortgagor, the direct amount of the pledge will not be effective and will not guarantee compliance with the relevant obligations of conduct and appearance [3].

Therefore, based on the above, we can conclude that the precautionary measure in the form of collateral has a multifaceted characteristics and certain features in the application. The very definition of bail is that it is one of the precautionary measures and in some way consists in depositing funds in the currency of Ukraine to a special account, determined in the manner prescribed by the suspect, accused, his duties, subject to request funds to the state revenue in case of non-fulfillment of these obligations.

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EUROPEAN PRIORITIES IN FOREIGN LANGUAGE TEACHING IN HIGHER EDUCATIONAL INSTITUTIONS OF UKRAINE

In the foreign educational context, there is a change in the understanding of the essence of higher education in general, its purposes, functions and priorities of language education. The most obvious point in higher education is the combination of the needs of the individual and the demands of the economy. Since the needs of the individual are largely considered and emphasized from the perspective of a globalized society, experts in the field of foreign language education argue that the need to radically reform the language learning system with reformatting the purpose and content of education as a step towards orthodox perception of higher education [1; 2].

Documents of the Council of Europe, the European Union suggest that the following priorities should be pursued in improving the study of foreign languages and the tasks of creating a common European higher education area: creating flexible curricula in which students can specialize in one or two foreign languages with the study of technical, economic or legal specialization with diplomas of higher specialization (foreign language + economics / + law / + medicine / + political science, etc.) emphasizing the practical advantages of knowing foreign languages; giving more emphasis to proposals for learning foreign languages for special purposes, taking into account the immediate needs of students; offering foreign languages at least as courses of choice for students in most fields of education; consideration of the process of learning a language as a lifelong one.

Accordingly, post-school education institutions (in particular higher education institutions) should play an important role in the lifelong learning system and offer attractive language learning opportunities; stimulating independent learning activities of students in the process of learning foreign languages; development of special educational materials for different educational levels; attraction of new technological resources (Internet, distance learning programs); training of teachers ready for changes in educational conditions, for the emergence of new technology and its use in the educational process, for changes in the educational process, for theoretical and practical innovations, ready to implement new approaches, methods and forms of learning [3].

The identified guidelines focus on ensuring a high degree of flexibility in the development of curricula and courses, focus on the clearest definition of the needs

of those involved in learning foreign languages to ensure their knowledge of a foreign language in the area most likely and necessary for each individual.

Particular attention is paid to the creation of textbooks for a particular professional profession, attracting and modernizing technological and resource support of the educational process, forming awareness of the need to continuously improve their foreign language competence throughout life and the extraordinary responsibility of language teachers to ensure quality implementation.

We can note that in general the implemented changes and modernization of foreign language courses in Ukrainian universities are consistent and meet European guidelines in this field. Thus, 1) due to the autonomy of higher education institutions, each university develops curriculum programs focused on training specific groups of specialists and meeting primarily their professional needs in foreign languages; 2) the basis for the construction of curricula is the implementation of the competence approach in education and training, which provides a clear focus on the formation of general competencies of the graduate and his professional competencies in the specialty; 3) awareness of the practical significance and usefulness of foreign languages in the global globalization and professional context, as well as the development of technology increase the creation of attractive opportunities for learning foreign languages and increasing the number of those who manage to master them after school and university education.

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GLOBALIZATION – ENEMY OR ALLY?

Globalization is one of the key processes of world economic development at the turn of XX-XXI centuries, a qualitatively new stage in the development of internationalization of economic life.

The attitude of experts to globalization is ambiguous, due to different points of view on the consequences of globalization processes, in which globalization processes can be seen as a serious threat to the modern economic system, and means of its progress. The consequences of globalization can be both positive as well as negative, therefore it is necessary to estimate both possible benefits and losses which are caused by the processes of globalization.

In modern scientific literature, globalization is understood as a process of worldwide integration and unification in economy, politics and culture; it is a process of increasing influence of various factors of international significance on the social reality in individual countries. Globalization can be called the most important characteristic of the world system, one of the main forces that determine the course of world economic development, affecting virtually all areas of social life, on its basis is the formation of a unified world market economy, and its components. The globalization process is a consequence of the evolution of market systems [1].

Globalization processes are accelerating as a result of the growing number of external transactions concluded as well as realized. These processes cover almost all spheres of the modern world economy, change the relationship between external and internal factors in favor of external factors, which entails the loss of the economies of various countries of their own self-sufficiency, as the implementation of the economic development strategy takes into account the norms and priorities of the main participants of modern world economic activity.

Scientists predict that in the future globalization may entail such changes as the standardization of requirements for the movement of capital, payment and settlement systems, the possible unification of regulation and control of markets, and universalization of integration processes. The main consequence of globalization processes is the global division of labor, large-scale migration of capital, labor, resources, standardization of legislation as well as technological and economic processes, convergence of cultures of different countries.

«Instead of destroying or weakening manifestations of inequality, integration of national economies into the world system, on the contrary, intensifies them and makes them more acute in many respects» [1].

Let us take a closer look at the positive and negative effects of globalization.

The positive consequences of globalization can be seen as the multiplication of humanity's opportunities, the harmonization of society. Globalization of the world economy makes it possible to form the basis for solving global problems of mankind. Also, the following can be highlighted as positive consequences.

Economies of scale of production. Subsequently, economies of scale can lead to economic growth as a result of cost reductions and lower prices. Free trade conducted on a mutually beneficial basis that satisfies all parties. Growth productivity as a result of the spread of advanced technology, continuous innovation. Globalization allows countries mobilize more financial resources because investors can use a wider financial toolkit. In the process of globalization there is a unification of efforts of the world that, in its turn, creates a sufficiently serious basis for solving global problems of the mankind.

In addition to the positive consequences, globalization also has a negative side. Today's globalization processes are shaped from the most developed countries, and then embrace the less developed countries. What is happening is The position of countries in the first group strengthens, providing them with additional advantages, and as a consequence, depending on the place which country in the world economy, and depends on the measure of the positive impact on it of globalization. The benefits of globalization are unevenly distributed, the negative effects of global processes will largely depend to a great extent on the place occupied by a given country on the world stage. In this connection, it is possible to distinguish several groups of potential problems that arise at the present stage of development of economic activity. Hazards can be divided into general and potential hazards, which may arise in less developed, poorer countries [2].

The negative effects of globalization include:

1. Unequal distribution of benefits in individual sectors of the national economy;
2. Potential de-industrialization of the economy;
3. Potential transition of control over economy of some countries into other countries, more powerful states or corporations;
4. Potential destabilization of the financial sphere;
5. Threat of regional or global instability due to national economies are interdependent at the at a global level. Local fluctuations in the economy in one country can have consequences, both radical and global.

For small, underdeveloped countries, globalization can be fraught with such consequences as lagging behind more developed countries, increasing socio-economic stratification of society [3]. Socio-economic stratification of society [3], pauperization of the majority of the population, increasing dependence of less developed countries on stable functioning of the world economic system. The

МОЛОДЬ І СВІТОВА СПІВПРАЦЯ В УМОВАХ ВОЄННОГО СТАНУ

result of the introduction of new technologies is the loss of the need for labor force, which leads to the emergence of unemployment. Transnational companies begin to come to the fore, and they often put their own interests above the state ones, thus weakening the role of nation-states [4].

It is impossible to answer this This question cannot be answered unambiguously, because the balance of positive and negative effects is unstable and constantly changing. Countries have to adapt very quickly to the new conditions created by globalization processes, to take advantage of the opportunities offered by internationalization of the world economy. Globalization has intensified in recent decades, and its processes affect the entire economic, political, and cultural way of life, so we must learn to get around its negative aspects, and make wise use of the benefits it brings, to make reasonable use of the benefits it brings.

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FEATURES OF TRANSLATION IN LEGAL ACTIVITY

The world is undergoing rapid processes of globalization, which affects the needs of society and, as it should, forms new needs of the labor market, and becomes the main prerequisite for the training of qualified translation professionals. Attention should be paid to the translation of legal texts, which is an important aspect of international communication.

The main problem of translation of legal terminology, as well as legal texts is that in legal activities there must be an accurate translation using professional vocabulary, without artistic means, and so on.

Today it is necessary to exchange a variety of legal information between users of different languages and cultures.

The translation of legal terminology is more like intercultural communication behavior, because not only language units need to be translated, but different legal systems and legal cultures also face each other, and these differences lead to many problems in legal translation [1, c. 106].

Translation is similar to the rational allocation of certain interlingual terms. That is why the translation of legal texts is often the work of lawyers and professional translators who specialize in legal translations and have extensive experience in legal education or translation of legal texts.

S. P. Khyzhnyak identifies the following groups of legal terms:

1) terms with intentional meanings, which fixes the nature of the internal meaning of the word;

2) terms with values of the extension type, where the extensional meaning is expressed more clearly [2, c. 107].

There are legal requirements that the translator must take into account when translating the legal terms:

1) follow the rules and norms of language;

2) (to be available) to appear systematic;

3) meet a specific definition, focused on the relevant understanding;

4) be relatively independent of the context;

5) be accurate;

6) be concise;

7) be clearly neutral [3, c. 15].

One of the main characteristics of legal texts is the presence of specific terms that allow to give definitions and names to legal concepts. There are two possible cases of translation of complex terms:

– In the Ukrainian language of law there are equivalents of a foreign term, recorded in translation dictionaries; If there are several equivalents, we choose the one that suits you best. An example of differences in terms in the Ukrainian legal system, both in the UK and in the US, are translations of the Ukrainian word «lawyer». The Longman Dictionary of English Language and Culture provides the following explanation of the above term: «Lawyer» is the most general word for talking about someone who either represents people in a court of law or advises people about legal problems. Lawyers sometimes do legal work that is related to only one particular area of the law, such as medical cases, or company law, or they can do general work for many different types of legal cases. In the US, a lawyer can also be called an attorney which mean exactly the same [4, c. 45].

– when such equivalents are absent, in the case when the translation of legal terms does not have a corresponding equivalent, some translation techniques can be used:

1) Reception of the description – the description of the word with the help of a common interpretation of the meaning of English words. This technique can

be used both for words that do not have proper meaning in the native language, and for interpretation in the dictionary.

2) Tracing technology is the translation of English words or phrases in sections and those sections that are added later. This translation literally copies the English word.

3) Reception of semantic development – the approach to semantic development consists in replacement of units, their translation into contextual, logically connected words or phrases. This is a principle developed on the basis of the reasons mentioned in the text and replaced by its consequences.

4) Acceptance of concretization, means the replacement of a word or phrase of the source language with a broader meaning by a word or phrase in the language of translation, which has a narrower meaning.

5) Transcription of translation - receiving phonemic copies of the original text. Lexical units using phonemes of the translation language [5, с. 45-47].

When translating legal texts related to the field of knowledge, First, it is necessary to follow a certain algorithm of action. In some actions, the translator uses a strategy of choice that helps to fully reveal the depth of content reproduced in a foreign language. In general, legal terms are translated from English into Ukrainian in the same way as all other terms. The main problem with the translation of legal terms and phrases is that they are ambiguous not only between different branches of science, but also in the field of law. In this case, the exact meaning of the term can be found only in the context and in the context of other concepts related to each other in the phrase [6, с. 32].

In conclusion, I want to note that the development of modern sciences, humanities and natural sciences, requires improving its terminology system to study the problems of formation of linguistic features, semantics, derivation and stylistic purpose of industry terms. In the period of deepening the integration of national and international relations, the combination of legal terminology and terminology of normative legal acts plays an important role, especially in legal documents, agreements, works that contain certain legal advice, requirements and regulations. Most legal terms in the legal context have retained their semantic and cognitive potential, some of them partially lost, or acquired new legal meaning or removed [7, с. 13-14]. Legal translation requires accurate translation, and therefore the translator must have lexical competence and at the perfect level, he must know all the «sub-keys» of the language from which and to which he translates, use the relevant requirements for the translation of legal text.

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PECULIARITIES OF LAW UNIVERSITY UNDERGRADUATES PROFESSIONALLY-ORIENTED LANGUAGE COMPETENCE FORMATION

As part of the basic educational program of the bachelor's degree, which is based on the results of mastering the Legal English discipline, the student must know the lexical and grammatical minimum in jurisprudence to the extent necessary to work with foreign texts in professional (legal) activities; be able to read and translate foreign professionally oriented texts, understand oral (monologue and dialogue) speech on domestic and professional (legal) topics (within the specified scope of the program), have the necessary skills of professional communication in a foreign language.

The purpose of the Legal English discipline is to increase the initial level of foreign language proficiency achieved at the previous level of education. Students acquire the necessary and sufficient level of foreign language communicative competence, which will be used in various spheres of communication with foreign colleagues.

Therefore, the teaching of foreign language communication should be focused on a competency-based approach which is aimed at the developing of students ability to solve cognitive, communicative, organizational and professional tasks independently.

So, given the requirements, which are set out in the regulations, it is necessary to organize the process of professionally-oriented students learning. The purpose of learning is to be the formation of professionally-oriented language competence.

To clarify the meaning of the concept of «professionally-oriented language competence» and to establish its links with professional competence, language and communicative competences, we conducted an analysis of the scientific literature.

In the study of foreign languages, competence can be interpreted narrowly – as a set of knowledge, skills, abilities that are formed in the learning process, and broadly – as a practice-oriented mastery of language knowledge, skills and language skills.

The concept of professional competence is also interpreted differently by scientists, there are the following main characteristics that reveal this concept: a set of knowledge, skills and mastery of professional skills; ability to effectively solve professional problems and problems; ability to work productively in a professional social environment, to have the necessary set of competencies for professional activities, to be competitive.

There is no unambiguous definition of «intercultural competence» in the modern methodology of the foreign languages and cultures teaching at this stage. In this context, the method is based on the basic concepts studying of G. Elizarov, L. Gryshaev, L. Tsurikov, M. Filonenko and their theory of intercultural communication [1].

O. Shevarshynova conducted an analysis of research on intercultural competence and its definitions, which allowed the division of scientific works into two groups: 1) works on communication theory, which explore intercultural competence in «pure» form; 2) work on the theory of methods of teaching foreign languages and cultures, in which intercultural competence consists of knowledge, skills and other components that must be formed in the learning process.

Language competence is the ability to solve general cultural (communicate, work with information, write business letters, resumes) and professional (selection and presentation of special materials, annotation, translation, participation in the project) tasks. One of the goals of foreign languages learning is communicative competence formation, which is considered as a unity consisting of several components – linguistic (linguistic), sociolinguistic, sociocultural, strategic, discursive, social competences.

Thus, on the basis of the characteristics, which are mentioned above, we can determine the content of professional activity.

The formation of professionally-oriented language competence of law students is accompanied by a number of features.

Theoretical analysis of scientific research and our experience of practical work in law school shows that the peculiarities of professionally-oriented language competence formation are largely related to overcoming such difficulties: first, those who enter law schools speak a low language levels; secondly, students are not interested in studying this discipline in contrast to specialized subjects; thirdly,

students fail to master the basic language material in full due to the specifics of the organization of the learning process and extracurricular activities, when a considerable amount of educational material has to be studied independently [2].

Obviously, all these problems are closely related. In order to form professionally-oriented language competence of law students, it is necessary to solve all of them in one way or another. This is extremely difficult to do, first of all, because a foreign language is studied only during the first two years of study, and this is a very short time to master a foreign language «from scratch» with the workload included in the curriculum of legal specialties.

As for the student's low motivation for studying foreign languages, the practice shows that the solution to this problem lies in professional orientation and interdisciplinary integration. For example, the interaction between the Foreign Languages Department and other higher education departments is integral. In the process of fulfilling this condition, foreign language classes teach or learn something new about the future profession, or recall what they learned in other classes, while mastering foreign language learning material. Selection of literature on the specialty is also a necessary condition for the perception of relevant material, which should take into account both motivational and informational aspects of future professional activity.

Among the additional factors related to the organization of the educational process and have the greatest motivational opportunities in learning a foreign language, we can highlight such as: situationally, role-building tasks, varying different types of tasks, using active and interactive teaching methods. Extracurricular classes and events of socio-cultural and linguistic nature, such as quests, quizzes, discussions, holidays, also increase the educational interest in learning a foreign language.

Another feature of the Legal English discipline is that it is studied in practical classes. Practical classes are the main type of training. Methods of teaching a foreign language in a non-language university should be built taking into account the optimal ratio of reading, speaking and listening at different stages of learning and their relationship, differentiation of language activities into its main types, vocational training and individualization of learning and language skills. The formation of speech skills in dialogic and monologue form is carried out with the help of language exercises: answers to questions, retelling, composing mini-monologues and dialogues, situational, game and role exercises.

During the practical classes special attention is paid to the communicative and professional orientation of learning, which is determined by the content and organization of didactic material and the construction of the educational process.

A significant place in the formation of professionally-oriented language competence is occupied by independent work of students, which is an important component of the educational process and aims to consolidate and deepen knowledge and skills, prepare for future exams and tests, annotations and essays (research work of students), listening, and also contributes to the formation of a

culture of intellectual work and independence in the search and acquisition of new knowledge, which creates a certain system of formation of foreign language literacy of students [3].

An obligatory component of a foreign language course in many law schools is extracurricular reading, which contributes to the acquisition of skills of independent work with foreign texts, consolidation of learned grammatical structures, expanding vocabulary.

As for the role of a foreign language teacher in creating independent work, of course, it is large and is determined by specific tasks to be solved depending on the stage of study. At the initial stage, the teacher acts as a source of information, then it is often the organizer, who monitors the quality of educational tasks, analyzes the results of group and individual work during practical classes and consultations, which are an integral part of the learning process. It is important to select the appropriate tasks and take into account the individual psychological characteristics of students.

The identified features of the professionally-oriented language competence formation allowed us to formulate the basic principles of foreign language learning in the context of our study:

1) the principle of professional orientation and interdisciplinary integration of education is manifested in taking into account foreign language interests of students and their future specialty, as well as in the interaction of the Legal English with other relevant disciplines;

2) the systematic principle «from simple to complex», which is implemented in the division of educational material into stages, and supplying in small doses, according to individual psychological characteristics of students;

3) the principle of activity and independence which is expressed in the perception, memorization, reproduction and creative use of language material, but also in the ability to independently obtain the necessary information using various sources: reference books, dictionaries, Internet and others.

Therefore, the analysis of legal documents, psychological and pedagogical literature showed that it is necessary to take into account the above features and principles in the organization of professionally oriented learning, the purpose of which is the formation of professionally oriented language competence.

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YOUTH WITHIN WORLD COOPERATION

Education in the field of human rights and intercultural dialogue fosters young people to develop a sense of solidarity, be able to resolve conflicts peacefully, support cooperation in the religious sphere and respect cultural peculiarities and traditions of other communities. The educational programs on the study of human rights among youth should be grounded on the atmosphere of mutual support and implement best experience both at the «formal» and «informal» levels. When considering an issue on youth participation, a special emphasis is placed on enhancing the role of youth organizations, development of public activity, civic education, and involving young people in decision-making. Involvement of young people in public life provides easier access to vital information on social rights, development of youth work and political responsibility [2].

We believe that well-considered youth cooperation with public authorities and local governments is an incredible opportunity for young people to participate in the development of public society and the growth of high-quality services and programs. This goal can be reached through the introduction of a number of governmental and non-governmental mechanisms for youth participation. For instance, by means of youth advisory groups and focus groups, ongoing consultative work to support a vast range of youth projects. The main task is to develop innovative and effective frameworks for youth participation in decision-making by public authorities and local governments [4].

The importance of young people involved in decision-making is growing in connection with the decentralization process, which requires a pro-active position of the young generation and cooperation with public authorities and local governments. Today, political nihilism of young people, poor civic education and ignorance of effective methods of influencing the government cause lots of obstacles. We fully understand that to cope with it, some changes are to be implemented as follows:

- 1) promoting better discussions and improving the effectiveness of management decisions;
- 2) strengthening community capacity;
- 3) positive youth development;
- 4) building relationships between government and youth.

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Successful youth participation is based on three principles: organizational commitment, creating space for youth involvement and a youth-friendly environment.

The statutory structures of the Council of Europe that take care of youth issues include the European Steering Committee for Youth, the Advisory Council on Youth, the Joint Council on Youth and the Programming Committee on youth.

From 1985 to 2005, seven European conferences were organized by the ministers responsible for youth affairs. Places of their holding Strasbourg (1985), Oslo (1987), Lisbon (1990), Vienna (1993), Bucharest (1998), Thessaloniki (2002), Budapest (2005).

The European Union is known to involve all its major institutions in the formation and implementation of youth policy. In the field of executive activities, the leading institution is the European Commission, which includes the relevant structural unit [1].

It should be noted that youth policy needs to be well-coordinated and consolidate all efforts. It means that the responsible structures for youth cooperation are capable to a large extent to ensure the implementation of youth policy.

Since the 1990s, the agencies on social work and support of young people have been divided into regional unions which, in its turn, ensured greater integration of the relevant structures. For example, the so-called Youth Information has been established that provides all necessary information and consulting assistance [3].

Finally, we would like to give some recommendations to our government agencies that are aimed at attracting more young people to global cooperation worldwide. There are:

- 1) developing a strategy for involving young people in decision-making;
- 2) digital and advisory participation;
- 3) creating a space where young people can meet, conduct research and develop their own ideas;
- 4) implementation of the best practices of the EU countries;
- 5) formation of dedicated structural units and professional guidance;
- 6) institutional support for the development of public associations, involvement of civil society institutions in the implementation of youth policy;
- 7) promotion of volunteer projects, public activities and self-organization aimed at encouraging young people to charitable social, intellectual and creative initiatives and projects.

From all the above we can conclude that global cooperation with the younger generation is very important and necessary. This is also confirmed by the fact that youth is the future of any country, thanks to which the happy existence of the whole nation will be ensured, of course, with the help of world cooperation.

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ENGLISH LEGAL TERMINOLOGY IN HISTORICAL DEVELOPMENT

The national language of law is formed from the interdependence of the legal system and the state in historical development. Therefore, the language of law is specific to each country. Each state has its own legislation, system of law and order. The main wealth of legal vocabulary is legal terms.

Under the legal term is understood a word or established phrase that reflects the will of the legislator, which is uniformly used in the text of the legal act, is a generalized name of the legal concept, semantic unambiguity and functional stability. Due to legal terms, the lexicon is professionalized, completeness, clarity, accuracy and clarity of the language of law is ensured. The set of terms is formed into terminology that reflects the historical process of development and accumulation of knowledge in the professional sphere.

The source of the formation of English legal terminology was Roman law. Characteristic features of Roman law were the accuracy of wording, simplicity and clarity, so it spread to all European countries. Most Roman legal terms have survived and have become the property of many modern legal systems. Of particular importance for the history of Roman law are «Digests» – a collection of Roman legal formulas, compiled on the initiative of the Byzantine Emperor Justinian (first half of IV century.) Based on the statements of prominent lawyers. The influence of Latin was significant. The terminology has lost its close connection with the common language. It has become «technological» and understandable only to specialists. Instead of terms to denote certain legal traditions and customs, dominant ones appeared, which meant universal,

artificially created rules, obligatory for all members of society, which were enforced and, as a result, became law.

Latinisms entered different languages not only through contact with the Latin language itself, but also through other languages. In many European countries, Latin was the language of literature, science, official papers and religion. Correspondence with foreign specialists was conducted in Latin. All this contributed to the creation of an international fund of scientific terminology.

In addition to vocabulary, certain stylistic features were borrowed from Latin. Such features of European languages of law were adopted from medieval documents written in Latin, and most often they were composed by ministers (including in the field of justice) of the Catholic Church. This language has greatly influenced the activities of the judiciary, notaries and other bodies in all European countries. The language of administrative and judicial activity of the Catholic Church was carefully developed. It far surpassed the language of secular authorities. A number of features of the medieval language of law persist for a long time. Such features include, for example, the use of common complex sentences. Specialists in the field of languages face this even now.

Although English law developed autonomously, a significant number of Latin terms are still used in English legal terminology. It is known that since 1050, new English laws were developed on the basis of the Code of Justinian, which was called the *corpus juris*. Many of the legal terms were borrowed directly from the original language in the Renaissance, when there was interest in Latin not only ecclesiastical but also classical: *credo*, *votum separatum*, *habeas corpus*, *memorandum*, *mandatum*, *veto*, *ultra vires*, *alibi*, *bona fide*, *certiorari*. Some basic concepts are still expressed in Latin: *resjudicata* – «decided case», ie legal precedent, *utendi et abutendi* – «right of use and use» and so on. Sometimes one common Latin term had several variants in English due to the fact that borrowings came from different languages. Thus, the Latin adjective *legalis* has the forms *legal* (directly from Latin), *leal* (from Anglo-Norman), *loyal* (from Old French). In legal texts, modern and Roman statements alternate. Latin formulas are called «favorite folklore» of lawyers. In this way, Latinisms give the terms an archaic color and emotional tone. In other languages (Scandinavian, Slavic), the percentage of Latin terms and phrases left in their ancient writing is quite small.

A significant number of Latin borrowings belong to the so-called international vocabulary, ie used in the languages of many peoples, united by common features of cultural and social development. For this reason, the principles and fundamental concepts of international law are expressed in Latin: *lex loci delicti commissi* (law of the place of harm), *lis alibi pendens* (simultaneous consideration of civil cases by courts of different states), *pacta sunt servanda* (treaties must be observed).

Another important source of legal vocabulary was the Old French language, which came to Britain after the Norman Conquest. This event finally changed all Anglo-Saxon law, and with it its language, completely displacing the Anglo-Saxon language from the official sphere of use. Indirect Latin borrowings have survived

in modern English-language legal terminology, led by the French language. These tokens mean the basic concepts of case law: justice (justice), legislature (legislature), accuse (accuse), jury (jury), plead (recognize). Of all the legal borrowings of ancient French origin, the term trespass is of the greatest interest, which brought to English law a completely new concept – «harm to another's property», which created a full system of protection of property rights and based on English civil law.

In addition to direct and indirect Latin borrowings, English legal terminology includes a large number of Latin copies, because after Edward III issued an order to obtain state status in English and, consequently, to conduct all court proceedings in English, all legal documents began to be translated from Latin. in the native language, such as: *in forma pauperis* – legal aid, *corpus delicti* – facts of crime, *ultra vires* - beyond powers, *donation mortis causa* – donation gift case of death), *lis* – lawsuit (trial), *lex loci delicti* - law of the place where the crime occurred (law of the place where the crime was committed), *ex post facto* – after the event (*post factum*), *pro forma* – invoice preliminary bill), *en banc* – full bench (court in full).

In addition, in modern English legal terminology there are complex combined terms, one part of which is a direct Latin borrowing, and the other - in English or assimilated borrowing: *pro forma* letter (standard letter), *ad valorem* duty (*ad valorem* fee), writ of *habeas corpus* (law on personal liberty), *action in rem* (guardianship of property), *guardian ad litem* (guardian by appointment of the court). The existence of such terms in English is explained primarily by the brevity of the resulting expressions, as the translation of the Latin part into English would make such terms too complex in structure and less accurate.

One of the groups of legal terminology of the English language are lexical units that have structural and semantic analogues in other languages, which indicates their international character: *recidivist* (*recidivist*, repeatedly convicted offender), *impeachment* (*impeachment*, impeachment procedure), *penitentiary* – (*penitentiary*, correctional), *suicide* – (*suicide*, suicide), *criminalist* – (*criminalist*, specialist in criminal law).

But the most interesting English legal terms are ethnocultural realities, which, unlike classical terminology, have no counterparts in any language in the world, and therefore are unique. Therefore, in order to convey the meaning of such units, we have to resort to a special type of translation – descriptive. Exclusively English are legal terms that have their own names. Thus, the common names of John Doe and Richard Roe, which are quite common in England, have become symbolic names of the plaintiff and the defendant. Among other ethnocultural terms-realities are: *Black Maria* – prison van, *Jim Crow laws* – discriminatory laws against the black population [1, p. 61-67].

Thus, English legal terminology has a long history of formation and development. The source of legal terminology was Latin, which was once dominant in Europe. The legal vocabulary of the English language was also

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influenced by the Norman Conquest, which resulted in the emergence of terms of ancient French origin. English legal terminology also includes exclusively British expressions - ethnocultural terms-realities that require descriptive translation.

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THE NEED FOR FOREIGN LANGUAGE STUDY BY INTERNATIONAL PROFESSIONALS IN THE GLOBALIZATION OF SOCIETY

The modern world is globalizing, with a new list of languages, and international scientists need to be active in this complex process of globalization and rapid development of international interrelations. Studying foreign languages at the present stage paves the way to the recognition of differences in the native and other cultures, the formation of new qualities of specialists. The importance of foreign language is growing every day, the development of socio-economic and political spheres indicates.

Problems in the study of foreign language in a postindustrial society through IT and Internet tools were presented in their research by Yu. Davidenko and V. Kolomiets. In the works the necessity of learning foreign language in the conditions of globalization was considered.

Studying international language enables representatives of other countries to communicate with other countries, to solve problems on a diplomatic level, to learn about the culture of this or that country, to find new beneficial links for them. The globalization process raised the level of humanistic education, foreign language was the first in the professional activity, which caused changes in all spheres of human life, namely cultural, personal, social. With the development of IT there are new possibilities for establishing quick communication with other representatives of countries, organizations and enterprises. We enrich our outlook by exchanging information, but it requires preparation, namely by learning foreign language.

The European Council stresses the importance of teaching foreign languages in all institutions of higher education in the European Union countries, which will

contribute to the learning of not only English, but also other European languages by all European citizens.

The modern world requires mastering not only the widest language, but also learning other languages, but for people whose language is the leading one, such a need does not arise. Turning attention to the current state of relations between countries in various spheres of activity, it is necessary to consider foreign language as a way of intercultural communication. Globalization contributes to the quality and speedy training of young professionals in the international space, which produces the ability to communicate and cooperate with other representatives of the countries. Integration in the international space of the new means of studying foreign language will contribute to the rapid development of humanity and its safety.

Thus, the foreign language skills of international relations specialists remain an indispensable factor in their professional life. Knowledge of international languages is the key not only to personal success, but also to world success, because communication in foreign languages and analysis of information are becoming more and more important. Foreign languages improve the quality and quality of our life in all its manifestations.

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THE INFLUENCE OF COLLECTIVE FORMS OF LEARNING ACTIVITY ON STUDENTS' MOTIVATION

We will consider the impact of collective forms of educational activities on learning motivation. Different forms of collective activity of students play a significant role in the formation of learning motivation, due to several

circumstances. It is important to include everyone in active learning, because in the process of activity the necessary motivation can be formed.

The use of group forms of learning involves even the unmotivated, because once in a group of students who collectively perform a task, the student is unable to refuse to do their part of the work, otherwise he will be criticized by his peers, whom he often values even more than the teacher's opinion. In addition, working in a micro-team, each of its members tries to be no worse than others, there is a healthy competition that enhances learning, gives it emotional appeal, which also plays a role in establishing appropriate motivation [1]. When a student, working in a group, in close contact with them, observes how much interest he has in his work with peers, what value this work represents to them, he himself begins to appreciate it, begins to understand that educational work can be important in itself. And this contributes to the inclusion of the student in active educational work, which gradually becomes his need and acquires for him the value recognized by him, which leads to the motivation of learning.

To form a lasting positive motivation for learning activities, it is very important that each student feels like a subject of the educational process. This can be facilitated by the personal-role form of organization of the educational process. In this form of organization, each student plays a role in the learning process, which contributes to the motivation of this activity [2].

Different forms of collective work provide an opportunity to differentiate educational activities for different categories of students, to differentiate tasks so as to make them feasible for everyone, which, in turn, is important for the motivation of learning. Thus, group learning is a process of «intensive exchange of energy, ideas, experiences, emotional experiences, where as a result everyone receives a powerful stimulus of personal growth and self-improvement» [3].

Thus, we have considered some of the most important, in our opinion, conditions and ways to form a positive sustainable motivation of students' learning activities. For the formation of such motivation should be used not one way, but all the ways in a particular system, in the complex, because not one of them in itself, without others can not play a decisive role in the formation of motivation. The consistency of the content of education and ways of presenting it with the cognitive needs and interests of students counteracts the formation of a negative attitude. Optimally selected material strengthens all components of motivation: needs, aspirations, interests, emotions, motives themselves. The formation of a sustainable level of learning motivation obliges the teacher to select appropriate learning materials that were cognitive, communicative, professional values, creative, stimulated mental activity, contributed to the deepening and expansion of cognitive activity of students.

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CURRENT TRENDS IN THE DEVELOPMENT OF DISTANCE LEARNING IN THE GLOBALIZED WORLD

Distance learning is a method of learning using computers and modern information technology, which allows students to study at a distance, without taking a break from work or travelling abroad. Just a few years ago, a student who aspires to knowledge had to regularly attend the chosen institution of higher education. The rapid development of the Internet, the emergence on its basis of new educational programs that allow students to get the education they want without leaving home, not only in domestic institutions of higher education, but also to study abroad – all these conditions have made the most accessible education in the educational institution of dreams.

It is also necessary to take into account the fact that the rapid mass transition to distance learning at universities in most countries in 2020 was due to the rapid spread of the Covid-19 virus. Before, institutions of higher education had to choose appropriate services and tools to implement the educational process. Some institutions of higher education chose to use certain online platforms, while others delegated decisions to faculty. Thus, many educators with a wide range of computer networking technologies have chosen the remote platform most appropriate for their discipline.

Distance learning technologies can be seen as a natural stage in the evolution of the traditional educational system from a chalkboard to an electronic whiteboard and computer-based learning systems, from a book library to a digital library, from a conventional classroom to a virtual classroom. In the work of A. A. Andreev and V. I. Soldatkin, distance learning is considered as a new organization of the educational process, based on the principle of independent learning of the student [1, p. 78]. The learning environment in this case is characterized by the fact that students are predominantly removed from the teacher in space or time. At the same time, they can establish and maintain a dialogue at any moment by means of telecommunications.

According to Victoria Ovsyannikova, «distance learning is a technology that provides quality education for students and the organization of the learning process at a distance through the use of modern information and telecommunication technologies» [2, c. 57].

Such modern online platforms as Microsoft Teams, Zoom, Moodle, computer technologies such as e-mail, forums, chats, videoconferencing, Skype program can be used as a basis for distance learning. The indisputable advantage of these types of communication are the following factors: the ability to transmit any volume and type of information (graphic, text, visual, audio) at any distance; getting access to different sources of information through the World Wide Web; organization of video and audio-online conferences; the ability to communicate with a partner in any part of the world.

Distance learning has a number of specific properties that reveal its essence:

1. flexibility. Students do not usually attend regular classes in the form of traditional classes (lessons, lectures, seminars), but work at convenient times at convenient locations, which gives a significant advantage to those who cannot or do not want to disrupt their normal lives. Everyone can study as much as they need to master the subject matter and be able to get the necessary grades in the courses they choose;

2. relevance. The possibility of implementing new pedagogical, psychological, and methodological developments;

3. modularity. The division of material into separate functionally complete topics that are taught as they are learned and meet the capabilities of the individual learner or the group as a whole. This allows a set of independent courses-modules to form a training program that meets individual or group needs;

4. interactivity. Active communication between students in the group and the teacher, which greatly increases the motivation to learn, improves the learning of the material;

5. concurrency. Training can take place in several majors, in addition to the majors, in different subject areas of knowledge.

An important feature of the development of modern education is its global nature. It reflects modern integration processes between states in different areas of public life. Education is moving from being a national priority for highly developed countries to being a global priority.

New attitudes due to social, political, economic, cultural changes, globalization, the information revolution, require revolutionary changes in education, in particular in the management of this sphere in accordance with the development of democracy, market relations. Modernization of management mechanisms becomes an important means of education development in Ukraine [3, p. 92-93].

The developing international distance learning system provides wide international access to the world's best educational resources; significantly increases the possibilities of traditional teaching by forming an educational information environment in which the student learns independently or under the guidance of a teacher can study the material of interest; significantly widens the range of people to whom educational resources become available; promotes the acquisition of skills of independent work; reduces the cost of education by making the best educational resources widely available; raises the level of educational

programs by offering alternative programs; allows you to create unique educational programs by combining courses provided by educational institutions, including those from different countries: is of great social importance because it allows us to fully meet the educational needs of the population.

Distance learning overcomes the territorial factor of inequality in access to quality higher education. The importance of distance learning competencies in a globalizing world is a prerequisite for gaining competitive knowledge. The use of significant information resources ensures the innovative development of society and education in general.

Distance learning is very useful for students in learning foreign languages. To diversify learning, the teacher can use many online resources to interest students, promote the creative process and develop creative thinking.

When using online resources in teaching foreign languages, it is important to consider intrinsic motivation to learn. According to A. K. Nedelyuk and S. G. Mazurenko, intrinsic motivation involves the need for information and activity, increased confidence and independence from external factors, the desire for mastery, the desire to be the best. Therefore, intrinsic motivation is better for learning and forms the abilities necessary for the student in further learning and life [4, p. 381].

In order to make online lessons more interesting, from a methodological point of view, it is proposed to introduce game components. In distance learning, the creativity of the teacher is limitless thanks to the many online resources. Their peculiarity is that students are not even aware that they acquire knowledge and develop skills in a game form.

For effective training of specialists in economics, law, tourism, it is necessary to focus on a communicative approach to teaching a foreign language and extensive use of information technology and Internet resources for better mastering the material and encouraging students to find a combination of interdisciplinary contacts.

The effectiveness of distance learning lies in the fact that learners themselves feel the need for further learning, rather than being subjected to pressure from the outside. They are able to work with learning materials in a mode and volume that suits them directly. The effect depends largely on how regularly the student practices. Consistent completion of control and diagnostic tasks and final papers, as well as support on all issues from the teacher ensures a systematic acquisition of knowledge.

The effectiveness of distance learning for graduates and students lies in the fact that distance learning does not limit the opportunity to learn and improve their professional skills while working in the company. This level is considered by students to be quite sufficient for realization of their life plans. Many feel that the knowledge gained is appropriate for a successful job.

Challenges, global quarantine activities have revealed a number of contradictions between: the rapid development of the information society and the

lack of scientific-theoretical support for the organization of distance learning in higher education institutions; the need of society for teachers with the skills and ability to use the potential of distance technology, and the actual state and nature of the training of specialists for the implementation of distance education; the need to introduce new information and communication technologies into the educational space and the level of teachers' readiness to implement distance education; the needs of educational development through the introduction of distance learning programs and the lack of organizational, methodological and technological support of the educational process.

Consequently, we can conclude that distance learning is a promising area of education in terms of its digitalization. At the same time, such training, if necessary, allows for an individual educational trajectory of the student, as well as the continuity of the educational process. The use of distance learning in teaching a foreign language increases students' interest in learning and increases their motivation to learn a foreign language, involves in the learning process the resources of various sites and portals, the use of mobile applications increases the effectiveness of the learning process.

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**GLOBALIZATION AS A FACTOR OF RETHINKING THE
IMPORTANCE OF FOREIGN LANGUAGE LEARNING**

The end of the XX and the beginning of the XXI centuries were marked by significant changes in the socio-economic development of Ukraine, including in its educational sphere. The international relations of our state have significantly

developed, its authority in the world and European space has grown. All this created the preconditions for the transformation processes taking place in the domestic education sector. Moreover, a special place among them belongs to changes in the field of foreign languages.

Deep changes in the socio-political and economic life of European and world countries are increasingly having a significant impact on the development of their educational systems. Education is a means of reproducing and accumulating the intellectual and spiritual potential of the people, educating patriots and citizens, an effective factor in the development of society, strengthening the authority of the state in the international arena. In this situation, the education systems of many countries aim to prepare students for cultural, professional and personal communication with representatives of other countries, to acquaint them with their traditions, social order and language culture [1, p. 106].

O. Kovalenko, S. Kurish, S. Mamontov, O. Tokmenko in their articles consider complex issues of learning foreign languages at the present stage, socio-cultural views, subject to in-depth analysis of the ideological orientation of globalization in the study of foreign languages, draw attention to the uniqueness of learning foreign languages in the context of globalization through the modernization of the educational system [2]. In addition to articles that address issues of socio-culture and globalization, thoroughly introduces and analyzes the introduction at the present stage in the process of learning foreign languages of information technology [3, p. 9]. I. Sitdikova in her research emphasizes the deep and meaningful use of computers and the Internet for the rational study of language [4].

The modern era is called the era of globalization, although scientists still give conflicting answers to the question of what is globalization, what is its essence. The answers to the questions about its chronological framework and main stages also differ. It is generally accepted that the consequence of the process of globalization will be the transformation of humanity into a single structural and functional system [1, p. 9]. As for the modern world, there is no doubt about the obvious inequality between the highly developed countries of the West and other countries. Observations, on the one hand, of the information society, where more or less power is held by people or institutions with large amounts of information, and other societies, which are more or less behind developed countries.

In the Address of the ex-President of Ukraine Leonid Kuchma to the Verkhovna Rada of Ukraine «European Choice». Conceptual principles of the strategy of economic and social development of Ukraine for 2002-2011 «emphasizes that the development of society at the present stage is determined mainly by the level of human potential, its development, the depth of interaction between science and education [5]. Therefore, educators and leading scientists of Ukraine based on the best domestic and foreign achievements of the past years in the field of education began a dynamic modernization of the learning process, which should be aimed at modernizing educational activities to meet the needs of citizens of Ukraine, nation, state, economy and others. spheres of public life. After

all, only with the help of modern national education, which organically combines the best experience and trends in world education, it is possible to ensure the competitiveness of the nation, the state in an increasingly globalized and systemically competitive world.

Therefore, taking into account the current state of Ukraine's international relations in various spheres of life and the need for our society to enter the European and world space, we must consider a foreign language as an important means of intercultural communication. Modern education should create conditions for the formation of such a level of knowledge, skills and abilities that would enable future professionals to practically maintain communication with native speakers at a communicatively sufficient level, but in addition to the utilitarian aspect, the language learning process should provide a strong socio-cultural base. Cultural diversity of languages should be one of the leading means of preserving and transmitting human values. Learning a foreign language means «arming oneself with intellectual means to meet the real and the unknown, enriching oneself through knowledge of cultures and their worldview» [6, p. 34].

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INTERCULTURAL COMMUNICATION AS ONE OF THE REASONS FOR LEARNING FOREIGN LANGUAGES

Modern life opens up many opportunities for us, everything what person wants in this life he can realize. We must understand that living in a society full of opportunities and open doors, the most important thing is not to lose opportunities.

We would like to draw your attention to the fact that today we have a very large number of opportunities for self-development. Therefore, we want to draw attention to the fact that today it has become possible to travel to learn about certain traditions of other countries, to study the specifics of their legislation, life, business and more. However, we must understand that to realize all these opportunities you need to know the language. Thus, knowledge of the language is an important element for intercultural communication for various purposes.

Studying this issue, we want to pay special attention to the proposed statistical information. Thus, it should be noted that English is the mother tongue of more than 370 million people, and the second, more than 611 million. Also this language is international for science and business [1].

That is why we must note that if a person is interested in business or science, or even just a trip to get acquainted with culture, he just needs knowledge of the language.

Speaking of knowledge of English, we must understand that even without leaving the territory of our state, they play an important role. When hiring a specialist in a certain field, the employer will certainly be more sympathetic to those who speak a foreign language, as the company often cooperates with foreigners and hires a person who already has some knowledge, the owner not only saves on translators, but also immediately notices valuable employee.

Another important aspect to start learning a language is the opportunity to study or work on an exchange. As a result, today a large number of higher education institutions and enterprises create so-called exchange programs for specialists, through which intercultural communication takes place, which results in the exchange of experience.

That is why knowledge of languages in modern society has long ceased to be just a desire, and has become a necessity. In today's world, if you want to achieve some success, knowledge of a foreign language will be crucial in this aspect.

МОЛОДЬ І СВІТОВА СПІВПРАЦЯ В УМОВАХ ВОЄННОГО СТАНУ

In addition, studying the issue of intercultural communication, we have to understand that it consists not only in knowledge of the language, but also certain traditions of communication. Therefore, we want to note that language proficiency is only a means of better communication. However, we should not forget that in order to be able to communicate with foreigners from all over the world, it is necessary to understand their traditions.

That is why we emphasize that if you use your knowledge of English to travel to a country in order to gain new knowledge, skills, gain some experience. It is necessary to begin to consider features of their communication.

We want to consider a striking example of Korean culture. So we understand that their traditions are completely different from ours. That is why we want to draw attention to the fact that, for example, while on a business trip you will need to hold a personal meeting to agree on certain issues. Therefore, in this country of the world, it is customary to exchange business cards during the first meeting, and if a foreign partner does not have it, it will be regarded as disrespect [2, p. 276].

That is why we must understand that in order for intercultural communication to go smoothly for both parties, it is necessary not only to speak a foreign language, but also to get acquainted with the culture of communication of the country you want to go to exchange knowledge, develop business or simply study culture.

In today's world we can perceive the culture of other peoples, their knowledge, latest ideas and technologies through simple communication, but we must understand that coming to another country trying to implement their achievements in a particular field we must be very careful about their cultural values.

That is why we can conclude that today knowledge of English is an important tool for intercultural communication, but we must not forget that in every country there are certain age-old traditions and without supporting them we can spoil relations with foreigners.

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BORDER DISCOURSE: MODERN ASPECTS

Analysis of the peculiarities of border discourse shows that there is a need for a detailed study of this problem. It is necessary to study the specifics of border discourse, to find out the importance of border discourse for border officers in the performance of their duties [5, p. 79].

First, discourse is a text. Second, discourse is understood as a cognitive process associated with the formation of speech behavior. Third, discourse is seen as a sequence of interrelated statements united by a common goal. In addition, discourse is defined as a means of conversation and thinking, which, like genres, can become ritualized, and is interpreted as speech education, a unit higher than sentences, level S. Chancellor considers discourse as a form of speech communication that involves interconnection between the speaker and the listener as an interpersonal activity. T. Ushakova and N. Pavlova understand discourse as a complex communicative event or sociolinguistic structure that is created by the addressee in specific communicative, social and pragmatic situations [1].

Border discourse combines the classification features of some types of interpersonal communication. Yes, borderline discourse can be verbal or nonverbal. According to the form of the code, the border discourse is divided into oral and written. For the purpose of border discourse is business, and for the category of formality – official. The degree of control over border discourse is formal. According to the number of interlocutors, it is interpersonal, communication within a small language group, public, mass and international [4]. Border discourse on social factors can be socially oriented, and in its form – closed, open, mixed.

According to the freedom of choice of participation, the border discourse is divided into initiative and forced. Also, the discourse of border officers is constant, periodic, short-term and long-term, and the type of relationship between the participants – dialogical and monologue. In addition, borderline discourse can be classified according to the effectiveness of joint interaction and the effect achieved: necessary and desirable.

L. Orban-Lembrik distinguishes the following types of professional communication: representative, cognitive, persuasive, expressive, suggestive, ritual. We can also apply this classification to the description of borderline

discourse. Thus, to assert the existence of representative, cognitive, expressive, suggestive, ritual borderline discourse [2].

Representative border discourse involves the interaction of participants as representatives of certain groups. The peculiarity of such communication is that it is carried out in the form of negotiations, meetings. Cognitive border discourse is aimed at expanding the information fund of the partner necessary for professional activities. In turn, the persuasive borderline discourse evokes certain feelings in the participants of communication, forms value orientations and attitudes, convinces in the legitimacy of certain strategies of interaction, and others.

The peculiarity of expressive borderline discourse is the formation of a partner's psychological mood, motivating him to take the necessary actions. In addition, there is a suggestive borderline discourse, which aims to influence the partner in order to change his motivation and behavior, and so on. The last type of border discourse according to this classification is ritual, which consolidates and maintains conventional relations in the professional sphere. The value of individuality in ritual communication is minimized.

Given the local component, borderline discourse can be divided into internal and external. Internal border discourse takes place within the border unit, and external – outside it. Also important is the border discourse before the performance of the official task (instruction), during the performance of the task (communication before the line), as well as after the performance of the official task (report).

In addition, borderline discourse can be classified according to the type of connections that are established between the participants in the interaction of monologue and dialogue. Monological border discourse is characterized by one-sided direction of information. This situation may involve the positional inequality of communication partners: one participant is an influential person who is endowed with activity, perceived goals and the right to implement them, and the other – is seen as a person subject. Another type of cross-border discourse by type of connection is dialogue.

All participants in the dialogue are active and have the opportunity to exchange information. Nor should we ignore the fact that borderline discourse exists in two forms: oral and written. Oral border discourse is the communication between people in the performance of their official duties. It can be a conversation between two servicemen, between an officer and a person crossing the state border of Ukraine, or an officer-chief in front of a subordinate military unit. Written border discourse is secondary to oral speech. Written speech is actually dialogical, because the actors in such conditions are two communicators: the author of the written document and its reader [6].

Written border discourse, in turn, is mostly found in various types of documents used by border guards in the performance of their duties: autobiography; resume; statement, report; complaint; offer; characteristic; personal file; certificate; conclusion; memorandum; explanatory note; invitation; report; letter; advertisement; plan; minutes (meetings, meetings, interrogation of the violator of the STU); extract from the protocol; written order; telegram; radiogram;

fax; act; authorization; receipt; list; table; invoice; contract; agreement; report (written); identity documents; documents for the right to cross the STU [4].

The border guard also constantly enters into equal communicative contacts in his professional group with colleagues. In addition, the border guard communicates with persons crossing the STU to check their documents, luggage and vehicles. Border discourse often helps border guards to identify and detain STU violators. Units performing tasks related to the protection of the STU must have the skills to communicate effectively with the local population to intensify the performance of official tasks. A special place is occupied by the role of speaker during speeches at conferences, negotiations, as well as before the media. Also, the border guard officer constantly works with written forms of professional communication. Communication with representatives of international organizations, foreigners, etc. is important. In this case, professional communication is complicated by the inconsistency of language code systems, as well as socio-cultural images [6].

Thus, border discourse presupposes strictly regulated relations mediated by professional roles. Border discourse is characterized by its normative, obligatory, extreme, non-standard, responsibility of all subjects of personnel management, use of foreign language, orientation, indirectness, psychological dynamism, barriers, semiotic specialization, adequacy of professionalism, morality. In the future it is planned to analyze the English-language borderline discourse using statistical methods of linguistics.

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Анастасія ДАНИЛЬЧЕНКО

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SOLVING PROFESSIONAL ISSUES BY MEANS OF FOREIGN LANGUAGE

The changes that are taking place in all spheres of our lives provide specialists with the new opportunities for self-realization, which can be carried out not only through single cases of communication with foreign colleagues and partners, but also in the course of professional activities in the international community. In this regard, it is necessary to develop and master certain skills so that the students can easily solve problems related to the future profession. Moreover, they need to be able to show their expertise by means of foreign languages. In other words, professional communicative competence in foreign languages should be formed.

In order to achieve the goal and create high quality learning programs for future specialists, foreign language teachers of higher technical institutions must be familiar with the state standards of higher vocational education, recognize their importance and implement these criteria in education. The main feature of state standards of vocational education is that they are focused on creating a competency-based content.

Therefore, we are aimed at considering the features of teaching English for professional purposes through the implemented competence approach in the organization of vocational training of students of technical specialties and the applied interactive technologies to create foreign language professional communicative competence.

In our research we consider the «competence» in determining the foreign language professional and communicative skills' formation and creating opportunities for the future specialist [2].

Competence, unlike qualification, means not only the ability to demonstrate professional knowledge, skills and abilities, namely: the knowledge and mastery of some specific technological processes, practical experience, but also to show professionally significant personal qualities such as professional culture, ability to communicate effectively, establish strong business relationships, work individually and in a team; act adequately in certain situations, adapt quickly and flexibly to rapid changes and new market needs, to be able to make decisions, take responsibility for certain activities, learn quickly and improve skills constantly. That is that the notion of professional competence involves, i.e. the acquisition of certain competencies by the future specialist.

Communicative competence means the ability of an individual to apply the language communication knowledge in a particular way, the methods of interacting with people around and at a distance, the skills of teamwork, possession of various social roles [3]. Communicative competence, as an integral part of professional competence, is a set of knowledge, practical skills and expertise, and determines the ability of a specialist to establish and maintain necessary contacts for effective communication with other people.

Foreign language competence is a set of knowledge, skills and abilities that ensure effective communication in a foreign language, namely: the ability to understand speech, express clearly thoughts, adequately and spontaneously respond to communication requests, change the circle of communication, successfully use a foreign language at work and for professional activities, as well as for self-education of the individual.

Given the above definitions, while working on a foreign language communicative competence of the future specialists we must take into account the specific requirements and conditions of professional activity, the system of industrial relations, its subject-technological, social and psychological context. Therefore, foreign language teachers should cooperate closely with the relevant departments, coordinate the subject and the style of language behavior, which is more appropriate in a given situation of the professional environment.

The choice of communication situations in which the student uses the language has a decisive influence on the whole process of foreign language training, namely: development of educational and work programs, goal setting, selection of communicational topics, development of tasks, tests, cases, selection of texts and other learning materials and teaching methods. It should be noted that the choice of topics and activities that promote constant communicative interaction of students in future professions, should meet their needs and increase their internal and external motivation [1].

Interactive activities are considered the most effective strategy for the foreign language professional communicative competence training in English for professional purposes.

The main point here is that the interactive learning takes place while organizing constant, active, educational and cognitive interaction of students.

The ultimate goal of interactive methods in the training of the English language for professional purposes is:

- to involve all students in active communication in the classroom;
- to form positive interpersonal interaction in the team;
- to develop skills and abilities to perform various activities in standard and non-stereotyped situations, skills of critical and creative thinking during solving professional problems;
- to establish teamwork skills [4].

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The advantages of this approach are, first of all, the ability to effectively use academic time, promote comfortable psychological conditions for subjects of the educational process, as well as to encourage students to cooperate, which in turn stimulates the development of communication skills and creativity.

So, despite the relevance of the course «Foreign language for professional purposes», there are many issues that need to be addressed taking into account the calls of modern science and the peculiarities of individual students. Optimization of the educational process in the existing conditions is the key to success in the process of forming the speech competence of students in various fields and the level of their professionalism in the future.

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ESSENCE AND FEATURES OF PROFESSIONAL TRANSLATION ACTIVITIES

The rapid growth of computerization and the latest technological tools have changed the content of modern professional translation activities. Today's professional qualities of a translator, such as the ability to work in stressful conditions, analyze, reformulate, compress, edit text, adhere to limited time, feel the language of video media, make quick decisions and take responsibility for the quality of translations before customers, television companies, video distributors, the ability to work in a team, work with experts in other fields and different levels of authoritarianism, legal literacy.

Translation activity in the modern world is gaining more and more scale and growing social significance. The profession of translators has become widespread, and in many countries special educational institutions have been established to train professional translators. In these educational institutions, the ability to carry out professional translation activities is the ultimate goal of learning. In order to translate well, it is necessary to know the laws of translation, due to its complex and contradictory nature, to know clearly the requirements of society for translation and translator. The profession of modern translator is multifaceted, requires high education and deep knowledge of a particular field, as well as extensive erudition [1, p. 276-277].

The task of teaching translation is not to learn some rules, regulations or recipes that the translator could automatically apply in all cases, but to master the principles, methods and techniques of translation and the ability to choose and apply them differently in specific conditions, to different texts and for various purposes. The specific tasks that the translator solves during the translation can be typical, allow the application of a known method or method of solution, and individual, which require a new solution based on the general principles of translation strategy and taking into account the context and situation. The search for a solution includes conclusions about the possibility of using a known technique or method of deciding on the need to modify it or abandon the typical in favor of the unique, occasional [2, p. 147-148].

Translation activities can be carried out by a translator consciously (as a result of analysis and sound conclusions) or intuitively. The ratio of conscious and intuitive is different in different translators and when translating different texts and in different conditions. The ability to perform conscious and intuitive translation actions (translation competence) can be developed in the process of learning and practical work. Creating translation competence contributes to the comprehensive development of the personality of future translators: forms in them attentiveness and a sense of responsibility, ability to use reference books and additional sources of information, make choices, make quick decisions, identify and compare numerous linguistic and extralinguistic data. Thus, professional translation activities require a specialist in this field to have comprehensive cognitive and linguistic knowledge, broad general cultural erudition, the necessary psychological qualities and literary abilities. All these qualities should be developed and encouraged during translation training. The translator satisfies the public need with his activity [3].

Translation is the process of converting text in one language into text in another language while keeping the content relatively unchanged. Translation should be taught as a special discipline, but mastering the ability to translate is not the prerogative of particularly gifted people. At the heart of the method of teaching translation is the belief that a person has the ability to translate genetically, as well as the ability to master languages. Although not every single person has this ability to the same extent, it can be developed and brought to a professional level.

Prospects for further research should be aimed at developing and justifying the stages of formation of professional competence of future translators.

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**INNOVATIVE TECHNOLOGIES IN UKRAINIAN EDUCATIONAL
SYSTEM**

The rapid development of innovative technologies is causing educational reforms, turning education into a productive sector of the economy. Ukraine must update the content of education and organize the educational process in accordance with democratic values, the principles of a market economy, modern scientific and technological advances, and ensure the accelerated and innovative development of education.

So, we are talking about the introduction of innovations in education. On the one hand, the educational system through proper training of future professionals becomes a producer of innovation, and on the other – a consumer of innovative technologies. Unfortunately, innovation activity in the field of education in Ukraine is characterized by insufficient integrity and systematization in the development, demonstration and development of innovations.

Research on innovative educational technologies has been conducted since the late 1950s, and despite much research in this area, there is still no single approach to defining «educational innovation» and classifying innovation focused on educational goals. They have certain specific characteristics and properties.

Due to the lack of a systematic and comprehensive approach to solving these problems, it is impossible to identify priority areas for innovation and development in education, increase the efficiency of innovation management in education, especially exams, and introduce smarter funding methods. For innovative projects in education; intellectual property and other educational innovations are protected by law.

In the context of Ukraine's European integration, the priority areas of state policy are continuous improvement of the quality of education, modernization of the content of education and the organization of the educational process, introduction of educational innovations and information technologies. Among other issues. The educational process must be transformed into a personalized direction of educational interaction and learning to form creative thinking and improve students' ability to work independently.

The use of multimedia information technology in education is due to the presence of many analysis programs; open structure that allows you to quickly make any changes to the content of the program based on test results; the ability to store and process large amounts of diverse information and combine information in a convenient way contributes to: the disclosure, preservation and development of personal abilities of students, a unique combination of personal qualities of each individual; formation of cognitive abilities of students, the desire for self-improvement; ensuring the complexity of the study of real phenomena, the continuity of the relationship between the humanities, technical sciences and natural arts, constant and dynamic updating of the content, form and method of the educational process.

In the functioning of information and educational environments it is possible to use innovative information technologies to successfully achieve educational goals, and this should be understood as a set of conditions that contribute to the emergence and development of information and educational interactions between students, teachers and students. innovative information technologies, as well as cognitive activity of students, provided that the components of the environment are filled with the theme of a particular lesson.

Therefore, in our opinion, innovative technologies have a positive effect on the educational process, mainly because they change the schemes of knowledge transfer and teaching methods. At the same time, in the formation of the information society, the introduction of such technologies into the educational system is based on the use of computers and telecommunications, specialized Bidolenko equipment, software and hardware, information processing systems and more.

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**ACTUALITY OF PROFESSIONAL FORMATION ORIENTED
FOREIGN LANGUAGE EDUCATIONAL ENVIRONMENTS
IN THE CONDITIONS OF THE UNIVERSITY**

The process of modernization of modern Ukrainian university education is aimed at training a new generation of specialists, where foreign language proficiency is considered one of the means of language policy aimed at developing international cooperation, modern technologies, expanding cultural and educational ties, training international graduates.

Studying modern language strategies in the socio-philosophical plane, T. Skubashevskaya identified a number of problems in learning a foreign language: 1) reading, translation, teaching various topics do not serve the development of speech activity and do not contribute to adequate mastery of IM. Giving creative teaching IM (search for foreign sources, preparation of abstracts, presentations, reports, which are selected and processed by students themselves) the author considers one of the ways to move to a language-activity approach in teaching IM; 2) organization of the educational process (learning conditions, place, planning, number of hours to study the discipline, the workload of teachers, students); The change of the social order for IM mastery outlined the need for new approaches to the purpose of IM teaching, defining the educational process as a foreign language speech and mental activity, which requires rethinking the existing model of the methodological concept of IM teaching in higher education [1].

Mutual understanding by means of language and culture is a way to understand the peoples of different countries, the creation of an intercommunication community, where the concept of «lifelong learning» and the thesis «to form a person of knowledge» is determined. Priority in university education is the development of science, training of the scientific elite, which serves to accelerate economic development through scientific and technological innovation, which will improve and accelerate the socio-economic development of the country. In view of the above, the concept of language training developed and implemented by I. Levenchuk at the Goethe-Institut Continuing Education Center (Germany) at the regional level (Perm Krai, Russia), aimed at successful integration into the single labor market in the future professional activity, formation of the social environment and development of human life experience in new conditions and includes foreign language training of schoolchildren, students and professionals to participate in the system of international activities, as well as allows full adoption and implementation of advanced German language technologies created in Germany for Russian secondary schools, university students and specialists, which ensures the participation of citizens in international educational and research projects and contributes to the formation of the cultural orientation of foreign language training [2].

The modern direction of education in higher education (universities) is aimed at: 1) increasing the degree of openness in higher education; 2) creation and granting of research status to higher educational institutions; 3) dissemination of intercultural ties; 4) establishing international contacts and cooperation; 5) exchange of highly qualified scientists; 6) organization and maintenance of scientific contacts; 7) cultural and educational exchange of students, teachers; 8) educating future teachers to understand other countries and cultures; 9) the development of friendly relations between peoples. Of course, the outlined areas require future university graduates to know a foreign language (English, French, German, etc.). One cannot but agree with V. Andrushchenko, who considers one of the most important problems – the compliance of educational systems with the needs of civilization and cultural processes, the need to solve which is periodically felt not only domestic but also the world educational system [3, p. 9].

Thus, given the above, the study of a foreign language by future teachers in university training can not be considered only in the perspective of foreign language training (as suggested by some scholars), defining the latter «as a synthesis of foreign language education» with its procedural aspects and their components» [4, p. 57]. In our opinion, this point of view is contradictory, as the given list contains separate elements that need to be combined. In our opinion, foreign language education, being one of the essential directions of general humanitarian training of future teachers, is a synthesis of formation of foreign language communicative competence, providing education through foreign language socio-cultural education and personal development of students through professionally oriented foreign language.

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LEGAL STATUS OF UKRAINIAN AS THE STATE LANGUAGE

The legal status of the Ukrainian language is determined by the following regulations: the Constitution of Ukraine, the Law of Ukraine «On the Development and Use of Languages in Ukraine» of 03.07.2012, the Law of Ukraine «On Ensuring the Functioning of the Ukrainian Language as the State Language» of 25.04.2019.

The state language is the main symbol of independence and sovereignty of any developed country. According to the 10th Article of the Constitution of Ukraine: «The state language in Ukraine is the Ukrainian language.» We totally agree with the statement that the nation's future depends a lot on the consciousness and perception of its language [1].

The term «state language» has appeared during the formation of nation-states. According to scholars, the state language is an officially established language in which both official and informal communication, activities in the field

of justice, documentation, media, culture and business go. Ukraine guarantees the development and protection of other languages of national minorities, but they are used only in the field of cultural and educational activities, as well as in other cases provided by the Law.

According to the Law of Ukraine «On the Principles of State Language Policy», Ukrainian is considered the state language. This law and policy in general have been aimed at consolidating the Ukrainian language as the state language, but with the possibility of citizens to use others at will: in the fields of education, justice, documentation (two original documents in different languages), etc. [2].

After the adoption of the new law of Ukraine «On ensuring the functioning of the Ukrainian language as the state language», the concept of the intensified usage of the state language has appeared. Every civil servant must use the state language in the performance of his or her direct duties. Ukrainian is the only state language of Ukraine. The spheres of the educational process, labor relations, science, culture, judiciary, document science, television, and public events require the obligatory use of the state language [3].

Considering the current trends in promotion and formation of the Ukrainian language as a single state language, we can understand that the Ukrainian nation is concerned about the future of its language and requires increasing recognition of the Ukrainian language among others. In the course of its existence, our people have suffered from the harassment of the cultural heritage of our state by other countries. According to some researches, over the entire history of the Ukrainian state, more than 200 legislative acts have been adopted that restrict the rights of the Ukrainian language to varying degrees.

It can be understood that to some extent the legal status of the state language depends on the political positions of the government. As an example can serve the fact that during the operation of the Law of Ukraine «On Principles of State Language Policy» (2012) and the Law of Ukraine «On Ensuring the Functioning of the Ukrainian Language as the State», they have different effect. Thus, in our opinion, these two laws of Ukraine have had completely different goals and objectives. The legal status of the state language primarily depends on the mentality and patriotism of citizens. Also a great role in establishing the status of the language plays the top authorities, who may not be enough focused on the development of the state language, as evidenced by the Law of Ukraine «On Principles of State Language Policy» (2012).

According to Halyna Yevseeva, a scientist from the Dnipropetrovsk Regional Institute of Public Administration: «Since Ukraine's independence, the situation with language development has little changed. There are not enough dedicated centers that would conduct research in different regions to create an optimal model of state language policy. Higher educational institutions do not train relevant specialists who would be able to analyze and predict the development of the language situation in the country, and therefore give scientific advice to the country's leaders for the right steps in the national language policy» [4].

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Thus, we can conclude that every year the Ukrainian language becomes more independent. During its existence, it has passed all levels of development: from its partial perception by the people to the status of the state language, which is used in all spheres of life and requires mandatory knowledge of every citizen of Ukraine. The Law of Ukraine «On Ensuring the Functioning of the Ukrainian Language as the State Language» is the most important step towards the popularization and establishment of the Ukrainian language as the only obligatory language in our country. Therefore, we must fight for the future of our Ukrainian language and raise its legal status by all means. That the language, which has a long history, proudly symbolizes our country on the international arena and does not allow the descendants of Ukraine to forget it.

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INTERPRETATION AND TRANSLATION IN PROFESSIONAL ACTIVITIES

Nowadays the rapid growth of computer technology has changed the way we translate. However, at present, the ability to translate is not so important. In today's reality, the most important thing is professionalism, namely to adapt to a stressful situation. It is difficult to find time to work, feel the language, understand the content and take responsibility. The quality of the work done and further cooperation with customers depends on these factors.

As translation quality improves, so do translation requirements. There are also new professions related to translation, one of which is: film translator and advertising translator, guide-translator and film translator with subtitles.

The translator is now becoming increasingly important. Specialized educational institutions are being opened to train professionals in this field, and translation courses have also become relevant. The main thing is to study the canons of translation and the requirements that are mostly put forward by society. The translator must be erudite, well versed in the languages and in the field in which he is translating.

The content of the study of translation activities in such institutions is the assessment and description of the theory of translation, it depends on the level of professionalism of future translators. But most of the time is devoted to learning translation techniques, mastering translation skills and mastering the translation of a text of different nature and complexity.

The main task is to learn the rules that the translator can use at all times and which will be suitable for different texts, he will use them automatically. However, the studied technique may be typical, uninteresting for this work, so the translator should abandon it and find a way to modify it to use a new technique that will be relevant in this topic.

Translation activities are carried out by the translator consciously and intuitively. These ratios are different and are used differently. These skills can be acquired only in practice and in the learning process.

Competence in this direction can only be achieved through comprehensive development. First of all, becoming attentive and responsible for the work done, it is also important to be able to use additional literature – to analyze them, and to identify and compare numerous linguistic and extralinguistic data.

Therefore, we can indicate the areas of linguistic training in which the translator must be competent:

1. Text (includes the ability to view the information needed for translation: to compose the text into one whole, to recognize the type, genre and style of the submitted text);
2. Semantic (includes the ability to view the information needed to convey content and extract the submitted text);
3. Imperative (includes the ability to view information required for the use of speech and their transformation).

Professional competence is manifested in the translator through his skills and personal characteristics. It includes technical competence, which is more related to the ability to use their skills in a particular type of work.

Communicative competence is the ability to use their «native» skills in the original text. However, the main thing in translation is language competence, so the translator must have a good command of the language and know all its specific features.

We know that translation activities can be divided into two types: oral and written. If you look at it from the point of view of the profession, it is more difficult to interpret. Interpretation requires a quick reproduction of the translation, and for written we have time to use the help. The quality of interpretation depends

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on vocabulary, high rate of speech and psychological stability. Therefore, interpreting requires more professionalism and dedication.

We cannot call translation activity monotonous and boring. The translation is not only ordered for a certain time, but written within a certain framework. From can be used in a variety of contingencies, but may not be so cruel to its reproduction. The resulting text can be used both to reproduce the original for public use and for publication to obtain information. Therefore, it is necessary to have different skills.

Translation is the process of reproducing a text in another language, with complete preservation of the content. Translation must be studied as a special discipline. However, the ability to translate often depends on genetic characteristics, and not everyone takes full advantage of this.

Thus, professional translation activities comprise many aspects, including the use of cognitive and linguistic knowledge in the process of work, high erudition, the necessary psychological qualities and literary abilities.

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USING THE CASE METHOD IN TEACHING A FOREIGN LANGUAGE AT HIGHER EDUCATIONAL INSTITUTIONS

Modern educational trends dictate their requirements and approaches to teaching students foreign languages using various interactive methods. Currently, the case method, or case study, is becoming increasingly popular in the field of foreign language education. Case-method (from the English. Case – situation) – simulation active method, which is based on the analysis of real situations and the solution of specific problems (cases) [1, p. 12].

The case method can be used in specific training sessions in terms of considering different situations (cases), describing certain conditions in the life of

the organization, group of people or individuals, thereby focusing students on formulating the problem and finding solutions to it with subsequent analysis.

This method of interactive learning can be successfully used in English classes, as it is complex and contains all the main types of speech activities: reading, speaking, writing, listening. In the process of creating a real situation, students have the opportunity to communicate in English with other group members and the teacher. The result of applying the case method in the classroom depends not only on the quality of the case (material prepared in advance by the teacher), but also on the desire and ability of students to communicate.

The use of the case method in teaching a foreign language involves the creation of a real problem situation, knowledge of alternative solutions, as well as the formulation of a common goal and principles of group work to create the optimal solution. It is important to create a favorable atmosphere in foreign language classes and take into account the emotional state of students in the classroom using the case method.

This method has many important educational opportunities. Students not only acquire new knowledge and develop a common outlook, but also learn to think critically and strategically, analyze complex problems and gradually find their rational solution, listen to and consider an alternative point of view, as well as argue.

The case method is complex and includes the following teaching methods: modeling (building a model of a real situation), system analysis (system representation and situation analysis); mental experiment (mental play of the situation); description (formation of a system of facts for the purpose of reasoning); problem method (isolation of the problem from the case information, selection of an appropriate solution from many alternatives and development of a practical model of its implementation); classification (creation of lists of properties, characteristics that make up the situation); game methods (presentation of options for behavior of actors in the situation); the method of «Brainstorming» (generating ideas through collective discussion of the situation), discussion and / or controversy (exchange of views on the problem and ways to solve it with arguments) [3].

The use of this method in foreign language classes is an excellent simulator for practicing monologue and dialogic speech. Students develop their ability to argue, to lead a discussion in English. The case study involves a well-organized planning process consisting of the following steps:

- confrontation (the teacher announces the topic, goals and objectives; provides case material; acquaintance of students with texts (cases) on a particular topic);
- collection of information on used texts (cases) (key information is issued in the form of diagrams, charts or tables);
- resolution (reproduction of answers to pre-asked questions of the teacher);

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- debate (presentation, when each group presents its work separately or one of the groups begins the presentation, and all other groups complement its answer);
 - reflection (summarizing, discussing conclusions, learning outcomes)
- [2, p. 115].

The case method teaches, first of all, to apply in practice the material received at lessons in English. Students have the opportunity to use their personal experience in solving specific problems. It should also be noted that the discussion shows the communicative shortcomings of the learner in order to improve language skills.

This method of teaching requires a certain level of English language proficiency. It follows that the teacher needs to carefully consider the future lesson in order to successfully organize the learning process. I would like to give a specific example of the application of the case method in English classes on the basis of the Agricultural University.

Thus, the most effective method of online learning today is the case method, which allows you to train competitive professionals by considering specific cases of business practice. The case method is well applied to students who see it as a game that provides mastery of theoretical positions and mastery of practical use of the material. It should be noted that the analysis of situations stimulates the primary professional skills of students, contributing to the formation of their interest and positive motivation to learn.

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FEATURES OF LANGUAGE LEARNING BY FUTURE POLICE OFFICERS

Modern society has a number of tasks to solve that we have to solve, and today the language barrier is an important aspect. Therefore, in order to overcome it, most countries around the world recognize the need to learn English, because having it you can eliminate the so-called language differences and get help anywhere in the world.

The world is changing its views, it is modernizing to remove all obstacles that stand in the way of ordinary people, and our state is no exception. Today a lot of attention is paid to the study of languages, including in institutions with specific learning conditions.

We would like to pay special attention to the study of languages by this category of the population, because it is on them in accordance with Art. 2 of the Law of Ukraine «On the National Police» the legislator has an obligation to maintain public safety and order [1]. Based on this provision, we must understand that law enforcement officers are officials who, in the performance of their duties, must do everything possible to maintain the security of not only the citizens of our state, but also others.

Particular attention should be paid to oral communication in order to improve knowledge and skills in this aspect, it is unlikely that a police officer will fill out procedural documents, but they can communicate with native speakers of other languages based on their official position.

To better understand the need to learn foreign languages, it is necessary to pay attention to Art. 10 of the Constitution of Ukraine, which states that our state promotes the study of languages of international communication, and English is just such a language [2].

In addition, it is worth noting that the knowledge of languages by employees is a criterion for their education, as police officers are certain guarantors of security and a symbol of compliance with the law as can be treated by foreigners who come to our country language barrier. Of course, in such situations, in the eyes of these people, our state will look uneducated and not progressive. That is why it can be considered another impetus for the study of languages by law enforcement officers.

Studying this topic, we must emphasize that another very important aspect in our opinion is international cooperation and staff exchange. Therefore, in order to

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exchange their titles, different countries around the world conduct so-called employee exchanges, and of course, those who do not speak a foreign language will not be sent for such an exchange, which is not only important but also interesting for every police officer. Since gaining some new knowledge, seeing how the same structures work in the world's leading countries is a very good aspect. That is why by studying a foreign language future cadets build their own path to success.

We would also like to draw your attention to the fact that in order to enter the master's program in the future, law enforcement officers must pass two exams. The first is knowledge of the legal framework of our state, and the next is knowledge of English. This aspect suggests that after receiving a bachelor's degree, law enforcement officers must already have a sufficient level of English language skills to perform their official duties.

Based on all of the above, we understand that learning languages in the modern world is not just a whim or desire of police officers, it is their direct responsibility and after graduating from university they should be able to provide quality assistance regardless of whether they speak Ukrainian or English.

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LANGUAGE AND INTERCULTURAL COMMUNICATION

One of the most important parts of human life is communication. In general, this concept is not limited to the exchange of information between people. This includes transmitting and receiving information involving machines, devices, artificial intelligence, computer networks and programs, cultural symbols, space realities, and more.

In the narrow sense, communication is the main means of human communication, the most active form of human life. It is an open and at the same time secret process of developing different relationships between individual

speakers, groups of people and all people. In addition to spoken language, communication accompanies or replaces ordinary language with nonverbal communication. Communication is also seen as a process of communication and understanding, for example, a certain way (level) of language, language elements, language terms and language systems [1].

Communication and communication in the language of life are synonymous (similar) concepts. If communication is considered in a broad sense, any communication, non-verbal and verbal communication will be one of the components of communication, for example, the exchange of information through a system of common symbols and codes.

Despite the constant changes in society and nature, the essence of communication with people remains the same: these ideas, the exchange of information and the achievement of mutual understanding, the unity of relationships everywhere and at all levels. However, the forms, methods and ways of interacting with people are constantly changing.

The development of globalization, the expansion of international relations, the internationalization of society as a whole, the nature of communication have changed. Establishing business and friendship with representatives of other countries involves learning a foreign language. However, this is not enough, as there are serious obstacles to communicating with foreigners – without knowing their ethnic and cultural characteristics.

In a broad sense, culture is a set of material and spiritual values, in a narrow sense – the level of spiritual life of people.

The purpose of intercultural communication is communication between representatives of different national and linguistic and cultural associations, and the subject is language and behavioral standards in national societies, communication, some «cultural situations» of various actions, models of perception and analysis, objects and events, social norms, customs, rites, permits, prohibitions, etc.

Of all the possible forms of communication created by mankind, language is the most important, and their communication function is very important. Therefore, the main center of intercultural communication has always been a language that reflects the basic characteristics of man and the whole national and cultural society [2].

Knowledge of another native language is an important part of intercultural communication, and it is the first step to successful communication between different people and cultures. It is tactless to communicate with a person until he understands the language and culture, because he does not know a certain culture to get to know the person. Ignorance of the system of figurative and symbolic meanings leads to different interpretations and comparisons of languages rich in linguistic images of the world. Abuse of homonyms between languages can lead to misunderstandings, comic book situations and even conflicts.

However, knowledge and command of the language are not the same thing. Linguistic knowledge, i.e. the ability to speak and understand freely, the ability to think through language – a natural phenomenon, a universal treasure to which a

person is accustomed since childhood and to some extent automatically understands. Linguistics is a complete understanding of language as a set of knowledge about man and the world, written in lexical, phraseological, grammatical and other forms of linguistics [3]. In the process of comparison, they usually understand the language or languages and have secondary knowledge. «Who does not know foreign languages,» wrote J.-V. Goethe has no idea about his own»[3]. Therefore, knowledge of languages is the main source of knowledge about the national and cultural characteristics of different peoples, without language it is impossible to build intercultural competence, and without language you can not achieve respect and understanding.

Thus, the mission of intercultural communication is the formation of intercultural competence, knowledge of different peoples and cultures, avoidance of interethnic and intercultural conflicts, creating favorable conditions for communication in various spheres and living conditions.

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THE IMPORTANCE OF FOREIGN LANGUAGE SKILLS FOR INTERNATIONAL COOPERATION

In recent decades, the world has undergone major changes in the needs, interests, values, social, economic and managerial relations of people and communities.

On the one hand, innovations in public and municipal administration (public administration) should be considered as new forms and methods of work of administrative bodies and local governments, new management methods, methods and tools for solving problems. On the other hand, improving public administration of the system itself. These innovations include identifying and exploiting the hidden potential of public administration systems and their affect, based on empirical experience and the latest scientific advances.

Innovations in state and municipal administration are implemented through innovation projects. If the project in the general sense is a unique initiative, it is a series of specific actions, a set of measures to achieve a specific goal [4].

An innovation project is an innovation project that brings together ideas, plans, and actions to implement a plan. It is your own set of mutually agreed activities and related resources that use new ideas, methods, tools, techniques, and more.

Applying traditional innovation typologies, innovations in public administration can be characterized by the following key characteristics of the components:

- form of innovation (documentation, institution, technology);
- depth and quality of innovations (radicals, improvements and modifications);
- the extent of the spread of influence (transnational, state, regional, municipal, regional-municipal and other associations, regional authorities, structural units of public authorities);
- management components (legal, organizational, information);
- positioning (replacement, rationalization, expansion, retrospective, etc.) [2].

The emergence and quality of innovations in public administration are associated with a number of conditions that require appropriate regulation: regulation, law, personnel, science and methods, information, finance, incentives.

Innovation and openness to change is one of the 12 well-known principles of good governance reflected in the European Strategy for Local Innovation and Good Governance, supported by the 15th European Conference of Ministers of Local and Regional Government (Valencia, 15-2007 16 October) and approved by the Council of Ministers. Europe in 2008. In Ukraine, the need for innovation in public administration, including local self-government, is still not covered by any documents or regulations, although the need for them is obvious: the existing social problems of all levels of government are not solved in traditional ways [3].

Given that civil servants and local government officials are responsible for the implementation of state and municipal policies, it is recommended to analyze the level of their education. According to official data, as of January 1, 2014, 91.3 % of civil servants received higher education, 8.4 % did not graduate, and 10,382 persons with basic higher education, which is 3.1 % of the total number of civil servants, received higher education. Education. Education in the specialty «Public Administration»., 2033 civil servants have higher education, which is only 0.6 % of the total [1].

Among local government officials, only 73.7 % had completed higher education, 25.8 % – incomplete, basic higher education, 3,082 local government officials, or 3.2 % had higher education in public administration, 225 officials local governments have a degree, or only 0.2 % [1].

A significant obstacle to the development of innovation in public administration is the lack of information about the practice. Currently in Ukraine there is no general information on the state of scientific and methodological support of public authorities.

Competitions and grants are public and municipal financial instruments that promote innovation in management. Thus, it not only stimulated innovative ideas to ensure the development of deposits, industries and deposits, but also formed a new culture of management, which became a prerequisite for continuous efficiency. Today, many local governments in Ukraine hold creative competitions for the development of their territories, participate in competitions to finance their

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projects from donor organizations, use innovative solutions to solve local problems. This practice shows that these bodies have the conditions in which they have incentives and / or motivation to act in a new way.

Thus, innovations in public and municipal governance can be new or transformed organizational structures, financial, informational and other mechanisms for managing social and territorial development, approaches in the interaction of public authorities with the public, business, territorial marketing technologies and more.

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US POLICE EXPERIENCE COMMUNICATION WITH IMMIGRANTS

Local police are engaged in the public debate over national immigration policy, and it has become an enormous communication challenge. Immigration enforcement authority rests solely with the Federal Government, where national policy is established. The Federal Government is responsible for dealing with all immigration issues, including deportation for violations of these laws.

Crime prevention and combatting has always been an important measure of police effectiveness, but in the past 10 to 15 years it seems to have become the most significant one. Crime has been emphasized in spite of the fact that police spend the majority of their time dealing with issues that are not directly related to crime investigation. Policing is a multifaceted structure that involves handling calls for service, resolving disputes, controlling traffic and many other activities. It does not lend itself to one measure taking precedence over all of the other things the public expects from the police. Using «crime» as the primary measure of success

presents other problems as well. The primary source of information on crime in the United States is the FBI Uniform Crime Report (UCR) compiled and published annually. The eight Part 1 offenses included in the report (Homicide, Forcible Rape, Robbery, Aggravated Assault, Burglary, Larceny, Auto Theft, and Arson) are compiled from information reported from local police agencies. The UCR indicates the violent crime rate in the United States has declined from its peak in 1991 by 40 percent and the property crime rate by 38 percent (FBI 2009) [1].

Both violent and property crime registered additional declines of 6.5 percent and 3.3 percent respectively in 2010 (FBI 2011) [1]. Although it is a positive trend, a number of issues make talking about crime reduction more complicated as follows:

- The FBI Uniform Crime Report includes only those crimes reported to the police. The most recent national victimization survey indicates that 51.8 % of violent crime victims and 61.6 percent of property crime victims did not report the incident to the police (BJS 2010).

- Questions about the accuracy of the crime data reported by the police continue rising. *Time* reported on the results of a survey of NYPD police captains, who indicated that the pressure of CompStat1 meetings caused some to falsify the numbers. In Dallas, Texas, the City Council hired an auditor to verify the crime statistics.

Crime is a far more complex phenomenon than statistics can portray. Individuals' experiences, both direct and vicarious, have a profound and distortional effect on their perceptions. Many people live in neighborhoods in which incidents of crime are rare. Others live in areas where there is a high concentration of crime and police calls for service. Their experiences with crime are very different and they are likely to have different perceptions of crime and the police. Yet common to all groups, at least to some extent, is their exposure to crime through the news and entertainment media, which tend to present inaccurate views of policing, police personnel, victimization rates and the prevalence of violent crime.

In recent years both state and local governments have enacted laws and regulations aimed at making it more difficult for illegal immigrants to live in their states and communities. These policies range from prohibiting renting accommodation by illegal immigrants and restricting the provision of public services to making it illegal to employ them. The policies are also designed to provide authority to local police to play a role in enforcing these laws. Nevertheless, public opinion is greatly divided. A Pew Research Center poll reports that 32 percent of Americans believe illegal immigrants should be allowed to stay, 32 percent believe they should be given temporary status and 27 percent believe they must go home. In a 2010 study, 67 percent of Americans believed the country would be better off if illegal immigrants became citizens and paid taxes, while 28 percent believed they should leave the country. In the same survey,

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89 percent of respondents indicated border security should be increased and there should be crackdowns on employers hiring illegal immigrants [2].

This has turned out to be a divisive and difficult issue for police and local governments as well. Leaders in many urban communities argue that enforcement of immigration laws by local police cause immigrants to be reluctant to report crimes and provide information for fear it will lead to deportation. It is said that this leads to «open season» on anyone believed to be an illegal immigrant. At the same time, the public has great difficulties in understanding why local police cannot enforce federal immigration law. There are many obstacles in dealing with illegal immigration issues at the local level. Overcoming language and cultural barriers, explaining the complex immigration laws and the limits to local police authority and balancing the provision of police services to immigrants without being perceived as supporting illegal immigration are all issues that require an especially thoughtful approach.

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TRANSLATORS AND INTERPRETERS DURING CRIMINAL PROCEEDINGS

As a result of its gradual development, Ukraine as a modern European democracy provides opportunities for study, employment and residence on its territory to almost every foreigner. This has a positive effect on the growth of our country's economy, the establishment of friendly relations with many countries worldwide. But it should also be noted that the increase in the number of foreigners on the territory of Ukraine requires considerable linguistic training for specialists

of state institutions, first of all, law enforcement agencies. We would like to consider the main problematic issues of involving such specialists (translators) in the implementation of criminal proceedings.

According to the 26th Article of the Constitution of Ukraine, foreigners are granted the same rights and freedoms, and they have the same responsibilities as citizens of Ukraine. There are some exceptions, but they are specified by the Constitution, the Ukrainian laws and international treaties of Ukraine. That is, during criminal proceedings where foreigners are involved, they have the same rights for effective legal protection in court like citizens of Ukraine. The legislation provides foreigners with the right to hire an interpreter for a more efficient and high-quality criminal process [1]. Part 3 of the 29th Article of the Code of Criminal Procedure (hereinafter CPC) of Ukraine provides an opportunity for participants in criminal proceedings, if they do not know or do not speak the state language, to exercise the right to testify, file complaints and appear in court in their native language. They are allowed to use the services of an interpreter in the manner prescribed by the CPC of Ukraine. The 68th Article of the CPC regulates the rights and obligations of an interpreter involved in criminal proceedings. When choosing such a specialist, the most important aspect is his/her lack of interest in the results of the case. The court, the investigating judge or the other party, for instance, an interpreter who is engaged must establish circumstances that preclude the existence of a common interest, namely, the relationship with an accused, a suspect, a victim or a witness. Also, an interpreter may not be involved in criminal proceedings if he/she acts in these proceedings as an applicant, a victim, a civil plaintiff, a civil defendant, an investigating judge, a defense counsel, a specialist or an expert, as established by the 77th Article of the CPC of Ukraine [2].

It should be noted that the European Court of Human Rights has repeatedly heard cases involving violations of the individual's right to a fair trial. During the criminal proceedings, it was not possible to involve an interpreter, because the accused person understood the language of the proceedings at a basic level. That is, the national courts found this to be sufficient for an effective and high-quality hearing of the case (*Vizgirda v. Slovenia* (application no. 59868/08)). This position of national judges is such that it violates the rights of the individual enshrined in many international countries, at the same time, it does not give the person the full right to legal protection, as a result of which the protected party has less prospects [3].

It is proposed to establish centers for the assistance of translators/interpreters related to the provision of secondary legal aid. This would provide an impetus to facilitate the search for translators and increase the level of procedural guarantees for the observance of the rights and legitimate interests of participants in criminal proceedings with regard to the language issue and the principle of judicial independence. This would make it possible to take part in the criminal proceedings of qualified translators in cases provided by the CPC, namely: when involving them as an investigator, an investigating judge and a prosecutor in a pre-trial investigation or court hearing for translation [4].

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So, involving an interpreter in criminal proceedings may seem extremely simple and easy at first glance, however, it is still associated with many issues that arise during criminal proceedings. In most cases, such problems are related to the unprofessionalism and illiteracy of professionals who must have a vast expertise. We suggest, as one of the solutions of this problem, to sign contracts with companies specializing in translation, or individuals with appropriate education and experience. Another option is to allow law enforcement agencies to announce a tender for the service of the institution during the translation process, which would add confidence, free time and relieve the burden on investigators who will be able to focus on the main duty routines.

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INTERPRETATION AND TRANSLATION IN PROFESSIONAL ACTIVITY

It is not a secret that interpretation and translation are considered to be an incredibly significant part of today's world both social and business. It is the language that maintains and ensures communication between nations and has a great impact on the international image of this or that country. In addition, it serves as a universal indicator of culture. Moreover, by means of languages people from all over the world can acquire knowledge without boundaries and limits. Transposition or so called translation is one of the ways to make Ukraine more

visible for representatives of other countries and to present it on the international arena as one of the most knowledgeable and significant.

Translation and interpretation are extremely closely connected with civilization and practically accompany it from the early beginning. A large number of people believe that translation and interpretation are the same thing, like synonyms. However, it is not 100 % true. Despite the fact that these two notions have a lot in common, still they are characterized by a wide range of differences. In fact, interpretation and translation belong to different activities that require certain set of skills and knowledge.

Translators are required to have excellent abilities to work with the texts and have a solid grasp of grammar. Secondly, while performing, translators should be specific, clear and concise. [1]. Thirdly, in our opinion, they need to have good writing skills; to be good at document formatting and able to perceive information correctly without distortion of meaning. It is known that translators spend lots of their working time on computers. That is why it is important for them to have an appropriate space in a peaceful environment so they can carry out their responsibilities in accordance with the existing standards in the industry. [2]. We should not forget that this profession is very serious while sometimes one wrongly conveyed word can destroy everything and affect people, countries and even the whole world.

We consider perfectionism as a must for the professional translators. Consequently, a special attention should be paid to document style and accuracy of terminology. However, translators must be proficient not only in foreign language, but also in their native language. If this condition is not met, the text can be incorrectly translated into the target language. The reason for this is that the linguistic and semantic nuances of the text are not fully considered.

Let us turn to interpreters. Excellent interpreters, as well as translators, are required to have a wide range of skills. For example, good knowledge of the cultures of source and target languages' countries and rich vocabulary. On the other hand, they should be able to translate consequently and speak briefly and clearly. In addition, interpreters should go through professional trainings and get additional knowledge on simultaneous interpreting.

It is of great importance for interpreters to speak with a straightforward voice. As of word-for-word translations, it does not work in this case. Professionally trained interpreters who are dedicated to their work have very strong reflexes, as well as excellent memory and distinctive language. They rely primarily on a linguistic review by the means of their own skills and brilliant expertise. It is important for a skilled interpreter to be able to work under pressure and tight deadlines. However, despite all difficulties, they must perform with full accuracy within live communication. Fundamental basic knowledge and drawing on the experience prevent interpreters from missing important details and meanings of what has been said.

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As we stated at the beginning, a lot of people believe that interpretation and translation are, in principle, the same thing. However, we have done our best to shed light on this topic and to prove that these two language activities differ greatly. But still, they are united by the same purpose that makes them common. In summarizing all the information presented, we should note the importance and practical relevance of translation and interpretation and not forget the value of the work of translators and interpreters in general.

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LANGUAGE IN MULTICULTURAL SPACE

Language is an effective factor in the development of personality in a multicultural space. As a manifestation of the spiritual life of mankind, it plays a major role – promotes the process of communication, socialization, professionalization and social adaptation. Socialization, as a process of social formation of the individual, the assimilation of individual values, norms, attitudes, patterns of behavior inherent in a given society, social group, cannot be imagined outside the context of language.

A foreign language is one of the main tools for educating a linguistic person with global thinking, able to adapt to the modern level and style of professional and personal communication.

This is ensured by the introduction of various forms of communication using creative and innovative technologies, which promotes the development of the ability to clearly define situations and goals of communication with their planned implementation, expanding creative and scientific potential of students in the context of intercultural communication.

Learning a foreign language depends on a number of factors. One of them is taking into account the national cultural specifics of the society in which the language you are learning operates.

Understanding a text in a foreign language is impossible without understanding the cultural features that create it [1]. In the conditions of modern

global integration, it is necessary not only to know foreign words, but also to be acquainted with the culture of another people, because behind each word there is a picture of another world, another language and another culture. In their research, S. Shustov and I. Noskov consider the problem of intercultural competence from the standpoint of mastering the individual data linguistic and cultural units that are necessary for her to communicate.

Communication in an intercultural situation is always full of conflicts between knowledge and ignorance, even in the case of communication in one language [2]. Accordingly, one of the goals of teaching intercultural communication is to prevent conflicts and resolve these conflicts by developing students' ability to implement and understand lexical and grammatical constructions that meet the norms of communicative activity of another linguistic and ethnocultural community and other national language world.

Interactive activities include the organization and development of dialogic speech aimed at mutual understanding, interaction, solving problems important to each of the participants in the learning process. These include: information and communication technologies, project technologies, collaborative learning (working in small groups, pairs), situational learning, language portfolio technology, play activities, presentation presentations, mind mapping, etc. Thanks to such technologies, students' motivation to acquire the necessary competencies increases, and the educational process is significantly intensified.

The use of authentic texts, movies and videos designed for native speakers, computer programs, and audio materials facilitates the transfer to a multicultural space - all this helps to adequately perceive the language of the interlocutor [3]. The method of projects is widely used in the method of teaching a foreign language, which is very popular among those who study a foreign language. This method can be applied to any topic at different levels of language learning. This method allows to modify, turn any lesson into a research club, where interesting and accessible intercultural issues that are of practical importance, namely dictated by the need for inclusion in cultural communication.

It is advisable to use authentic materials as a source of extralinguistic and linguistic information. This is considered to be the most important way to involve students in the study of the culture of another country: thematic, local history, artistic texts, as well as dialogues (polylogues), poems, songs, letters, interviews, audio recordings, videos. Elaboration (annotation, abstracting) of current articles from periodicals and online publications is effective.

This type of educational activity is a stimulus for students, a motivating factor, as it offers interesting, relevant, thematic and diverse information. For many of them, it is also the «key» to knowledge of foreign society, its traditions, prejudices, ways of thinking, mentality. There is a focus on various aspects of public life and culture of the country; discussions on topical issues covered in the articles are stimulated. All this provokes an authentic reaction and is one of the

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main means of getting acquainted with the modern culture of the country whose language is being studied.

Thus, students expand their individual picture of the world by involving in the linguistic picture of the world speakers of this language, their spiritual heritage, national-specific ways to achieve intercultural understanding. At the same time, the student's mind synthesizes knowledge about the specifics of native culture, foreign language culture, and the common knowledge of culture and communication. It is through critical reflection on another's way of life that they deepen their linguistic knowledge. In this way the process of enriching the picture of the world and understanding another culture is carried out.

A high level of intercultural communication involves mastering your emotions, showing attention to other people. Relations in the process of intercultural communication involve the high development of ethno-political thinking, feelings, needs, tolerant attitude to another culture, to national customs and traditions.

Summarizing the above, we can conclude that intercultural communication involves overcoming not only the language barrier, but also, and very importantly, cultural. The formation of intercultural communication is an urgent task caused by global processes. And it is language education that is called to fulfill this important mission. Educational activities should be aimed at a deeper holistic study of the culture of native speakers, their way of life, national character and mentality.

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PSYCHOLOGY OF PHYSICAL EDUCATION AND SPORT

Physical education is an important aspect of the human education system. In all respects, physical education is an educational process and is characterized by the principles inherent in the pedagogical process. In physical education, the role of the teacher (teacher of physical culture), the place and functions of students (students), their joint activities aimed at the implementation of educational and upbringing tasks are clearly defined. The system of physical education classes practically corresponds to the didactic principles and norms of the organization of the pedagogical process, but has its own specific features.

First, it is a continuous multi-year process that extends to all periods of each person's life, beginning immediately after birth.

Secondly, it is a process, the content and forms of which always depend on the peculiarities of the laws inherent in the age division into periods of human development.

Physical education is characterized by the fact that the formation of motor skills, education of physical qualities and mental properties is carried out in full accordance with the laws of periodization of ontogenesis.

Psychology of physical education – a science that studies the patterns of development and manifestations of the human psyche in terms of physical development of various human qualities. Movement is one of the foundations of human life, the main condition for his healthy activities and the absence of disease. The engine of human activity should be laid from an early age, this means that natural inclinations should develop in active life forms, for example, if a child from an early age does not develop such a natural need as physical activity, then its natural inclinations will lose their value and will be the most difficult to develop further.

Identification and development of motor skills is an important psychological reserve that can be used for rapid and perfect mastering of physical exercises. In these cases, you cannot do without a detailed study of sports psychology, which studies the qualities of man, influencing his participation in competitions, purpose and motivation to win prizes in competitions. The goals of sports psychology are the study of the formation of qualities, training methods, as well as the individual approach of the athlete to certain types of competitions, including the process of preparation for competitions. At the stage of sports development, psychological preparedness becomes increasingly important. Various

mental processes and states begin to play an important role in preparation for competitions, the importance of psychological factors is growing. In general, the psychology of sports – is the study of the life of the athlete and the activities of sports teams.

Modern psychology is at the intersection of different sciences, occupying a special place in the study of man. The process of development of mental regulation of psychomotor action and behavior cannot be properly understood, or even use a dialectical understanding of the principle of development: development as a unity of opposites. Psychology has direct links with the social and natural sciences. She retains her subjects, theoretical principles, research methods, although she uses for the purposes of knowledge from related disciplines. Finding out the role of the psyche in the activities and its development, psychology opens up other human sciences. It reveals a person's mental capabilities in the most stressful conditions of activity: a sports record is the discovery of opportunities, the realization of human psychomotor abilities.

Thus, all the elements related to the psychology of physical education are important to consider when conducting physical education classes, training, as well as for more effective work requires the development of so-called methods of regulating the psycho-emotional state in physical education classes. It is not always possible for an athlete to use the methods, due to their workload, training mode, and it is impossible to do so during the training itself. In such situations it is extremely necessary to have methods of self-regulation.

The process of training an athlete can be divided into training and coaching, it is a single and inseparable pedagogical process. The process of training an athlete is always educational: it must be built so as to simultaneously develop purposefulness, initiative, determination, courage, will, a sense of friendship, community, collectivism, promote the formation of the necessary motivation, interests, ideals, beliefs – in short, create their opinion. On the other hand, in the process of training an athlete there is a sports improvement.

Sports improvement is a pedagogical process that has a high level of sportsmanship through the maximum development of mental qualities, physical abilities and the formation of positive personality traits of the athlete.

Summarizing the above, we want to note the importance and significance of the coach's professional approach to each athlete individually, the formation of the athlete's psychological attitude to the training process as a whole and his desire to win prizes in competitions directly depends on his psychological education. According to statistics, most professional companies.

Prize-winning athletes are trained from an early age, which is characterized by their high level of psychological education, which is laid down by the coach in childhood. But it should be noted that there are always exceptions, athletes who began to train in adulthood and achieved high results, usually people who are highly motivated and psychologically focused not only on the development of physical skills, but mostly on a high place in the rankings . As for the developed methods of maintaining the psychological state during the training process, they

should be used regularly to achieve the highest results and increase the productivity of the training process.

Thus, the psychology of physical education has one of the important goals for the healthy functioning of the human body, this goal is physical perfection, which is achieved through daily activities and training. It is the maintenance of human harmony that requires the right approach to his psychological characteristics, which in the future will help motivate him to achieve high results.

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RAISING OF PSYCHOLOGICAL HEALTH OF PERSONALITY IN THE CONTEXT OF CURRENT PROBLEMS OF SOCIETY

One of the main tasks of health psychology is to study various types of factors that determine the state of human health, as well as motivational and situational variables that have prognostic value in the formation of health – conservative behaviour. Motivational parameters through conscious intentions (for example, playing sports, limiting the consumption of sweets, quitting smoking, etc.) provide health-related behaviour, situational incentives actualize appropriate behavioural changes. Prognostic analysis allows both to identify «risk groups» and to design probabilistic mechanisms of action of certain factors of health change [2]. Of course, such an analysis may have some fraction of error, because many behaviours related to human health do not require informed decision-making or are not subject to the laws of rationality.

Characteristics of the criteria of psychological health of young people (based on the criteria of psychological health and age characteristics of the subjects), as generalized criteria of his psychological health, can be called the desire for self-actualization, the desire to establish humanistic values, values of human existence. Unlike childhood, in adolescence, when young people's lives become amateurish, self-aware and self-directed, psychological health begins to depend on the youngest person, the orientation of his personality, the choices he makes in his life and, in general, from the degree of understanding of their lives and life in general. Psychological health is largely determined by the psychological culture of the individual. Many problems of modern social life are based on the

lack of culture and, above all, the psychological culture of society. Psychological illiteracy, low psychological culture of modern society, the culture of relationships in the living space in which many children live, create conditions in which the child often from birth falls into the «risk zone» – the risk of not becoming human [1]. In short, the modern socio-psychological environment acts «in the sense of personal development and its specific human characteristics not as a situation but as a source of development» forms a young generation with problems of self-determination and social adaptation. The urgency of educating the psychological health of young people is determined by the fact that in the period of changing values, the spiritual unity of society is violated, changing life priorities of young people, destroying the values of the older generation and deforming traditional moral norms and attitudes.

Modern circumstances where a person faces the deprivation of their psychological, social, spiritual and other needs, where there are real threats of loss of varying severity – from temporary unemployment to prolonged recession; from mild to fatal – such circumstances are a likely predictor of the development of anxiety – depressive reactions or clinical depression, which has severe clinical symptoms, including – depressed mood, sleep disturbances, appetite, loss of interest, apathy, suicidal thoughts. In addition, severe stress can impair the ability to adapt and contribute to the emergence of post-traumatic stress disorder. Therefore, it is very important to do psychological prevention and prevent the occurrence of potential mental disorders, or to timely recognize their vulnerability and need for help [3, p. 63].

Mental health is defined as mental health used to describe any level of mental, emotional well-being or absence of mental disorder. It is determined by mental characteristics that allow a person to be adequate and successfully adapt to the environment. Usually this includes the conformity of subjective images of objective reality, adequacy in self-perception, the ability to focus on the subject, the ability to retain information in memory, critical thinking. Indicators of mental health are the absence of mental illness, age-appropriate mental development, favorable functional status of the higher parts of the central nervous system. The opposite of mental health is mental disorders and mental illness. Mental health does not guarantee health. At preservation of mentality, full mental adequacy the person can be mentally ill. In turn, mental health is defined as optimal for the individual, society and life prospects of the mental state of man. One can be born healthy only mentally, and psychological health is only acquired or not acquired during life, it is the result of education, self-education and self-development, education and self-education.

Thus, psychological health makes a person self-sufficient and autonomous. It is important to equip the younger generation according to age with the means of self-understanding, self-acceptance and self-development in a contradictory dynamic social environment. Psychological health is a necessary condition for the proper functioning and development of man in the process of his life. Therefore, the society should conduct purposeful work with the population on the formation

and development of psychological health, as one of the main factors of successful social adaptation and self-realization of the individual. The conditions for actualizing the spiritual and creative potential of the young person's personality were a set of internal and external psychological conditions: activation of internal personal integration processes, activation of dialectical thinking and psychological and pedagogical support of personal self-organization. It is statistically proven that the actualization of the spiritual and creative potential of the individual is a factor in the psychological health of young people.

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ADVANTAGES OF DISTANCE LEARNING IN THE GLOBALIZED WORLD

A few years ago, a student seeking knowledge, had to regularly attend the chosen higher educational institution. The rapid development of Internet opportunities, the emergence of its base of new educational programs that provide students with the opportunity, without leaving home to get the desired education not only in the domestic higher education, but also to study abroad – all these conditions have made in our time much more accessible education in the dream educational institution. It is also necessary to take into account the fact that crucially fast, mass transition to remote higher education in most countries in 2020 and in 2021 was caused by the rapid spread of the virus COVID-19. Higher

educational institutions were forced to respond urgently to new realities of today and significantly accelerate the development of necessary distance learning opportunities, as well as improve the work existing educational distance platforms.

Of course, the economic development of each country significantly affects the possibilities of obtaining distance higher education. Internet connection and its quality come to the fore. Students in Ukraine today, unfortunately, have different access to the Internet, because many of them are in home quarantine, and maybe in a small village, for example, in the Carpathians. In addition, not all universities in Ukraine managed to thoroughly approach the solution of this problem, both due to lack of funds and due to the lack of properly trained teaching staff who can professionally use modern virtual opportunities in teaching students their profession. However, in 2020, significant progress has been made in this regard and, according to experts, Ukrainian universities are catching up with leading European universities. Online education is based on both traditional and specific methods and teaching aids based on computer and telecommunication technologies.

Online classes can be conducted in two formats: a) pre-recorded video lessons; b) live webinar. During online classes students can also see the teacher by video call, ask questions in real time, discuss, communicate with each other.

It is obvious that the personal preparation of the student, his desire to be organized, motivated and disciplined, is extremely important in distance learning. The student must learn a significant amount of material on his own, he also has the opportunity to choose the optimal time and rhythm for studying, which is important for people who prefer a non-standard schedule. All this does not exclude the support and constant clear control from the teacher. But there are some difficulties, namely the inability to control the implementation of independent tasks and monitor the process of independent task completion. Interaction with the teacher can be varied ways:

- while working in the chat, a group of students joins at the same time and joins the discussion of a particular topic. If a student was not present, he can view and study chat records;

- A common form of learning – a forum – is successful for seminars, conferences, workshops, etc. Forums can take place not only in writing, but also to be interactive. Forum – it is a series of consecutive entries that can be discussed in anytime;

- Video conferencing and webinar takes place at a certain time due time. The student can either participate directly online or view the relevant record. While for Video conferencing is mandatory for Webinar is not required, it can be a voice chat.

Keep in mind that creating video lectures requires a lot of time, technical knowledge and skills, but such a video can be used repeatedly.

The advantages of distance learning include the fact that it allows the student to save a lot, because there is no need to pay for the road to the university, accommodation in a hostel, etc., such training also gives the student more opportunities for part-time work. working hours.

Distance learning is a technology of the future that needs continuous improvement and compliance with online development technologies and platforms.

Teachers of higher education institutions are the only ones who do not it is possible to completely replace offline learning with online learning. There is a direct live communication between the teacher and the student in the classrooms an integral part of quality education.

These two forms of higher education should not oppose each other, but only harmoniously complement and improve each other.

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THE ROLE OF INTERCULTURAL COMPETENCE IN STUDENTS' LANGUAGE EDUCATION

To date, features of political, economic, social and cultural development of the modern world is becoming more pronounced demonstrate the strengthening of ties between different countries. It manifested not only in the expansion of the practice of cultural exchange, but also in increasing the number of direct contacts between state and social institutions, groups, social movements and people of different countries. In this context, a foreign language becomes an effective factor in socio-economic, scientific, technical and cultural progress. Knowledge foreign languages is one of the means of intercultural communication and adequate interaction with representatives of other cultures. To ensure a full and effective interaction the purpose of learning should be not only the formation reading and listening skills, speaking and writing but also knowledge features of culture and way of thinking of communicators. So before modern higher education is not only

a task of significant renewal the content of foreign language teaching, but also the formation of intercultural competence students.

Intercultural competence is the ability of an individual to exercise full-fledged intercultural communication, perceive language and culture diversity, to achieve mutual understanding between representatives of different cultures on based on the formed complex of relevant knowledge, skills and abilities. Therefore, the main purpose of the formation of intercultural competence of language students' specialties should be mastering the skills to manage the process intercultural interaction, adequately interpret it and acquire new ones cultural knowledge in the course of communication.

In the process of forming these skills students will learn to adequately perceive and interpret various cultural values; consciously avoid demarcation of cultures, see in foreign cultures not only differences but also similarities; consider others culture and representatives of other cultures from the standpoint of empathy; correlate existing ethnocultural stereotypes with their own experience and make adequate conclusions; review and change your own assessments of another's culture in line with the expansion of intercultural skills and experience communication; learn new knowledge about another culture for a deeper one self-knowledge.

The results and quality of foreign language teaching are largely the same depend on the choice of content of educational information and types and forms of work on classes. Yes, for the effectiveness of training it is recommended to organize interaction of students in pairs, micro groups, the whole group. In turn, relevant and interesting authentic materials about life in the countries of the language that studied, the cognitive nature of texts, photographs, diagrams, detailed comments and training exercises will make learning a good addition to any educational and methodical complexes in a foreign language. It is necessary take into account the fact that the content of the texts must be valuable for students, to have a certain novelty in describing the realities of the countries of the language being studied. After all, learning a foreign language, a person simultaneously penetrates into the national culture, studies the spiritual richness preserved by language.

Thus, the formation of intercultural competence is an important task development of the student's personality of language specialties, his culture speech and interaction with carriers of another culture. It is also effective the process of mastering intercultural competence is possible only if development of all types of speech activity in their close interaction.

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LINGUISTIC FEATURES OF ENGLISH INTERVIEW

Today, all over the world, interviews are one of the first places in the dialogue genres of the media, as it concerns direct information or views on an event, both from heads of state and from experts in a particular field, athletes, artists etc. In non-language higher education institutions, during their studies, students learn to compose dialogue-interviews in the field of general technical, scientific, professionally oriented topics. In this way, the interview, as a technological tool, allows to embody the principle of interdisciplinary links, which is realized through a system of multifaceted knowledge acquired in education. Peculiarities of teaching dialogic speech students with the help of interview technology were studied by such scholars as F. Klippel (classification of interviews and exercises) [2], F. Dubin and M. Margol (communicative exercises for learning English) [1], K. Krupar (communicative games).

In order to effectively teach students to compose and conduct English-language interviews without hindrance, it is necessary to pay attention to its linguistic features, namely: lexical, grammatical and syntactic.

Features of the vocabulary of the English-language interview are characterized by the presence of:

- 1) Conversational clichés (they help to start the interview by moving from one question to another and end the conversation at the end);
- 2) terms (used when the speaker speaks about his professional activities).

The grammatical features of the English-language interview include the use of appropriate English past tense verbs. For example, the present (The Present Simple Active, The Present Continuous Active, The Present Perfect Active) is most often used to highlight information at the moment or when the respondent talks about achievements in a particular field; the past tense (The Past Simple Active) allows you to review past events; future time (The Future Simple Active) is typical for the last stage of the interview, when the interviewer and his interlocutor talk about prospects, arrangements for further meetings. For example, this year I have graduated from ..., I mainly deal with ..., We are developing ..., Last year I worked in ..., I'll develop ...

Also, it should be noted that the use for English-language interviews:

- 1) Short verb forms (don't);

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2) Modal verbs will, could, may, would, must, reflecting the meaning of the generally performed action;

3) insert words and phrases that are needed to connect speech (first (ly), second (ly), because, thus, therefore, so, then) in order to logically and consistently build sentences, explain information;

4) the pronoun «I», «you» «we»;

5) passive constructions (to express one's opinion, comment on technical innovations, etc.).

Because the interview belongs to the dialogic speech, it is not oversaturated with infinitive, gerund and adjective inversions. It is known that an interview consists of questions and answers. The following types of questions are mainly used: general and special. General questions lead the speaker to talk (Can you tell me more about..?, Can you tell me about your recent project? Do you think ...? Have you ever worked ...), are used to clarify or describe information (Can you give examples of ..?, Can you describe your technology?). And special questions usually need a specific answer and usually start with the words: What, Where, How, Which, When. Alternative questions allow the respondent one of the proposed options.

Separation issues in English-language interviews are very rare.

The syntactic role of the interview also has its peculiarities. In the process of conversation, the interlocutors use both simple and complex sentences (depending on the question and the construction of the answer to it). The order of the words is usually straightforward. There are also elliptical and impersonal sentences. As a rule, motivational sentences are used in communication, which sometimes replace general questions. For example: Tell me about ... instead of Can you tell me about ...

The interview is characterized by the presence of interrogations, interruptions, repetitions, which can lead to slight inhibition and thus help the speaker to focus on the answers.

Taking into account, these features will allow interview participants select appropriate exercises to develop skills, develop and improve dialogic skills in English-language interviews.

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YOUTH COOPERATION DEVELOPMENT AS A KEY TO STRENGTHENING INTERSTATE RELATIONS

International youth cooperation is considered as one of the most important requirements for the development of relations between different nations and peoples. Moreover, today a lot of countries focus on the international youth cooperation framework and give the highest priority to the foreign policy relations in study programs for higher schools.

The main goals of youth cooperation policy with associations of other countries and states are as follows:

- to form a positive image and strengthen authority at the international arena;
- to develop long-term cooperation with neighboring countries on terms of mutual understanding and deep respect;
- to fulfil human innovative potential by means of the effective youth policy introduced and with the regard to the unique international experience.

Multilateral youth cooperation opens new horizons for individual joint projects and offers specialized programs for mutual exchange of experience while working with young people.

Involving young people in different international processes (like cultural, economic, scientific and educational) helps to reveal the creative, social, educational, spiritual and moral potential of the younger generation; as well as to strengthen friendship and promote mutual understanding between young people, which, in its turn, will definitely contribute to the international cooperation and improve relations worldwide.

As of now, we can distinguish the following methods that are successfully working within youth cooperation framework:

- professional trainings and assistance with employment for future career growth;
- protection of socially vulnerable groups;
- support of talented youth in their activities;
- encouragement of the youth volunteers' movement.

Along with the great opportunities that youth cooperation creates, there are a number of things that are needed to improve interaction. In our opinion, firstly, we obtain insufficient information about the work done. Secondly, it is the lack of knowledge of foreign languages.

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However, it is important to highlight that we see a great desire of young people to learn and become acquainted with the culture and history of the participating countries.

Thanks to the wide use of electronic means of communication and the Internet, the boundaries of interaction between youth associations and creative unions are becoming obliterated.

For instance, the World Congress of Ukrainian Youth Organization is a public superstructure of the Ukrainian diaspora youth. It represents the interests of Ukrainian youth in the diaspora, unites foreign Ukrainian public organizations that are well-known in Ukraine with international governmental structures. Therefore, it is an independent, non-profit and non-political public superstructure of Ukrainian youth living outside Ukraine, and is an important part of the World Congress of Ukrainians.

In order to defend the rights of the Ukrainian youth all over the world – including those provided in the Article 12 of the Constitution of Ukraine – to promote personal development and active participation of young diaspora in the socio-political life of Ukraine, as well as to strengthen national youth movement in general [1], there has been concluded the memoranda of cooperation with the Ministry of Youth and Sports of Ukraine (since 2014) [2], the Ministry of Information Policy of Ukraine (since 2015), Ternopil and Khmelnytskyi regions' authorities. There are also active programs with MIOK that support communicative, volunteer, social and educational initiatives.

Another brilliant example of youth cooperation is the Union of Ukrainian Students in Germany. It is a non-governmental organization of students and graduate students from Ukraine who study at German universities. Today, this Union has about 200 members in 19 cities in Germany. The organization functions to present the interests of Ukrainian students, help young people in their student life, promote international cooperation, tell about Ukraine and show Ukrainian culture not only in Germany, but all over the world. The Union of Ukrainian Students in Germany is a member of the Central Union of Ukrainian Students [3].

By searching for new forms of cooperation between youth associations, creating different youth unions, holding discussions, conferences, cultural events and forums, expanding cooperation between students of different countries, we can set up a basis for developing and strengthening interstate ties, as well as promote the idea of globalization and integration in the world community.

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ACTUALITY OF FOREIGN LANGUAGE IN JURISDICTION OF UKRAINE

In today's globalized world with everything and everyone to be interconnected, the legal professions are becoming more integrated. Knowledge of a foreign language for lawyers, law enforcement officers, judges, lawyers and others is becoming more popular than ever. Analyzing the level of foreign language proficiency in Ukraine we can state that it still remains unsatisfactory, which logically follows from the level of foreign language competencies of the population of Ukraine as a whole. Thus, modern qualified representatives of jurisprudence to communicate in foreign languages on a professional level, both with foreign colleagues and ordinary citizens of other countries on household topics, remains a reality of the future.

The problems of improving the professional training of lawyers have been studied by Skakun O., Bilenchuk P., Badurka O., Koval N. Some aspects of language are investigated in the works of Artykuts N., Pradida Yu., Tokarska A. Their works are devoted to the training of lawyers. Nowadays, they pay more and more attention to such aspects of learning a foreign language as a language of professional interaction. In modern pedagogical science, the problem of formation of professional qualities in the process of learning foreign languages of future lawyers remains insufficiently studied.

Knowledge of one or more foreign languages by lawyers is becoming increasingly necessary and encouraged by the jurisprudence of the world. There are good reasons for this e.g. the growth of international crime, as a consequence, increased cooperation between law enforcement agencies around the world; intensification of migration processes which is primarily manifested in the influx of migrants to developed countries leads to a new model of modern society.

These problems require lawyers to know and speak at least one foreign language. Knowledge of a foreign language in today's reality is not only a condition for successful professional activity of the employee, but also its self-realization in a multicultural educational space.

In the context of Ukraine's integration into the European community and the world, new requirements for lawyers have emerged. A striking example is the European integration of Ukrainian law enforcement agencies into modern world

standards. According to legislative reforms, the police must be transformed into a modern European law enforcement agency. This is possible only with the comprehensive quality training of police officers which will be carried out in accordance with European standards.

Approaches to police training have much in common in different parts of the world. These are, on the one hand, legal requirements that determine the main activities of law enforcement agencies, on the other - regulations on education. Thus, it can be concluded that police reform requires the training of a new generation of law enforcement officers for whom the principles of humanism and democracy exist at the European level. One of the components of modern comprehensive training of law enforcement officers is language training, which involves mastering the state language and at least one of the most common foreign languages, without which Ukraine's integration into the European community is impossible.

The essence of the relevance of a foreign language is that language proficiency is considered a certain level of skills to use language for oral and written communication as a mechanism for learning the history, culture, political, political, legal spheres of life of other peoples. It is necessary to strive for lawyers to have a high level of professional terminology, because its perfect knowledge should be used in the field of jurisprudence is the key to a successful professional in their future. The formation of terminological competence of lawyers should not be considered only in the process of studying professional disciplines, but also with the help of a foreign language.

It should be noted that the most effective way to oppose legal vocabulary to lawyers is a conceptual genre approach, which aims to familiarize with the general features of legal terminology in different types of legal texts depending on the functional and stylistic diversity of text and genre. In turn, to work with this method, you need to understand what features of legal terminology prevail in different genres, which belong to the legislative, documentary and judicial registers, which correspond to narrow professional branches of domestic sources of law, and which opposing language specialties must master all language tools. used in a special field of communication, to ensure mutual understanding between people working in this field.

In general, a high communicative awareness of a lawyer is formed in the context of educational activities and differs as a holistic quality that combines personal and professional parameters. Combining such approaches and applying interdisciplinary links can achieve great results, deeply develop future professionals' understanding of professional terminology and use the acquired knowledge. Indicators of the formation of speech culture will be correctness, accuracy of speech, quality and accessibility of speech, purity and expressiveness of speech, richness of speech, appropriateness of expression, lack of «parasitic words», variety of vocabulary, logic and stylistic perfection.

The essence of the above is that the study of foreign languages is a means by which, on the one hand, the expansion of professional knowledge, there is a

mutually enriching exchange of authentic, professionally relevant information, and on the other hand, the formation of skills to implement acquired knowledge situations of professional communication. Comprehensive knowledge of a foreign language by legal professionals will facilitate mobility with professionals in Europe and meet international perceptions of the core competencies of the modern world.

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GENDER INEQUALITIES IN UKRAINE: CURRENT STATUS

The issue of gender inequality has been repeatedly raised in Ukraine at the legislative level. Numerous legislative acts of national and international importance still fail to solve the issue of gender inequality.

However, it manifests itself in various spheres of citizen life: in labour relations, political life, economic relations, health care, the domestic sphere and many others. The gender inequalities exist in every area of our lives. Moreover, the restrictions apply not only to women but also to men as well.

For example, in an area of our lives such as labour relations, women have privileges that men cannot have. The Labor Code contains a separate section on women's work, which does not usually apply to men who find themselves in the same situation. The law of Ukraine does not prohibit parental leave. However, in fact, this procedure is not provided for men and the same mother's privileges as women will not be received in the workplace. After all, the documents already contain provisions for women only.

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In addition, men who have become parents may also need to feed their children during working hours. Of course, due to physiological characteristics, they cannot breastfeed. However, this does not exclude the need to feed the child but there is no legal provision for break time at work for this type of activity.

At the same time, women are also discriminated against by the law in the employment relationship. For example, there are specific restrictions in the work that women rely on, which further affects the number of wages. Many women can do the same job as men, but earn on average 30 % less.

In the political sphere of life, it can be observed that there are not so many women as men. It means that women's voices are less taken into account in decision-making. The Verkhovna Rada has only 87 women deputies, which is only 20% of the total number of deputies.

Obviously, Ukraine has recently enacted laws to increase the participation of women in various processes, but this is not enough for now. Many women face the problem of employment, as it is believed that young employees get married quickly and get pregnant, women with children will often go on sick leave, and women with adults are not suitable for their age. The only conclusion is that they are hired with considerable difficulty.

Furthermore, the current situation in Ukraine with a full-scale invasion shows even greater gender inequality. It is mandatory that all men aged between 18 and 60 are not allowed to go abroad unless such a parent has three or more children. Moreover, it is not taken into account that some men could do much more for Ukraine if they did what they really want to do. Now, everyone who wanted to defend the country is already doing so. But the fact is obvious that some men have no choice but to take up arms, because they simply cannot move to a safe place. At the border, women are hardly ever checked as to whether they are military, and such a woman may be a first-class specialist, but she is forced to take her child to a safe place.

Many issues have now changed and they are even more acute than they were before the full-scale invasion.

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OPPORTUNITIES FOR POLICE CADETS: WHAT TO LEARN AND WHERE TO STUDY

Nowadays, good command of foreign languages is an integral part of our life and professional activity. Internet connection and open borders for cooperation with partners from abroad make it obligatory to use common language for efficient communication. One of the international languages is English, which is widely applied in all spheres. Thus, the logic suggests that learning foreign languages becomes one of basic skills in any professional activity.

The most widely learnt foreign language in Ukrainian higher educational institutions is English. But not all the students studying different professions consider this knowledge, or, better to say, subject in their schedule, to be significant. Unfortunately, not all the professional directions stipulate international cooperation or further perspective to leave for some foreign state. That is why many youngsters do not make substantial progress in learning English or another foreign language. It can be said that law enforcement and police activity are among those professions. Future police officers must work three years after their graduation at a police unit in Ukraine and afterwards they will barely have a chance to climb the career ladder in that way to find themselves serving abroad, they think. But it is a false logic.

Apart from such international police services as Interpol and Europol, whose officers apply to Ukrainian colleagues in particular in search of internationally wanted criminals and numerous issues, including human trafficking, arms trafficking, drug trafficking, etc., which makes it necessary to communicate with foreign colleagues normally in English (and at the professional level), our law enforcements have two wonderful opportunities – CEPOL and international missions.

CEPOL is the European Union Agency for Law Enforcement Training. CEPOL brings together a network of training institutes for law enforcement officials in EU Member States and supports them in providing frontline training on security priorities, law enforcement cooperation and information exchange. It also works with EU bodies, international organizations, and non-EU member state countries, including Ukraine, to ensure that the most serious security threats are tackled with a collective response. CEPOL constantly strives to offer innovative and advanced training activities by integrating relevant developments in

knowledge, research and technology, by creating synergies through strengthened cooperation [2]. The organization has created a specific learning platform for police officers titled LEEd, which offers numerous webinars, short-term and long-term online educational courses, offline learning opportunities, conferences and the most precious option of professional exchanges. The platform with all its opportunities is absolutely accessible for Ukrainian police representatives, including police cadets, and requires only good command in English to be able to pass the training and obtain a relevant certificate. CEPOL professional exchanges give Ukrainian law enforcements a chance to travel abroad and study the experience and the best practices in a direction of interest from their international colleagues. The requirement is obviously the same. Thus, it is clear that police officers have a real chance to work and study at the international level.

International missions require being proficient at two foreign languages, which should not become a barrier for our professional motivated police officers to occupy a valuable position at a highly prestigious international mission.

As we see, Ukrainian law enforcements have a number of options to join global police team as well.

Association of European Police Colleges (AEPC) is a single, initial point of contact for all European police training issues, though this role has largely been taken by CEPOL. It maximizes co-operation and co-ordination on police training between its members. It facilitates the sharing of best practices and research thereby making best use of resources. In particular, it is hoped to focus upon the provision of training assistance to candidate EU countries and European countries by means of joint programs, wherever appropriate. It enables greater exchange of students and staff between national establishments, including operational police officers. Overall, AEPC intends to assist the police services of member countries throughout Europe to provide the best possible policing for their communities addressing the challenge of international crime [3]. Thus, being the AEPC member DSUIA cadets and staff have a wonderful opportunity to establish cooperation with any other member of the Association (currently there are 55 members) and perform academic mobility, conduct mutual research and undergo internship at a foreign police academy. The easiest way to perform any of these activities is to find a colleague with mutual interests and then organize collaboration through the international departments of the educational institutions engaged. Moreover, AEPC organizes professional trainings for police officers, which are open for all members of the Association. Finally, there is an opportunity to visit international conferences organized by the Association, where you can meet representatives of all the police academies of Europe and establish personal ties with them. Thus, scientific activity in the law enforcement field is also accessible for us, since the best presentations are selected to be delivered at such international events all over Europe. And we all have an opportunity to participate in such an outstanding event.

Good news is that we have already established fruitful cooperation with many police European academies. We work with the following educational institutions:

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- Law Enforcement Academy at the General Prosecutor’s Office of Kazakhstan;
 - Almaty MIA Academy of Kazakhstan;
 - Academy of Police Force in Bratislava (Slovak Republic);
 - MIA Academy of Georgia;
 - Lithuanian Police School;
 - Turkish National Police Academy;
 - Police Academy of Austria;
 - Norwegian Police University College;
 - Police Academy in Szczytno (Poland);
 - Estonian Academy of Security Sciences;
 - Police Academy of the Czech Republic;
 - Alexandru Ioan Cuza Police Academy (Romania).

Norwegian Police University College is a very friendly educational institution. Last year it organized online courses for police cadets all over the world in different topics. Cadets from Dnipropetrovsk State University of Internal Affairs Mariia Pianychuk, Mariia Nosenko, Hanna Buriak and Illia Hrechyshkin participated in the «Hate Crime» course. Another our cadet Oleh Zaiats participated in the «Mental Health» course. This year Norwegian lectures of this university college are going to deliver four open lectures for cadets and teachers as well as participate in four English language classes in different groups. Moreover, they are ready to accept us in spring for the study visit. Thus, as you see the opportunities for us are more than real.

Police Academy of the Czech Republic is currently considering an opportunity to accept 2 or 3 cadets in terms of the academic mobility for the whole semester, can you imagine that?!

Alexandru Ioan Cuza Police Academy in Romania was about to sign an inter-institutional agreement with DSUIA, when the active phase of war started. The Erasmus+ agreement had been already agreed, but russian invasion crossed out our plans. According to that agreement the Romanian side was ready to accept 5 cadets for academic mobility for 1 month and 10 teachers within an academic year. Hopefully, we will complete this mission in a while and will obtain an opportunity to study there for a short period of time.

Academy of Police Force in Bratislava of Slovak Republic is our active partner. Its pedagogical and scientific staff as well as practitioners have been actively cooperating with DSUIA for two years already. Specialists from different departments of the academy participated in many international events of our university, such as scientific-and-practical conferences, seminars and round tables. Moreover, our colleagues have made a substantial contribution in the Ukrainian-Slovak monograph «Conceptual Provisions of the Children’s Rights Mechanism: Ukrainian and Foreign Context». In addition, Foreign Languages Department is also very responsive in terms of collaboration. Its representatives participated in our conferences and published their materials in conference proceedings. They are

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extremely open for the experience exchange. I would like to show the example of one of the teachers from this department. Elena Nikolajová Kupferschmidtová contributed to the scientific article of our English language teacher Yuliia Halenko with the title «Methods of Teaching Foreign Languages at Police Academies: Ukrainian and International Experience», shared the textbook for teaching English language developed by her and helped our already mentioned teacher Yuliia Halenko to participate in the National Scholarship Program of the Slovak Republic for her to conduct her thematical research in the Academy. Thus, we will see the results of this close international cooperation very soon. By the way, this scholarship program is accessible for students as well. In case of winning the grant, the one can study in Slovakia for a chosen period of time being financially supported by the state [1].

As you can see, there a lot of opportunities for us as police cadets. We can participate in international webinars, educational courses and scientific events in a number of police educational institutions all over Europe, deliver our presentations at international conferences and undergo online professional training with obtaining certificates in terms of CEPOL. Association of European Police Colleges can link us to any of 55 police educational institutions in the EU for further collaboration. Foreign lecturers and practitioners are happy to deliver their specialized lectures to us and communicate with us in terms of our English classes. In addition, we are waiting for the opportunity to perform real academic mobility with European police academies and participate in short-term study visits. Thus, we will need not only to learn English, but rehearse its practical application. Professional knowledge can then be applied and perceived while studying abroad or communicating with our peers on site. Exchange with experience and the best practices of learning and teaching mechanisms will contribute to mastering our knowledge and enhancing our curricular. The opportunity to see with our own eyes how our young law enforcement colleagues live and study will inspire us to contribute more into the educational process here and will allow establishing ties for future cooperation with our European police colleagues.

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Каріна СЕРГІЙЧУК

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FORMATION OF INTERCULTURAL COMMUNICATION IN THE PROCESS OF MASTERING A FOREIGN LANGUAGE

The formation of a secondary linguistic personality should include not only mastery of the verbal code of a non-native language, the ability to use it during communication, but also the formation in the minds of the world of the native speaker as a representative of a society [1]. Therefore, training should be aimed not only at involving the individual in the conceptual system of another linguistic society, but also at cross-cultural understanding of the dimensions of somewhat different socio-cultural communities.

Thus, words connect people, unite them through communication. Without communication there is no society, without society there is no social man, no cultural man, no intelligent man, homo sapiens. Words, formed into language, distinguish man from the animal world. How not to love them? How not to study them – carefully, attentively, from all points of view and in all manifestations? No science, no specialty can do without words. They are needed at least in order to formulate knowledge and experience, preserve it and pass it on to future generations. And the great physician communicates through words with other physicians, and with patients, and with all other members of the human community.

The pragmatic function of language becomes more important. Language is seen as a means of communication. Experience, knowledge, skills and abilities, as well as the motives of language learners, become a priority. They began to learn the language not to master its system, but for the ability to use it in everyday communication situations.

However, there are significant gaps in teaching Ukrainian as a foreign language. One of the most important and radical conditions for filling this gap is to expand and deepen the role of the socio-cultural component in the development of communicative abilities. To solve this problem, they offer the KIM method – a communicative-intentional model of language teaching, developed by researchers several years ago and tested during the teaching of linguistic disciplines at the Department of Ukrainian Language and Applied Linguistics. The main features of this model are intentionality and awareness, which develops creative thinking in students and, as our experience has shown, improves their adaptation to new environmental conditions [2].

Intercultural contacts are becoming a daily occurrence. International relations, which are expanding and deepening in the fields of politics, science, production, art, culture, sports, tourism and other human social activities, have now given rise to the phenomena of mass bilingualism and multilingualism. Philosophers, sociologists, psychologists, historians, ethnographers, linguists, educators and representatives of many other fields of knowledge are interested in the problems of language communication in the conditions of close cultural and linguistic contacts. According to a number of bilingual researchers, there are more bilinguals in the world than monolinguals, and thus bilingualism in the world should be recognized as a normative phenomenon.

Bilingualism is one of the most striking manifestations of intercultural communication. Bilingualism as a complex phenomenon of linguistic and non-linguistic factors of human speech behavior has received the fullest coverage in the theory of language contacts.

Reflexive skills are developed especially effectively in the presence of setting students for creative tasks. The introduction of communicative tasks in educational practice allows to stimulate students' use of language in dialogue, to demonstrate active listening, to have the technique of formulating questions, to develop cognitive needs and professional interests. Ensuring self-control is successfully carried out in the presence of adequate self-esteem of the student and his critical attitude [2].

Thus, we can state the huge role of language and culture of professional communication in the training of future doctors at the present stage of development of medical education. Each communication situation uses its own communication strategy. The strategy of communication is implemented in communicative tactics, which means language techniques that allow you to achieve goals in a particular situation.

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Юлія СЄДИХ

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SOME QUESTIONS ABOUT THE IMPORTANCE OF ENGLISH FOR LAWYERS: IS IT REALLY NECESSARY?

Currently, the process of globalization concerns all spheres of activity, prompting the modern specialist to participate in an intercultural dialogue, which allows him to analyze the results of his professional activity in the context of the correlated sphere of professional activity of the leading states of the world community, to evaluate his problems and achievements in an intercultural aspect. In the conditions of unified information space one of the urgent aspects of this problem becomes free knowledge of a foreign language, in particular English, as a unified tool of intercultural communication.

Today, English is spoken by a billion and a half people in the world, it is no longer the language of any nation, it is the language of the globe.

Linguistics as a scientific category, interacts with many fields of knowledge. Any legal activity, such as resolving disputes, concluding contracts or drawing up wills, presupposes the existence of a complex system of communication, which is impossible without language. It is necessary, firstly, to describe the law and, secondly, to conduct business. There is a long and close relationship between language and law, which mankind has been speculating about for a long time.

Lawyer is a profession that touches all areas of life. Everything that is subject to legal regulation is the competence of lawyers [1]. Many legal professionals these days are asking the question – «Is English really that necessary?» When it comes to private legal practice, English would be more of a necessity than a nice addition. In the legal services market, recently, the competition has increased and more and more companies put forward the knowledge of English itself as a basic requirement for candidates.

Mastering a foreign language means acquiring another linguistic code that provides a direct connection to informative sources of world science and practice, which ultimately makes a specialist not only more educated, but also significantly expands his/her professional capabilities.

In determining the role of English in the legal profession, it is necessary to refer to the peculiarities of this language. It is no coincidence that teaching English to lawyers is taken as a separate course, including practicing the skills of fluent terminology, updating the necessary grammar, compiling a professional glossary, and much more.

It should be noted that in order to find out the differences of spoken English for lawyers one should pay more attention to the typical features of their professional slang. This includes punctuation, writing, and special word order.

There are different levels of foreign language knowledge: basic, i.e. knowledge of grammar and vocabulary, technical (professional vocabulary), conversational (ability to make a conversation) and free level – knowledge of the language at the level of a native speaker. Knowledge of professional terminology will provide the lawyer with invaluable assistance in compiling and conducting legal and financial documentation, translations from Ukrainian into English and vice versa, correspondence with foreign clients. In addition to the knowledge of special vocabulary, a professional foreign language for a lawyer must include conversational skills. They will be useful while negotiating with foreign contractors; while defending the interests of own company in various courts, etc.

Legal oral speech has many peculiarities. Often atypical constructions and notions are used. Actually legal English is based on traditional language, but still has some distinctive features concerning sentence structure, presence of special terms, and punctuation marks placement. The distinctive features of legal English are:

- a large number of terms, words of professional jargon;
- use of common words in a special sense;
- unusual word order (complex structures, unexplained sentences);
- use of atypical pronoun forms, adverbs;
- presence of phrasal verbs.

I propose to break down in more detail the necessity of knowledge of the English language for the professional activity of a lawyer:

- Public servants are required by law to know a foreign language.

Thus, Article 20 of the Law «On Public Service» stipulates that a person applying for a category «A» public service position, in addition to meeting other requirements, must have knowledge of a language that is one of the official languages of the Council of Europe [2]. In order to improve foreign language skills with the support of the Ministry of Justice, a social free project of foreign language learning Lingva.Skills according to EU standards was launched.

- Working with documents in a foreign language.

This is especially true for lawyers specializing in business and international law, consulting and corporate lawyers. After all, the sphere of lawyers' work is very wide, it covers all aspects of public life, so for those who seek to expand the scope of their work and work with foreign clients and receive high fees, it is still better to learn English.

- Additional income through translation of legal texts into a foreign language.

A specialist who knows his business and speaks a foreign language will always be able to earn extra income through the translation of special legal texts.

- Participation in international conferences.

Both Ukrainian and international events, such as conferences, forums, round tables or seminars are always an opportunity to share experience, gain new

knowledge, find new clients or network with colleagues. Accordingly, if you can participate in international events, it gives you more opportunities for personal development and growth of your company.

Having formed a legally competent position of a client (citizen or organization), the lawyer must be ready to defend this position in a legal dispute (at negotiations or in court), for this the lawyer must have the skill of literate and reasoned language. The volume of current legislation is so huge that lawyers tend to specialize in a particular area of law: economic, tax, family, labor and other types of legislation.

Thus, it can be summed up that knowledge of a foreign language is necessary for lawyers to expand their field of activity, to work with commercial law at the international level. Learning legal English means acquiring oral and written language skills, which are essential for a lawyer.

A good command of English enables a lawyer to work with documents in a foreign language, translate them competently, interpret information correctly, and read professional literature in its original form. In foreign practice, English is useful in negotiations, pleading one's case in court, and communicating with foreign colleagues.

Among the reasons lawyers learn English are not only ambition and career advancement. Knowledge of the language automatically increases the rate of pay. Lawyers who are fluent in English have great opportunities to work for international organizations and conduct business around the world.

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YOUTH ACTIVITIES IN THE CONTEXT OF GLOBAL INTEGRATION

Globalization, roughly defined as the global integration of economies and societies, affects many aspects of young peoples' lives. Youth have an ambiguous relationship with the globalizing world, both economically and culturally. On the

one hand, they are most flexible and perhaps best able to adapt to and make use of new opportunities offered. They are the best educated generation on new information technologies; they benefit from economic growth; many travel around the world for work, studies, exchange projects and vacation; and telephone and the Internet enable them to stay in touch with friends and relatives abroad. On the other hand, many youth, especially in developing countries, have been left out of the digitalization and modernization process and lack the economic power to benefit from the opportunities globalization offers. Four effects of globalization on the lives of young people are discussed below in more detail; the distribution of employment opportunities, migration, youth culture and consumerism, and global citizenship and activism.

Young people around the world show concern about the negative consequences of globalization, such as unequal distribution of wealth and environmental degradation. The anti-globalization movement has expanded all over the world and comprises a heterogeneous group of non-governmental organizations, student groups, political organizations and civil rights activists. The movement fights for various issues such as global justice, fair trade, debt relief, and sustainable development. Remarkable results have been achieved in the last two decades, including in the recognition of basic universal rights and in the prevention of global threats. Despite the presence of many active youth in the international arena, it may be argued that the diverse landscape of issues, opinions, interests and beliefs among young people hampers the emergence of a strong unified voice of young people and of a global youth and student movement [1].

Around the world, more young people than ever are building a global culture focused on engagement, interaction and democracy. Whether building economies, promoting peace and nonviolence, creating educational opportunities or developing transnational cooperation, youth and globalization are tied together tightly. Culture, communication, science, peacemaking, the Arts and more can cross boundaries easily, and young people around the world today are more interdependent than any previous generation. By focusing on democracy and empowerment, they are changing the world right now [2].

In our opinion, we should focus on the activities of young people in globalization processes:

– **Facilitating Action.** Creating and co-leading opportunities for themselves, their peers, young people and adults to become connected with each other globally is one way children and youth are changing the world. Engaging youth as facilitators means fostering substantive ways they can take the reins and move forward with globalization in a positive, powerful way that moves beyond money and capitalism and towards a new economy focused on cooperation and connectivity.

– **Advocating Change.** Simply and blindly accepting every economic, social and political decision made for them doesn't work for many young people today. Instead, youth as advocates are standing up for what they believe in;

engaging their friends and peers as allies; and fostering powerful new connections with adults and institutions to make a difference.

– **Going Mainstream.** Youth mainstreaming is deliberately creating places and positioning young people throughout society in order to foster full, regular and normalized youth voice everywhere, all of the time. As it focuses on globalization, youth mainstreaming can happen in businesses, government, nonprofit organizations, places of worship, government agencies, and international policymaking organizations. Elected officials, policymakers, program staff, and many other people can benefit when young people are thoroughly and actively embedded in decision-making, research, teaching, evaluation, policymaking, and advocacy. Youth mainstreaming focused on globalization can unite far-flung cultures, create relevant strategies for cooperation, and foster new relationships in ways that adults have never been able to.

– At the same time, young people need to understand what they need to have in order to participate in global change. Such components include the following:

– **Strategy.** Working in youth/adult partnerships, young people can create powerfully disruptive strategies that promote globalized social change. Their creativity and energy combined with knowledge, ability and determination can shift organizational cultures, technological applications and social norms.

– **Education.** Providing opportunities for children and youth to learn about the negatives and positives of globalization, helping foster critical thinking and building service learning into globalization education can be powerful ways to foster social change.

– **Opportunities.** Creating practical opportunities for young people to engage with the issues and outcomes of globalization in an empowering way can change the world. Opportunities can include youth organizing, web development, engaging in local/global economics, and other action. They can also include infusing globalization learning into other programs, including those focused on the Arts, politics, community building, etc [3].

Thus, young people are the driving force in the globalization process of the world. With a basic list of necessary tools, it has the potential to significantly influence the deployment of globalization.

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Віолетта РЕЦ

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LANGUAGE LEARNING IN THE CONTEXT OF WORLD INTEGRATION

A language can be defined as a system of signs (verbal or otherwise) intended for communication. It is a system since its constituent components relate to each other in an intricate and yet organized fashion. Again, it is intended for communication, for it can be safely assumed that we speak to pass on information to others. But communication is not the only function of language. In fact, language can be used for dreaming, internal monologue, soliloquy, poetry, etc. For the sake of this discussion, we take the position that, essentially, language plays a communicative role.

The Concise Oxford Dictionary defines culture as «customs, civilization and achievements of a particular time or people». In general terms then, culture defines a people's way of life. Indeed, it can be considered as the sum total of norms and values espoused and cherished by a particular people. If values are patterns of behaviour, norms are standards of behavior [1, p. 164].

Language encodes the values and norms in a given society. As a culture changes, so does the language. Language teachers must remember that people from different cultures learn things in different ways. One should not only compare, but contrast the cultural differences in language usage. Visualizing and understanding the differences between the two will enable the student to correctly judge the appropriate uses and causation of language idiosyncrasies. Clearly, mutation in people's thinking, whether influenced by the new religion or by modern thinking, can render obsolete a cultural practice or value. Once rendered obsolete, language seals off the issue by dropping some terms related to the value.

Technically speaking, a language is made up of several parts of speech. These include grammatical words such as prepositions, articles, tenses, moods, plurals, etc; and lexical words entailing nouns, verbs, adverbs and adjectives. The latter category is also termed by pragmatists as constituting conceptual terms, i.e. they designate or denote objects in the world. Upon hearing a lexical item, one can associate it with a concept. Conversely, the former category of words does not create concepts, but rather indicate how we should relate the concepts between them. In other words, they give us instructions on how to manipulate concepts. Language change primarily concerns conceptual terms. As we learn new ideas or concepts, we require a word to describe them. We rarely meet new grammatical words, so change here is minimal, if any. Some illustrations are in order at this

junction. These illustrations underline the idea that conceptual words keep growing and expanding as we live out our lives. These terms have the knack of creating mental representations of concepts in us [1, p. 164-166].

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth. The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth.

The relationship between language and culture is deeply rooted. Language is used to maintain and convey culture and cultural ties. Different ideas stem from differing language use within one's culture and the whole intertwining of these relationships start at one's birth. From birth, the child's life, opinions, and language are shaped by what it comes in contact with. Brooks argues that physically and mentally everyone is the same, while the interactions between persons or groups vary widely from place to place. Patterns which emerge from these group behaviours and interactions will be approved of, or disapproved of. Behaviours which are acceptable will vary from location to location [2] thus forming the basis of different cultures. It is from these differences that one's view of the world is formed. Hantrais puts forth the idea that culture is the beliefs and practices governing the life of a society for which a particular language is the vehicle of expression. Therefore, everyone's views are dependent on the culture which has influenced them, as well as being described using the language which has been shaped by that culture. The understanding of a culture and its people can be enhanced by the knowledge of their language. This brings us to an interesting point brought up by Emmitt and Pollock, who argue that even though people are brought up under similar behavioural backgrounds or cultural situations but however speak different languages, their world view may be very different. As Sapir-Whorf argues, different thoughts are brought about by the use of different forms of language. One is limited by the language used to express one's ideas. Different languages will create different limitations, therefore a people who share a culture but speak different languages, will have different world views. Still, language is rooted in culture and culture is reflected and passed on by language from one generation to the next [2-3].

Teachers must instruct their students on the cultural background of language usage. If one teaches language without teaching about the culture in which it operates, the students are learning empty or meaningless symbols or they may attach the incorrect meaning to what is being taught. The students, when using the learnt language, may use the language inappropriately or within the wrong cultural context, thus defeating the purpose of learning a language.

Language and culture are intertwined like the two-sides of the same sheet of paper. They breathe, blossom, shrivel up and die due to many reasons. Both of

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they are sensitive and adapt to prevailing circumstances. Language gives full expression to people's values and norms, and since values and norms are dynamic by nature, language has to be in tandem with cultural transformations. Technological, political, economic and social innovations require language to enrich its lexicon to capture the new realities. Indeed, our minds create mental representations of values thanks to language. The collapse of a value system may sound the death knell to the language in question. The death of a culture will almost certainly be followed by the demise of the language associated with that culture [1, p. 163-166].

So, the importance of language learning in the context of globalization processes in the world cannot be overestimated. Based on this, it is worth noting that the study of language should be accompanied by acquaintance with the culture of the people who are its speakers. Due to this, the leveling of the individuality of the people or nation becomes much smaller.

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Тетяна ТРЕНЬ

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LANGUAGE SITUATION IN UKRAINE IN WAR CONDITIONS

Today, for the first time since the Second World War, Ukraine is facing a full-scale war launched by the Russian Federation. Mankind seemed to have drawn the necessary conclusions, but bitter experience shows that history has taught the aggressor country nothing. Ukraine has now become a battlefield in which the victory of our Motherland is only a matter of time. And modern problems, as we know, require modern ways to solve them.

First of all, it must be said that language conflicts that arise in society are never purely linguistic. The situation surrounding the issue of the possibility of official bilingualism in Ukraine, which has been actively discussed over the past

few decades, is perhaps best illustrated by the military-political situation in Ukraine. Today the struggle for language is a symbol of the struggle for our state [2].

It is informative that Ukraine's national security has a linguistic dimension, and linguistic interests are important values of the Ukrainian people as the bearer of sovereignty and the only source of power in Ukraine. This has been officially recognized and enshrined in law for a long time and at first glance does not require additional research. However, reality shows that not all our contemporaries have a full understanding of this thesis.

As we can see, many Ukrainians are inclined to think that now, at a time when the aggressor country is making efforts to undermine our statehood, communication in Russian is absolutely unacceptable. Bloggers, including those who spoke Russian before the Russian aggression in Ukraine, try to promote the Ukrainian language on their websites. And although they have received rather mixed comments, they say that in this way they want to express their contempt for a country that is committing absolutely unacceptable actions in the civilized world and to show how melodious our language really is. We fully agree with this position, because the whole world should know that we are a free and independent nation that cannot be conquered.

It is worth mentioning that there are supporters of the recognition of Russia's second state. We do not support this view and we want to note that in conditions when the second language begins to take over all the functions of the native language, there is a real threat of destruction of the native language and the conversion of bilinguals into monolinguals, which is tantamount to assimilation. To assimilate a nation is to force it to renounce its native language, customs, and traditional culture, that is, to force it to cease to be itself, to become similar, and later to merge with another nation. And we cannot allow this.

Proponents of the above position ardently emphasize the need to turn Ukraine into a bilingual one, citing the practice of developed democracies as an argument. However, can bilingualism be called a sign of democracy? We are convinced that no, because the spread of two languages in one country is always a state of unstable balance, which tends to either become monolingual, or the disintegration of a single state into parts on the basis of language [1].

Undoubtedly, there are states in the world in which several languages successfully function as state languages. But I must say that, in our opinion, this is the exception rather than the rule. Such a policy, as well as unreasonable demands to give Russian the status of a second state language along with Ukrainian can lead to a split in society on linguistic and national grounds, lead to the rupture of the single information and cultural space of the state and, as the experience of other countries. -territorial integrity of the country and before its collapse.

Over the past eight years, the occupiers have eliminated much of what has been done in Ukraine to develop and establish the state language. And now, according to residents of the temporarily occupied territories of the Eastern region, unfortunately, it is a fairly common use of Russian among the local population. It

is unfortunate to admit, but children born during all these years do not even know another world - not Russian-speaking. That is, people do not even have a choice, this is the destructive force of the «Russian measure». But we are confident that we can change everything. Language is the face of the nation, so we must make every effort to make the face of our nation worthy of its bearers.

We are convinced that the introduction of bilingualism in Ukraine will lead to a language situation, the main feature of which will be a narrowing of the Ukrainian language and a significant increase in the influence of Russian on all spheres of public life, which does not strengthen Ukrainian national consciousness. Obviously, without a clear formulation of the principles of language ideology, the state is doomed. It is unfortunate to admit, but now the struggle for the Ukrainian language in the literal and figurative sense, transferred to the forefront.

It is noteworthy that today there are still many Russian-speaking Ukrainians who, in the current circumstances, are ashamed of not being able to speak Ukrainian. We want to emphasize that this is not a problem at the moment. In Ukraine, there are and will be even more institutions, schools, online resources that provide an opportunity to learn to speak Ukrainian fluently. Therefore, if someone had a traumatic experience of studying: studied in uninteresting literature, with school coercion, or did not have an environment for communication in Ukrainian - this can be solved.

Another argument for refusing to popularize the idea of bilingualism is the fact that relatively until recently, during the Soviet era, the Ukrainian language was spoken mainly by the population of villages, while citizens used Russian. Ukrainians were forced to think that speaking Ukrainian was to show their ignorance, their low social status. This move was one of the methods of Russification – a humiliating historical phenomenon. Today, when we have freed ourselves from stereotypes, we understand that the development of the Ukrainian language is a priority for the development of the state.

It is important to say that the nationalization of the Ukrainian language does not mean any oppression or ignorance of the Russian-speaking population, like other national minorities in Ukraine, but the revival and rise of the destroyed Ukrainian language, culture and spirituality. We are a modern country that adheres to all the rules of the civilized world and international law, which cannot be said of the aggressor country, which is committing unprecedented atrocities in Ukraine today. Undoubtedly, the Ukrainian people will continue to treat the Russian-speaking population with understanding and tolerance, because we believe that this is everyone's choice. As O. Potebnya claimed: «Loss of language, denationalization of the people leads to disorganization of society, immorality» [3].

So, language is the foundation of every state and no matter what state building we try to build, it will eventually collapse if it lacks a foundation. We are convinced that the signs of education and intelligence should be a perfect command of the state language and a high culture of communication in Ukrainian. After all, why have we survived as a separate nation, despite the long period of loss of statehood due to the occupation? Because language was the border that separated us from the enemy and united us.

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RESOLUTION OF PROFESSION SOFTWARE OF INOZEMMENT COMPERATION

Problem Setting. Integration processes, strengthening cultural ties with other countries, cause the need for specialists whose qualifications meet modern requirements for professionals working in the field of jurisprudence. Language training of specialists in the field of «Law» has a professionally oriented applied orientation based on professional behavior of a specialist in different situations of personal and business interaction using the latest interactive technologies. Professional foreign-language orientation is due to the need to use future specialists obtained during training scientific knowledge in professional activities through a foreign language.

State of Research. This question was studied by authors such as O. Polyakov, N. Galska, A. Waters, T. Hutchinson, O. Bykona, V. Borshvetska and others.

Purpose: writing the implementation of theoretical and practical analysis of the solution of professional issues by means of a foreign language.

Teaching of basic provisions. Learning a foreign language on a professional basis covers the provision of mutual enrichment exchange of information through the use of a foreign language, acquiring communication skills to solve professional problems and tasks [1, p. 272]. Features of learning foreign languages and their role in professional activity of law specialists form requirements for their professional knowledge and skills.

Representatives of law enforcement agencies and lawyers need to learn a foreign language so that it is possible to further use it in the process of professional training and future professional activities.

Given the fact that in legal activity a special place belongs to the communicative features of the law enforcement officer, it can be concluded that

such a profession requires increased speech responsibility. That is why it is necessary to introduce professional foreign language in universities, so that students and students can further apply a foreign language in all types of speech activity in situations of professional activity, be able to foreign professional communication to solve professional problems.

Professional foreign-language competence is formed, developed and manifested in professional foreign-language activities of the representative of the legal profession. Future specialist in the field of jurisprudence must perform highly qualified analytical and organizational work, correctly assess the situation, reasonably and clearly express their point of view.

For police knowledge of a foreign language is an integral part of professional performance of tasks. On the practical side, to solve professional problems, often during the fight against crime, face many native English speakers. In the first case, such persons may be offenders, and in the second case – victims of a criminal offense. In any case, a law enforcement officer must ask and answer questions in English. Of course, you can wait for the translator, but in this case, time is lost, which acts as a key factor in the investigation of a criminal offense, or can save lives. Therefore, the educational system in the field of law enforcement agencies should approach this issue more deeply and direct the desire of the police to conscientious learning of the language for acquiring a higher level of qualification [3, p. 204].

Conclusion. Summing up, we can say that for future and current law enforcement officers it is very important to actively work on improving their language abilities; among police officers it is necessary to carry out campaigning work to attract personnel to study foreign languages. Learning a foreign language is required not only for personal and professional development of a person, but also for the construction of a highly moral, democratic, social and legal state, whose citizens will be able to exercise activity and develop in all possible directions.

Thus, for the effective solution of professional tasks in the process of performing official activities by the employees of the National Police of Ukraine, one of the important characteristics is its communicative competence, that is, the ability to communicate competently and effectively. Fruit cooperation of police officers with international organizations and foreign states contributes to the effective functioning of the law enforcement system.

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E-DEMOCRACY IN UKRAINE

The beginning of the XXI century in the world became known as the «transformation» associated with the rapid development of digital technology around the globe. Also, the construction of new electronic services on the World Wide Web depends on how humanity understands the concept of «electronic democracy». People are involved in state-building and public administration through the widespread use of information and communication technologies.

All these steps are done to:

- Strengthening the participation, individuality and involvement of citizens at all levels of public life;
- Improving the transparency of democratic institutions;
- Improving the response of public authorities to public appeals
- Perception of public discussions to procedural decisions.

E-democracy is becoming a direct tool for democracy and the development of society in the information direction. Such forms of e-democracy are introduced and used in democratically developed countries.

Economic democracy is implemented through one of the strategies to support democracy: democratic institutions and democratic values. It complements and interconnects with the traditional tools of democracy.

The emergence of the concept of «electronic democracy» allows for the continued development of the general theory of democracy. In general, the term «democracy» means a form of organization of society, its state and political system, which is based on the recognition of the people as a source of power. Consistent implementation of the principles of equality and freedoms of people, their real participation in the management of state and society [1].

W. Churchill noted: «Democracy is the worst form of government, except for all others that have been tested from time to time» [2]. The difference in the terms «electronic democracy», «teledemocracy», «digital democracy» and others that are widely used in practice. Significantly does not affect the integrity of the accuracy of the concept, but allows you to highlight different technological aspects in its practical implementation. There is a gap between the potential opportunities arising from the concept itself and the practical implementation of its ideas. It is mainly due to the ambiguous understanding of political elites and citizens, as well

as the fundamentally different interests of participants in the political process regarding the goals of its practical implementation.

Until this time, there are discussions about the interaction of two modern concepts of e-government and e-democracy [3]. In general, there are two approaches that define the relationship between e-government and democracy. The first approach views democracy as part of government. democracy and participation are interrelated. But they are interpreted as the electronic implementation of legitimate democratic ways or decision-making procedures. According to this approach, they are reduced to technological aspects, namely, electronic elections and electronic voting. The second approach, by contrast, views e-government as part of e-democracy. From this we can conclude that government is an important element of democracy, but far from exhausting it, as the latter includes not only the interaction of citizens with public authorities, but also the entire sphere of social interaction of citizens, organizations and institutions through electronic communication system. sphere of civil society.

In recent years, the tools of e-democracy have developed most dynamically at the level of local governments, especially cities. Among the wide range of e-democracy tools most often used in cities: open data, including open budgets; online broadcasts of plenary sessions; electronic consultations; online public hearings; e-voting; distribution of useful information; interaction platforms (contact centers); participation budgets or public budgets online [4].

Therefore, based on the above, we can say the following: the tools of e-democracy are becoming part of the lives of more and more citizens. In the future, they will have a significant impact on the agenda of local authorities, on the involvement of citizens in the development of self-government in communities and the state in general, as the share of Internet users is over 50 % and is constantly growing. Therefore, the implementation of these tools in communities is not only an indicator of their democracy, and hence investment attractiveness, but also a far-sighted step, without which there is no successful future for communities, cities in the modern world.

In conclusion, I would like to add that different cities of Ukraine have started to implement various tools of e-democracy: e-open data, e-participation budgets, e-appeals, appetites, e-procurement, e-procurement. Some cities create separate resources, such as a portal for e-petitions, an e-queue for kindergartens or an e-date, while others use e-platforms, such as the Open City, which combine several electronic tools of participation: appeals, e-petitions, e-open data.

The choice of one or another model of urban development is entrusted directly to local governments and active citizens. All these new achievements allow our State to develop. And in my opinion, it's great, because cities are becoming more developed, so to speak, «attracting» new residents.

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MASTERING A FOREIGN LANGUAGE AS PART OF THE PROFESSIONAL COMPETENCE

It is very important for police officers to speak English, because when working with foreigners under the Code of Criminal Procedure, the investigator must explain to the subject of criminal proceedings his rights and responsibilities when the subject is a suspect or detainee. As it is not possible to have an interpreter with you at all times, law enforcement officers are required to speak English.

English can be called a world language. The British Empire has been the largest country in human history, with the British owning one-fifth of the world's landmass. This allowed English culture to penetrate North America, India, China, Australia, Africa, and with it the language [1].

Applicants for higher education must also learn English. People who know a foreign language discover many opportunities. It helps to find new acquaintances, to overcome barriers in communication with people of other nations, to get a prestigious profession. In addition, English provides access to vast amounts of information because most innovations and developments are presented in English [2].

Prestigious professions include: programmers, testers, journalists, managers of large companies, engineers of various specialties, accountants, marketers, economists, company directors, web designers, lawyers, translators, copywriters - all these professions require knowledge of English [3].

Knowledge of foreign languages is the key to success in today's world. As the German writer and philosopher Johann Wolfgang von Goethe said: «As many languages as you know, so many times you are human». One cannot disagree with this, because every language opens the door to something new. For example, English is the language of international business and trade, science, technology, the

arts and the Internet. German is the language of technology and finance. French is the main language in various communities and organizations.

- Advantages of knowledge of foreign languages:
- Getting promising, high-paying jobs;
- Comfort of international travel;
- Improving the level of professionalism;
- Memory training, and thus health promotion.

Learn any information from the original source, rather than waiting for a translation for days or months [4].

To sum up, I can say that knowledge of foreign languages opens up many opportunities for a person, makes his worldview richer. Knowledge of a foreign language gives a chance to be competitive for a high-paying job, because, as you know, employers prefer a candidate for a position in a foreign language.

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LANGUAGE LEARNING IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

Knowledge of any foreign language improves a person's life, opens a world of new cultures for him. Knowledge of foreign languages is the key to success and to the new opportunities that opens up for a person and makes his life more interesting and full of different events. Today no activity can be done without the use of language resources. Thus, this topic is extremely relevant in modern life. The purpose of my research is to characterize the study of languages in the context of intercultural communication.

Everyone is born with a language. In it a person lives and develops, acquires knowledge, forms his personality. Language is a mirror of culture, because it reflects the world around us, the national character, mentality, traditions, value system of each nation. You need to learn foreign language to ensure intercultural understanding [1].

Intercultural communication is a process of interconnection and interaction of representatives of different communities, during which there is an exchange of information, experience and spiritual values. This means understanding the language and being understood in communicating with a foreign language [2].

The changes that have taken place in many countries of the world in the XX-XXI centuries have led to the mixing of people, their languages and cultures [3]. In the conditions of modern rapid development of the countries in social and cultural sphere the role of a foreign language as a means of communication increases. The foreign languages are the important means of intercultural communication, they promote verbal understanding of citizens of different countries, provide a level of cultural development that allows to speak in free way, to feel comfortable in the country that language is studied.

In the modern world intercultural communication is developing in all directions: sports, culture, education, tourism, medicine. Let's talk about tourism, because it was and remains an important form of intercultural contacts and a mean of enriching cultures. Each state provides the conditions for travel that should be interesting, useful, and developing. Now every citizen has the opportunity to learn a language and to visit another country, to share experience, culture and to create history of the country.

Thus the main purpose of language learning is determined by formation of professional communicative competence, ie to know the features and develop skills of intercultural communication.

After all, language skills distinguish a person from other beings. Coming into the world, each of us enters the language environment, lives and develops in it. With the help of language we learn about the world around us, gain knowledge, form an outlook. Only through language a person can perceive and realize thoughts. Through language people communicate with each other, summarize their experience, accumulate knowledge and pass it on to each other. Language is a tool for shaping the human personality. Everyone mastering their native language learns the culture of own nation from generation to generation.

Every day the policeman has to communicate with people. Sometimes they have to talk with foreigners which now live in our country. The topic is very important today. Therefore, it is important to have knowledge of a foreign language in the work of a police officer. There are situations when police officers need to speak English, for example, in the situations when they investigate offenses or crimes. Some may commit crimes, while others may be victims or witnesses of the crime. In both cases, you need to ask and answer questions in English. Time is precious in solving a crime or saving a life. You can always expect an interpreter. Therefore, it is important for a police officer to learn and improve knowledge of a foreign language.

Today it is necessary to know a foreign language for a career. Knowledge of foreign languages is an opportunity for international work and reaching new heights. Today it is impossible to imagine higher professional education without foreign language training. Learning a foreign language for a career promotes the development of skills in business communication and increasing competitiveness. Knowledge of English is the key to success in life. This will allow you to get acquainted with the peculiarities, culture and traditions of the people from other

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countries. So today knowledge of English is mandatory. For a person who have professional skills of foreign language it will be possible to get well job and to build a successful career.

So, culture is what distinguishes one country from others. Language is a form of culture that gives society individuality. One of the most important components of human life is communication. It's encompasses more than just the exchange of information between people. It includes the media, computer networks and programs. Thanks to these means mankind in the modern world is able to freely exchange ideas, customs and cultural features of people.

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SPECIFIC FEATURES OF TRANSLATION OF POLITICAL DISCOURSE

Today, political discourse is an instrument of many political circles. Huge funds and efforts are spent on its creation. A political text consisting of linguistic acts is an actualization of political discourse. In addition to political texts, political discourse includes intertextual connections, and context, and participants in the situation, their knowledge of the world and much more. Political discourse is a set of «all linguistic acts used in political debates, as well as rules of public policy, sanctified by tradition and tested by experience».

Diplomatic discourse was formed because of the rapid development of international contacts, the formation of independent states, and the strengthening of cultural and political ties. As a result of this development, the peculiarities of the political discourse of Ukrainian leading politicians, as well as British and American ones, were formed, which must be considered when translating.

The ever-growing role of politicians in solving the primary problems of mankind has caused an increase in interest in studying the political discourse of

different countries. However, it should be emphasized that in the last decades of the twentieth century, some aspects of political discourse were studied. Various aspects of contemporary political discourse based on English, German, Spanish, and Swedish were also studied. Attention was paid to the analysis of individual style of politicians, cases of communicative failures, the most effective and common stylistic and rhetorical techniques used in the speeches of politicians [1].

Communication at the international level defines and regulates the rules of protocol, special rules of etiquette and ceremony. They determine not only the behavior of diplomats and heads of state, important events at the international level, but also the preparation of diplomatic documentation.

We know that each nation of a country has its own cultural heritage, development history, social order, which over the years shapes its mentality, has an undeniable impact on its consciousness and forms a pattern of behavior in their country, determining social behavior and social aspirations political life of each member of the nation. The Ukrainian people and the American or English people differ significantly in their mentality, history, and traditions, which is reflected in political discourse. Of course, there are common features, similar features of political discourse, but the pragmatic effect and linguistic means of achieving the ultimate goal of speech are different.

As K.S. Serazhym notes in his article «Modern Ukrainian political discourse: the formation of a new stylistic canon»:

«Radical political changes in Ukraine at the end of the 20th century were accompanied by radical changes in the sociopolitical consciousness, which affected the language system in general and the language used in political discourse in particular. we understand the unity of structural and semantic principles of organization of language units. It is based on the norms of selection and combination of language elements in the text in accordance with the tasks of communication» [2].

The translated discourse must influence the foreign addressee in the same way as the original – its own. The dominant political discourse is the notion of value, which must be reproduced in the translated political texts considering the hierarchy of different cultures.

Since political texts are usually created for the bearers of a certain culture, the translator faces several additional problems when translating them into another language. Political discourse implements cultural traditions, reflects the distinctive social characteristics and characteristics of the society of the country in whose language the discourse is designed, and in which the author often lives. On the issue of translating English-language political discourse into Ukrainian, it is necessary to determine in which types of language activities the discourse is implemented. First, political discourse is realized in oral and written forms. Oral forms include public appearances by politicians, their appearances on radio, television, interviews, press conferences, parliamentary debates, television and radio news. The written form of political discourse includes various documents –

treaties, protocols, agreements, political news columns in the press, political posters and leaflets [3].

The concept of political speech and the choice of an adequate method of translation will be relevant for centuries, as the language develops and the translator must be able to choose a method of translation that will not only adequately convey the essence of expression, but also meet certain translation standards.

Political discourse is essentially a complex relationship between man and society, and thus functionally aimed at forming in the recipients of some fragment of worldview or picture of the world. Using political discourse, it is possible to understand how cultural values are modeled in different language groups, how social order is promoted, which elements of the language picture of the world remain outside the conscious language strategies of speakers and how the conceptual picture of peace is formed.

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**LINGUISTIC SCIENTIFIC ASPECT IN THE UKRAINIAN LANGUAGE
COURSE AS FOREIGN: IMPLEMENTATION IN A LANGUAGE
ENVIRONMENT AND FOREIGN LANGUAGE SPACE**

Teaching Ukrainian as a foreign language is a relatively new direction of educational activity, which was established in the 90s of the twentieth century, when international contacts intensified after the fall of the Iron Curtain, Ukrainian language began to be popularized abroad, universities, Ukrainian schools, lyceums, etc. On the other hand, Ukrainians have learned more about the functioning of Ukrainian communities in the diaspora, their activities over the decades. And this

was one of the impetus for the revival and development of language in the postcolonial period, as well as finding new ways to use it. Among them is learning Ukrainian as a foreign language. This required, first of all, rethinking language as a multilevel system and developing methods of its teaching in view of phonetic, phonological, grammatical and, of course, ethnocultural features and features of their assimilation by native speakers of other languages.

In addition, various universities in Ukraine have created conditions for the training of foreign students, as well as launched scholarship programs, summer schools where foreigners can learn the language for several weeks, and so on. Cooperation with foreign students from different countries, and therefore from different cultures, different religions requires, on the one hand, tolerant perception and interpretation of foreign views, and on the other - the presentation of certain Ukrainian realities related to traditional and modern culture, religion, history, taking into account their interpretation in other ethnic and socio-cultural environments. The actual expansion of Ukraine's international relations, the need for people to communicate in different languages, acquaintance with cultural traditions and ethnic features accelerates the process of learning Ukrainian by foreigners [1, p. 173]. The choice of teaching methods and ways of learning a language depends on the conditions, in particular, the differences in language acquisition in the language and foreign language environment. However, in any situation, modern methods of teaching foreign languages attach great importance to the linguistic aspect.

Even before the separation of linguistics into an independent linguistic discipline in the 60's of the twentieth century. Linguistics issues were considered in works on comparative-historical linguistics (F. Buslaev, J. Grimm, J. Herder), psychological direction of linguistics (W. von Humboldt, G. Steintal, O. Potebnya and others), it took place in the teachings of neo-Humboldtians, followers of the Austrian school of words and things, anthropo- and ethnolinguistics, etc. Despite the fact that linguistics functions independently, it has not lost its interdisciplinary character and connection with related linguistic sections. The applied aspect of linguistics has remained important, thanks to which it is actively used in the practice of translation and in the process of teaching a foreign language.

Unlike linguoculturology, linguistics has a more applied orientation and uses the study of the mentality and national character of the people only in passing in connection with the relevant background information [2, p. 354]. It is closely related to phraseology, etymology, history of language, linguosemiotics, ethnopsycholinguistics, etc. [2, p. 354]. Linguistics is directly related to the history, ethnography, regional onomastics, literature, history and culture of the ethnos in general and the region in particular.

A multifaceted approach to the study of language provides its conceptual perception and assimilation, promotes understanding of extralinguistic contexts, not just the system of linguistic signs.

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Ukrainian researchers of this problem pay special attention to the reflection of the linguistic and cultural element in their own names and, thus, emphasize the importance of mastering onomastic units of different levels by foreign students [3], as well as various cultural realities inherent only in Ukrainian ethnoculture.

In our opinion, some aspects described in this paper should be more actively used in teaching the Ukrainian language to foreigners in Ukraine. In particular, the researcher attaches great importance to the use of methods and techniques of museum pedagogy. Effective application of this approach contributes not only to the acquisition of new vocabulary, but also to the expansion of the worldview. We believe that within any city it is advisable to include in the study of the language of foreigners acquaintance with museum exhibits or organize thematic tours, which also contribute to a deeper understanding of certain realities or phenomena.

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DISTANCE TECHNOLOGIES AS PART OF GLOBALIZATION

The modern world is changing rapidly and giving us new opportunities. So with the advent of the pandemic, distance technologies have become part of globalization. And it has become obvious that distance technology is now an integral part of almost every citizen's life. Whether it can be work, study or even entertainment – distance technologies take place in every aspect.

And if at first it was difficult for many people to adapt to the new distance technologies, now the world can adapt to the desire of people to communicate with them remotely. In 2020, when rope restrictions were eased, workers around the world refused to go to work in the office, and students around the world demanded the introduction of a mixed form of education

And the world has had to adapt. The use of distance technologies allows you to be mobile and not interrupt the flow of your normal life. However, now there is no need to be only in some competitive place. You just have to have the internet.

The processes of globalization are about the disappearance of borders. Any kind, whether political or cultural. Modern pupils or students can study at universities and other educational institutions in other countries without leaving their own homes. And workers can arrange their lives as they wish and anywhere in the world, without leaving their jobs. Of course, this may not be a solution for everyone, but at the moment we can see a significant reduction in office workers.

Even today's situation with full-scale invasions of Ukraine demonstrates that the use of distance technologies is already showing positive trend. At present, Ukrainian workers can continue to work with companies remotely, even while abroad or in a safe place away from home. Ukrainian pupils and students have the opportunity to continue their studies with the help of distance technologies. In addition, many training platforms offer Ukrainian students free of charge, which also demonstrates the lack of virtual and language boundaries.

Medical personnel can also provide care using distance technologies. Surgeons can operate with the help of clear techniques; other specialists can provide advice on emerging issues. Lawyers can help many people who are in a difficult situation. Volunteers can quickly provide information about the needs of other groups.

In addition, the use of distance technologies for work and study greatly reduces gender inequalities in Ukraine. This is a common problem because Ukrainian legislation takes into account the peculiarities of women's lives and physiology, but it has an impact on a number of economic factors. And the use of distance technologies at work allows women to work remotely and not feel discomfort with the need to be at work.

Distance work allows many to distribute their workload evenly and objectively analyze the quality and volume of the work done. Also, reducing the percentage of gender inequality allows Ukrainian women to be independent, because they can work from home and not be financially dependent on their partner.

As for distance studying, with its help children can learn more effectively. After all, a schoolboy or teenager chooses a more comfortable way of learning. In addition, in distance studying, the teacher is always in touch and you can discuss issues that cause difficulties.

The introduction of distance technologies into other areas of life allows you to expand your capabilities. During the full-scale invasion of enemy troops, many Ukrainian studios where people were involved in sports or creativity began to provide their classes online. And all those who want to do and have the opportunity can join to the online classes. For example, girls who are abroad can work out online with their sports group who are still in Ukraine in real time.

Or creative studios, where children develop and improve their creative abilities, can also communicate online with each other in real time, although members of such a group can be in different parts of the world.

The world has already changed and distance technologies will certainly continue to be an important element of our lives. People all over the world will no longer go back to a time when distance technology was something distant and incomprehensible. This is one of the manifestations of globalization, where the virtual world has long been part of each culture and has its own rules in each country.

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Тетяна АЛЕКСИК

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**CHARACTERISTICS OF PRE-TRIAL INVESTIGATION
IN THE CONDITIONS OF MARTIAL STATUS.
CRIMINAL-PROCEDURE ASPECT**

It is undeniable today that the war radically changed not only the life of every Ukrainian, but also all spheres of social life. Such changes also had a significant impact on the criminal process, because, unfortunately, neither the law enforcement agencies nor the courts were ready to work in such conditions, in fact, even the legislation did not allow to establish optimal work in the conditions of complex military realities, which after all are naturally characterized even at the moment by incredible cruelty and heartlessness on the part of the enemy. Therefore, in order to document and record the facts of the commission of crimes by the Russian military on the territory of our country, law enforcement agencies have begun comprehensive work on the implementation, and legislative bodies on the direct regulatory solution of the need to bring criminal-procedural activities closer to the military realities of today.

Starting the analysis of legislation from the time of Russia's illegal annexation of Crimea and the occupation of part of the territory of Donetsk and Luhansk regions back in 2014, the Criminal Procedure Code of Ukraine was supplemented with a new section IX-1 «Special regime of pre-trial investigation in conditions of war, state of emergency or in the area of anti-terrorist operation», which provided for the possibility of transferring the powers of the investigating judge in case of impossibility of their execution within the time limits established by law in the administrative territory where the legal regime of martial law, state of emergency, anti-terrorist operation is in effect, to the corresponding prosecutor [1].

As a result of the already full-scale invasion of Russian troops on the territory of our state and the declaration of martial law in Ukraine, the specified section was changed, including the title to «Special regime of pre-trial investigation, trial under martial law». That is, the legislator did not classify the specified type of proceedings under wartime conditions and the process of their investigation into special procedures for carrying out criminal proceedings (Chapter VI of the Criminal Procedure Code), however, the category of «special regime» was specified, apparently in order to highlight the extraordinary and exceptional nature of the introduced rules in view of the need for effective functioning of the sphere under the conditions of martial law, as well as the fastest possible repulsion of armed aggression, prevention and elimination of threats to the state independence of Ukraine and its territorial integrity.

Highlighting the legislative changes that have been made selflessly and are currently functioning, among the most significant, it is worth noting:

- a new ground for stopping the pre-trial investigation was introduced – the presence of objective circumstances that make it impossible to continue the pre-trial investigation in the conditions of martial law (clause 4, part 1, article 280 of the Criminal Procedure Code) [1]. Despite the suspension, it is considered possible to resume the pre-trial investigation, in particular due to the disappearance of the grounds for its suspension;

- the possibility of deviating from the requirement provided for in Part 7 of Art. 223 of the Code of Civil Procedure regarding the mandatory involvement of at least two witnesses during a search or inspection of a person's home or other property, as well as a search of a person, taking into account the impossibility of objectively understanding their involvement or the presence of probable threats to life or health. However, at the same time, a mandatory guarantee has been singled out - recording the progress and results of the above-mentioned investigative actions through continuous video recording, which is carried out using available technical means;

- the legislator significantly increased the deadline for delivering a written notice of suspicion to a detained person, which is provided for in accordance with Part 2 of Art. 278 of the Code of Civil Procedure, - from 24 hours to 72 hours. Provided there are objective circumstances that make it impossible to deliver a

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written notice of suspicion to the detained person within the specified time; implementation of such procedural actions in the conditions of martial law [2, p. 76].

Taking into account the continued functioning of martial law in our country, which is also accompanied by an equally significant level of crime in the temporarily occupied territories and in other regions of Ukraine, the commission of a number of crimes, including by mercenaries of the aggressor country, is quite important and necessary for professional of scientific and legislative study and research, normative regulation of the specifics of pre-trial investigation in martial law conditions is proposed, which will contribute to both improvement and the gradual introduction of qualitative changes to the national criminal procedural legislation of Ukraine.

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LEGAL LINGUISTICS: GENERAL CONCEPTS, DEVELOPMENT AND PERSPECTIVES

Legal linguistics or legal linguistics is a fairly new branch of linguistics. It lies at the intersection of language and law and thus has an interdisciplinary character. Although one cannot fail to note that both lawyers and linguists have been dealing with issues of the relationship between language and law for a long time. The lawyers of Ancient Rome, having formulated the position that «the law can and should be defined», reflected in it the task that legal linguistics was designed to solve, namely, to make the legal text precise in its content and at the same time understandable.

One of the main problems of jurisprudence – the interpretation of the concepts of honor, dignity, insults, thoughts, information, defamatory information was posed in 1997 by the publication of the collective work «Concepts of honor and dignity, insults and non-normativeness». It proved that these concepts, although they are used in the text of the law, are not strict terms, and this circumstance significantly complicates the judicial proceedings and the expert activity serving it [1].

The object of legal linguistics is the relationship between language and law. Legal linguistics studies the relationship between language and law. The legal aspect of language is a subject of legal linguistics [2].

The main tasks of legal linguistics are to study all the components of legal language, find inaccuracies, conflict cases, develop a «convenient» legal language, provide legal experts with the correct terminology, accurate wording, and provide linguistic education to legal professionals.

A notable role in the formation of domestic legal linguistics was played by the works of such legal scholars and linguists as M. Antonovych, N. Artikutsa, L. Daderko, T. Demchenko, O. Kopylenko, M. Korzhanskyi, T. Lytvyn (Budko), M. Matskevich, O. Pidoprigora, A. Tokarska, Z. Trostyuk, I. Filipchuk, E. Kharitonov, L. Chulinda, O. Yurchuk and others, who saw the light of day at the end of the 20th - at the beginning of the 21st century [3].

We would like to note that during the Soviet era, research into the problems of legal linguistics was not given enough attention. However, for the sake of justice, it should be said that it was then that legal linguistics began to take shape as an independent field of scientific research thanks to the works of famous Soviet legal scholars A. Pigolkin, E. Podgolin, V. Savitskogo, A. Ushakova, and others.

At the beginning of the XXI century. the first dissertations on legal linguistics appeared in Ukraine, written by both lawyers and linguists, which can be conventionally combined under the headings «Linguistic problems of law» and «Legal problems of language». «Conceptual Apparatus of the Special Part of the Criminal Code of Ukraine» (2000), linguists have O. Danylevska's dissertation «Language Policy of the Central Rada, the Hetmanate and the Directorate of the Ukrainian People's Republic» (2004) [4].

Nowadays in various countries of the world, including Ukraine, active research is conducted in various areas of legal linguistics:

- 1) linguistic expertise;
- 2) creation of recommendations on the development of the texts of laws and other regulatory legal acts;
- 3) legal translation;
- 4) analysis of legal discourse;
- 5) description of the specifics of legal language thinking;
- 6) description of the system of cultural concepts of legal discourse;
- 7) legal terminology;
- 8) linguistic examination of legal and non-legal texts;
- 9) creation of recommendations on the development of the texts of laws and other regulatory legal acts, etc.

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COMPARATIVE GENDER CHARACTERISTICS OF LAW ENFORCEMENT WOMEN IN AMERICA AND UKRAINE

The growth of women's participation in all spheres of life in modern society is an objective reality. Today, one can observe the presence of women as authoritative and leading specialists in science, culture, politics, business, as well as in the civil service system. At the same time, it must be recognized that the number of women in the civil service system in general and civil service in internal affairs bodies does not correspond to their role in society. At the same time, the participation of women in the adoption of responsible state decisions would contribute to the improvement of the quality of these decisions and the effectiveness of their implementation.

At the present time, society is dominated by stereotypes that the solution of domestic issues is traditionally a woman's sphere, and professional issues are traditionally a man's. In addition, there are persistent ideas about which professional occupations are «masculine» and which are «feminine», that is, there are unified ideas about gender roles and the «natural» division of labor by gender in the public mind. Moreover, the very name of the profession quite often reflects its gender identity.

In turn, Russian researchers R. Kamnev and V. Kryuchkov believe that due to the low level of strength in women, accuracy should be the basis of their execution of combat techniques application of relaxing blows, speed of execution of techniques, high level of development of practical skills.

If a man has not studied all aspects of the reception in practical classes, then in the conditions of its practical implementation, the use of the power component will allow them to perform it, which in most cases is beyond the power of girls. Therefore, it is necessary to devote more time to the technical side of training techniques for girls than for men [1].

In practical physical training classes with cadets, girls should pay more attention to the technique of hitting painful body segments, as well as anatomical features of pain techniques. When conducting classes, the task of which is the development of physical qualities, it is necessary to increase the time spent on

training endurance due to a decrease in the number of exercises that develop strength and speed. During the practice of defense against blows, it is advisable to teach girls defense with wastes and slopes, at the same time minimizing defensive actions, performing stands and knockdowns. When learning to throw, you should pay attention to footboards and hooks.

Mandatory arrest for domestic assault is a widely recommended remedy to address domestic violence in America. As a result of recent studies, the question of the reasonableness of such a policy has arisen. Criminologists, lawyers, and police officers express different opinions about whether the state's arrest policy should change. In addition, it should be noted that the practice of mandatory arrest as a method of stopping violence is not the only one in the USA (For example, there is no mandatory arrest in New York).

In many states, prosecutors play a leading role in the fight against domestic violence. For example, in Los Angeles (California), police activity in the field of combating domestic violence is strictly controlled by a special unit headed by an assistant prosecutor. This unit specializes in domestic violence issues. Its employees have the right to initiate criminal cases based on facts of domestic violence when the woman refuses to support the charges, but there is irrefutable evidence of repeated use of violence [2].

At the same time, the reasons for the woman's behavior are investigated, the necessary psychological assistance is provided, lawyers are involved in the «case management», and the issue of issuing a protective order is resolved. In such cases, as a rule, fairly high-profile trials with the participation of jurors take place (the victim is involved in such proceedings as a witness), which is of great importance for drawing public attention to the problems of domestic violence.

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Лідія БАЗИЛЯК

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MULTICULTURAL ENVIRONMENT AS A DEVELOPMENT FACTOR OF AN INNOVATIVE UNIVERSITY

Today, an increasing number of advanced higher educational institutions are rethinking themselves as a provider of educational services, a battery and a conductor of advanced science-intensive ideas and technologies, defining for themselves new super-tasks of turning into a university of a new formation – an integrator of the interests of science and education, industry and entrepreneurship. The modern technical university is turning into an innovative type of university, capable of solving the problems of training graduates of a new generation – elite specialists in their field of knowledge.

The criteria and principles of the organization of such a university are described in detail and include the following directions [1]: the development of an innovative education system, the result of which is the training of specialists capable of ensuring positive changes in the field of their professional activity and, ultimately, in the economy and social sphere of Russia; advanced training of world-class elite specialists based on the integration of education, scientific research and production; development of the infrastructure of interaction of the university with the external environment, formation of strategic partnership with universities, academic science, industry, business and state power structures.

The solution to the above-mentioned problems is the organization of language education at a technical university at a new level, when a foreign language (FL) becomes not an end in itself, but a means of academic and professional activity, a means of professional self-expression and self-improvement. IU, used in the scientific and educational environment of a separate university among Ukrainian and foreign teachers, scientists and students, is a key factor in the formation of a unique system – a multicultural language environment, contributing to the solution of many tasks – turning the university into a center of international education and academic exchanges, training elite specialists on the principles humanitarianization of higher professional education.

An urgent task in the field of language education in the context of this direction of development of a modern technical university is the effective organization of the process of learning a foreign language, including for the purposes of academic and professional intercultural communication, which is reflected in the second principle of the formation of an innovative type of university - «Advanced training of world-class elite specialists on the basis of the integration of education, scientific research and production». The implementation of this principle implies, including professionally oriented language training of specialists using world information resources; joint programs with foreign

universities; academic mobility of students and teachers; education of foreign students and graduate students; demand and employment of graduates at enterprises [1-2].

New requirements for a graduate of a technical university presuppose active command of a foreign language [1-2]. In the area of intensive development, the process of goal-setting and construction of an educational process for teaching FL, aimed at a specific result - free possession of FL for the purpose of professional communication, falls into the field of intensive development. Strategic planning of the training process in this direction allows solving specific tasks of communication training at IU in the academic and professional spheres of communication, and also provides students of a technical university with the opportunity to plan their educational activities at IU in interdependence and interrelationship with the need to realize professional goals, forms a system of professional needs of the individual a student of a technical university. It is under such conditions that one of the main tasks of IU training in a technical university is solved - a foreign language becomes an important factor in the professional self-determination and development of students – future graduates of a technical university.

The competence-based approach to professional education in a technical university allows us to talk about a fundamentally new approach to the goal-setting of educational programs and academic disciplines. Modern educational programs, thus, represent a symbiosis of foreign language sociocultural knowledge and skills and a group of professional knowledge and skills related to the specifics of the specialty that future specialists in the field of technology and technology are mastering. In this regard, the rethinking of the content of language programs implemented in a technical university, where the priority is not so much language training, but training in professional intercultural communication, is of particular relevance. The transition to a new concept of the organization and content of the foreign language learning process, the expansion of learning tasks, namely, the implementation of the principle of foreign language integration into educational and professional activity – all this dictates the need to create additional conditions and resources that contribute to the achievement of the goals described above. Such a condition, resource and the means of achieving the stated goals is the creation of a multicultural environment at the technical university.

The formation of a multicultural environment at the university is aimed at teaching the norms of intercultural communication; formation is presented on the relationship between the global, intercultural and national ethics of verbal and non-verbal communication in the conditions of intercultural interaction; the training of specialists in the field of engineering and technology and teachers of technical disciplines to fulfill the role of the subject of the dialogue of cultures [3], the expansion of the spheres of application of a foreign language in the academic and professional activities of teachers and students.

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The development of a multicultural language university environment presupposes the creation of cultural heritage centers; formation of a structure within the university responsible for the socialization of foreign citizens in a specific university, city, region; center of professional orientation.

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PROFESSIONALLY VITAL QUALITIES AS THE MAIN COMPONENT OF THE STUDENT'S PERSONAL POTENTIAL

Modern socio-cultural conditions place high demands on the quality of training of specialists by educational institutions of all levels. The traditional scheme of education «description-prescription-action» that has been developing for decades has led to systemic and functional illiteracy of graduates. The knowledge gained by them during the training period and the formed professional competencies and personal qualities cannot ensure effective professional activity throughout their lives.

The development of infocommunication technologies and networks dramatically simplifies access to the required information and makes it superfluous to learn the specific details of specific processes. The center of gravity is shifting to the area of principles, methods and approaches. This ensures the transition to a new, pedagogical scheme: «concept-project-implementation». This scheme increases the chances of a person's involvement in modern sociocultural processes, takes into account his personal motives and needs, and allows him to «build» his own productive action.

A new stage in the development of the Russian system of vocational education is characterized by updating the content of education based on a competent approach, which creates an opportunity to develop a model of a specialist's personality through a description of a set of professional competencies and professionally important personal qualities. Vocational education should contribute to the formation of a socially and professionally active person, so the

transition from subject-oriented to student-oriented learning, from a knowledge-based to a competency-based approach becomes objectively necessary.

Various aspects of the problem of personality formation are reflected in the works of B. Anan'eva, V. Bezrukova, L. Vygotsky, A. Leontiev, Yu. Chernova, V. Yadova and others.

So, V. Bezrukova considers personal potential as a combination of «psychophysiological properties, qualification training and socio-psychological properties of a person as a subject of labor» [1, p. 146]. According to this definition, personal potential is a component that serves the labor activity of a specialist and contributes to its success. The formation of a professionally significant personal potential depends on the level of basic training of a person and on the level of his development. «The higher the level of development of a person, the richer his personal labor potential, hence the higher the quality of professional activity and vice versa. Weak formation of personal qualities subsequently gives rise to dissatisfaction with work, reduces the motivation for professional growth, and leads to a change in profession» [1, p. 147].

Consequently, graduates of all educational institutions must have personal potential in order to be competitive in the labor market.

Under the personal potential of the trainee we mean the totality of qualified training, physiological, psychological and social properties of a person as a subject of activity.

Professionally vital qualities (PVC) can be considered as the main component of personal potential – these are individual psychological qualities and personality traits that determine the possibility of successfully performing professional activities.

In the psychological and pedagogical literature, there are several different approaches to the definition of PVC. According to V. Shadrikov, professionally important qualities play the role of internal conditions through which external influences and requirements of activity are refracted, which is the key moment in the formation of a psychological system of activity [3]. A. Karpov gives the following definition: «Professionally important qualities are the individual properties of the subject of activity, which are necessary and sufficient for its implementation at the normatively specified level and which significantly and positively correlate with at least one (or several) of its main performance parameters – quality, productivity, reliability».

A. Karpov distinguishes four groups of professionally important qualities, which together form the structure of professional suitability:

- absolute PVK – the properties necessary to perform the activity as such at the minimum allowable or normatively specified, average level;
- relative PVC, which determine the possibility for the subject to achieve high («above the normative») quantitative and qualitative performance indicators («PVK of mastery»); motivational readiness for the implementation of a particular

activity. High motivation can significantly compensate for the insufficient level of development of many other STCs (but not vice versa);

– anti-PVC: properties that are contrary to one or another type of professional activity. The structure of professional suitability implies a minimum level of their development or even the absence. In contrast to the qualities of the first three groups, they correlate with activity parameters significantly, but negatively.

All professionally important qualities can be divided into two categories:

1. leading professionally important qualities – characterized by the greatest direct connection with the parameters of activity;

2. basic professionally important qualities – they have the largest number of intra-system connections with other qualities, i.e., they are characterized by the greatest structural weight and, therefore, occupy a central place in the entire system of qualities. It is the basic professionally important qualities, according to A. Karpov, are the basis for the formation of subsystems of professionally important qualities in general. Around them and on their basis, all other qualities of the subject that are necessary to ensure the activity and (or) its main actions and functions are combined, structured and co-organized. One and the same PVK in different cases can act either as a leading one, or as a basic one, or as both at the same time.

The purpose of our study was to identify professionally important qualities that a teacher of vocational education in the specialty of computer science, computer engineering and computer technology should have. In order to identify the priority of ITC among students enrolled in the specialty 050501 «Vocational training (industry) Informatics, Computer Engineering and Computer Technologies», a vocational questionnaire by N. Noossa [2]. This questionnaire consists of 10 thematic groups, each of which includes a certain set of qualities. During the study, the following results were obtained (Table 1).

During the study, it was found that the first course was given the least preference for physical qualities (good health and physical endurance). The highest results were obtained in terms of business qualities. The greatest number of choices were made in favor of business qualities in all courses. But the differences can be seen in the meaningful choice of qualities in each of the thematic blocks. Common qualities noted by students of all courses: the ability to organize a working day, accuracy, independence in decision-making, discipline, efficiency, etc. But in the fourth year, other qualities included in this thematic group, but not noted by junior students, were also identified, the ability to maintain ties with other organizations, the ability to ensure the normal work of the team, the desire to introduce new things, organization, exactingness, etc.

The same is observed in the group of intellectual qualities, where you can see the general qualities (logical analysis, informational analysis, erudition, quick wit, common sense, etc.) for students of all courses and highlighted only by the fourth year (work on improving their knowledge, the ability to self-improve

initiative, the ability to correctly assess the situation and make a decision, etc.). We also see that psychological qualities were noted quite highly, which can be seen as common to all courses (observation, endurance, attention, introspection, good memory, etc.) your thoughts quickly and competently, etc.).

Thus, we can conclude that we have received a block of the most important groups of qualities noted by students of all courses: business, intellectual, psychological qualities, which are most important in the future activities of a teacher of vocational education. The difference is seen only in the content richness of the qualities that were highlighted by the fourth course. Therefore, we can conclude that in the learning process there is a more complete understanding and awareness of professionally important qualities through the purposeful activity of the educational process. The content orientation of professionally important qualities turns out to be the most important for the fourth year, in contrast to the first, which singled out appearance as the dominant factor. This also indicates that in the learning process there is a content orientation that contributes to the expansion and deepening of ideas about professionally important qualities of a teacher of vocational training in the specialty computer science, computer engineering and computer technology.

To sum it up, professionally vital qualities are a complex and internally differentiated systemic formation that determines the success of mastering and performing work. Each activity requires a certain set of professionally important qualities.

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DEVELOPMENT OF THE NATIONAL LEGAL SYSTEM

In the modern world, integration processes are intensifying in many spheres of public life. This also applies to the legal sphere. The world community and states attach great importance to common law principles and support the

convergence of various legal systems. There is a growing interest in the study and sharing of experience in the development of national legislation, the exchange of legal information and scientific ideas. The need for international cooperation, the global problems of today require a new vision of existing legal problems, which should focus on the basic legal systems of the world.

The legal system of a particular society reflects its socio-economic, political and cultural identity, determines the integrity, reflects the unity of society and is one of the manifestations of state sovereignty of the state, an indicator of sustainable legal development.

The national legal system determines the uniqueness of the legal life of a society. Thus, it is clear that the legal system as an embodiment of the corresponding achieved level of development of law must be able to: perform certain tasks, reproduce the necessary functions in these spatial and temporal dimensions, to provide the necessary conditions for effective legal regulation [1].

The legal system of Ukraine at the present stage of history is characterized as fragmentarily globalized, due to the generally transitional (transit) state in which society and the state are, which are the determining actors in shaping the trajectory of its development.

The concept of transit in the social sciences is seen as a process of transformation of post-totalitarian societies, which covers the full range of social relations: politics, economics, social structure, governance, law, culture and the spiritual sphere. This period is called the period of transition from one type of society to another. The boundary state has the property at the same time to acquire the features of the state to which the process passes.

That is, the transit society has a mixed heterogeneous structure. As a result of transitive processes, there is a reorganization of the entire social system, its qualitative change, the acquisition of new properties. As V. Drapoguz rightly points out, such a process can be quite rapid, and the new social system receives significant advantages over the previous one, but the transformation may be delayed, and the resulting system may be less effective than its previous one. In his opinion, modern Ukraine can serve as an example [2].

One of the main reasons for the process of transition of Ukrainian society from the model of Soviet-style state to a qualitatively new state - the scientist points out - is that in the process of transforming the system politically active part of the population focused not on domestic social needs and centuries-old traditions.

The national legal system is gradually becoming one of the important means of ensuring optimal unity of political and social stability and dynamism, preserving the integrity of society, interaction of personal and social, legal and public factors, which are always in antinomy, interpenetration and internal contradictions.

The main task of the legal system is to create a clearly defined normative, stable basis for the whole complex of social relations, including their dynamics.

Thus, the development of the national legal system depends (and we emphasize this) on many factors: economic, social, political, as well as personal legal culture, legal consciousness, legal worldview of each member of civil

society, able to think independently, make decisions, publicly express their opinion, to be responsible for the consequences of their activities, to show interest in the dynamic development of the legal system, including by taking the initiative in law.

The national legal system must ensure the organic unity of the development of a democratic, social, legal and European state. The development of the national legal system involves the creation and use of reliable legal mechanisms in the context of market economy development, the creation of guarantees for the development of production; the main functions of the legal system are regulatory (consolidation of realities in the economy) and security (effective protection of relevant legal relations).

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BASIC PRINCIPLES OF PREVENTING AND COMBATING DOMESTIC VIOLENCE

In accordance with Part 3 of Art. 25 of the Law of Ukraine «On Prevention and Combating Domestic Violence», when making a decision to issue a decision on an urgent preventive order, priority is given to the safety of the victim. This requirement also applies to the place of joint residence (residence) of the victim and the offender, regardless of their ownership of the relevant housing [1].

From the point of view of the basic principles of the constitutional system regarding the legal status of a person, this norm is a cornerstone. Since, even before the adoption and entry into force of the said Law, a position was formed among lawyers about the contradiction of such a norm.

The Constitution of Ukraine [2] contains a complex of fundamental guarantees of the legal status of a person, that is, a person, his life and health, honor and dignity, inviolability and security are recognized in Ukraine as the highest social values (Article 3), all people are free and equal in their rights, human freedoms are inalienable and inviolable (Article 21), the right to respect for the

dignity of the person (Article 28), the right to inviolability of the home (Article 30), the right to privacy (Article 32), all these provisions concern the issue under consideration.

In addition, Part 4 of Art. 41 of the Constitution of Ukraine enshrines the norm-principle of direct action - no one can be unlawfully deprived of the right to property. The right to private property is inviolable. This position also takes place in the «Convention on the Protection of Human Rights and Fundamental Freedoms», where the right to private property is protected in Art. 1 of Protocol 1, which stipulates that every natural or legal person has the right to peacefully own their property. But the legal content of ensuring this right directly in the article provides for the cases and circumstances under which the state can limit this right. Among these circumstances are public interests, it is separately emphasized that these provisions do not in any way limit the right of the state to enact such laws as it considers necessary to control the use of property in accordance with the general interest or to ensure the payment of taxes or other charges or fines [3, c. 237].

The Law of Ukraine «On Prevention and Combating Domestic Violence» introduces a legal mechanism not of alienation, but of limiting property rights. In this case, it should be noted that in this case we are talking about the law on housing ownership.

Regarding the provision of housing ownership, separately the Constitution of Ukraine and the «Convention on the Protection of Human Rights and Fundamental Freedoms» ensure the right to the inviolability of housing, and the norms of civil and housing law protect a person from eviction without providing another housing. That is, the general position regarding the legal regulation of these issues by a person who has the right to own or use housing. Therefore, the legislative possibility in the case of violence to issue an urgent ban to the criminal is ensured at the constitutional level.

The law provides that such an order is issued by authorized units of the National Police of Ukraine, if there is an immediate threat to the life or health of the victim in order to immediately stop domestic violence, prevent or continue it. Even the very list of these conditions indicates that this right of the police is discretionary. Ukrainian legal realities are such that the legal regulation leaves wide opportunities for challenging relevant instructions in court [1].

So, taking into account the above, the following conclusions can be drawn. Domestic legislation provides for the procedure for taking appropriate measures to prevent domestic violence. There is an opinion in the literature that the state should pay important attention to the prevention of such crime. However, the state should also not «forget» to bring guilty persons to justice. If the state is not able to control the free expression of the will of the person subjected to violence in the submission of the relevant application, without which criminal proceedings cannot be initiated, then it is necessary to refer the investigation of domestic violence to the procedure of public prosecution.

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**SOCIALLY DANGEROUS CONSEQUENCES AND AS A SIGN
OF THE OBJECTIVE SIDE OF THE CRIME UNDER THE CURRENT
LEGISLATION OF UKRAINE**

Socially dangerous consequences are one of the signs of the objective side of a criminal offense. This topic has always been interesting for consideration and analysis by modern scientists, it has found its place in the works of such scientists as М. Бажанов, В. Maltsev, О. Mykulenko, and others. They considered this topic from two sides, on the one hand – within the general doctrine of the objective side, on the other - as a sign of a separate criminal offense.

Socially dangerous consequences, actually reflected in the damage caused by a criminal offense, public relations, are also the result of negative behavior of the offender. Scientists such as МI Bazhanov and ОМ Mykulenko in their works came to the conclusion that there are no such criminal offenses that would not entail socially dangerous consequences [1, p. 310-312].

Today, in the current legislation of Ukraine there are two groups of socially dangerous consequences: 1) the creation of threats of causing certain harm; 2) the creation of real damage (for example, murder, theft, robbery, hooliganism have the effect of specific and real damage caused to the object, which is under criminal law protection).

The legislator uses various methods to describe socially dangerous consequences. When someone else's property is stolen, it is the property that is damaged (Article 185 of the Criminal Code of Ukraine). There is only one consequence that has criminal significance. In other cases, the law specifies two or more possible consequences, which are a mandatory feature of a criminal offense. Thus, as part of the destruction or damage of roads and vehicles (part 1 of Article 277 of the Criminal Code of Ukraine) in the alternative are such consequences as train or ship accident, disruption of normal transport or danger to human life or other serious consequences [2 , p.129-133].

МОЛОДЬ І СВІТОВА СПІВПРАЦЯ В УМОВАХ ВОЄННОГО СТАНУ

Sometimes socially dangerous consequences are signs that help to form a qualified or especially qualified corpus delicti of a certain criminal offense (for example, Articles 134, 135, 139, 152 of the Criminal Code of Ukraine). In cases where they are not specified by the legislator in the main composition of the criminal offense, but with their presence changes the qualification and there is an increase in liability.

The consequences of a criminal offense are diverse and can take place in different areas, namely: economics, production, human rights, the environment, and so on. All of them can be divided into two large groups: the consequences of a material nature and the consequences of an intangible nature. According to the legislator, the material consequences should include damage of a character (for example, death of a person in murder, bodily injuries (Articles 115-119, 121-125 of the Criminal Code of Ukraine), as well as property damage (for example, in crimes against property). VI of the Special Part of the Criminal Code of Ukraine). Intangible consequences include such negative changes in the object of encroachment, which are combined with the violation of certain interests of participants in public relations, protected by criminal law, and usually not related to physical influence on a person as a subject of social relations or influence on material objects of the external world (goods), about which there are social relations [3, p. 247].

Socially dangerous consequences also have their meaning, namely: 1) socially dangerous values are one of the most important grounds for criminalization (decriminalization) of an act; 2) is a sign on the basis of which the distinction of the crime from other offenses is made; 3) is a circumstance that is taken into account by the court when sentencing within the sanction of the relevant article of the Criminal Code; 4) are obligatory for ascertaining the corpus delicti as grounds for criminal liability; 5) are obligatory for the correct qualification of a criminal offense and its separation from related criminal offenses.

Thus, having analyzed all the above, which relates to socially dangerous consequences, we consider it appropriate to draw a number of conclusions: 1) socially dangerous consequences have their significance; 2) the presence of socially dangerous consequences allows for a more in-depth assessment of a certain criminal offense during the pre-trial investigation and to correctly classify it; 3) the presence of socially dangerous consequences in the commission of certain criminal offenses is a guarantee of compensation for damage caused by the act; 4) today there is no norm in the current legislation in which there would be no socially dangerous consequences.

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INFLUENCE OF COLLECTIVE FORMS OF LEARNING ACTIVITIES ON THE MOTIVATION OF LEARNING

Let us consider the influence of collective forms of learning activity on learning motivation. Various forms of collective activity of students play a significant role in the formation of learning motivation, which is explained by several circumstances. Of great importance is the inclusion of all students in active learning work, because only in the process of activity can the necessary motivation be formed.

The use of group forms of education draws even the unmotivated into the process of activity, since, having got into a group of students who collectively perform a certain task, the student cannot refuse to do his part of the work, otherwise he will be criticized by his comrades, and by their opinion, respect, he, as a rule, values, often even more than the opinion of the teacher [1]. In addition, working in a micro-collective, each member tries to be no worse than others, a healthy competition arises, which contributes to the intensification of educational work, gives it emotional attractiveness, which also plays a role in the formation of appropriate motivation. When a student, working collectively in a group, being in close contact with them, observes how much interest his comrades arouse in his activity, what value this work represents for them, then he himself begins to appreciate it, begins to understand that educational work can be significant by her own. And this contributes to the inclusion of the student in active learning work, which gradually becomes his need and acquires a value recognized by him, which leads to the motivation of learning.

For the formation of a stable positive motivation for educational activity, it is very important that each student feel like a subject of the educational process. This can be facilitated by a personal-role form of organization of the educational process. With this form of organization, each student performs a certain role in the learning process, which contributes to the formation of motivation for this activity. Various forms of teamwork make it possible to differentiate learning activities for different categories of students, to differentiate tasks in such a way as to make them feasible for everyone, which in turn is important for the development of learning motivation. Thus, group learning is a process of «an intensive exchange of energy, ideas, experience, emotional experiences, where as a result everyone receives a powerful stimulus for personal growth and self-improvement» [2].

So, we have considered some of the most important, in our opinion, conditions and ways of forming a positive sustainable motivation for students' learning activities. For the formation of such motivation, one should use not one

path, but all paths in a certain system, in a complex, because not one of them, by itself, without others, cannot play a decisive role in the formation of motivation [3]. The consistency of the content of education and the ways of its presentation with the cognitive needs and interests of students counteracts the formation of a negative attitude. Optimally selected material strengthens all components of motivation: needs, aspirations, interests, emotions, motives themselves. The formation of a stable level of motivation for learning obliges the teacher to select appropriate educational materials that would be of cognitive, communicative, professional value, be creative, stimulate mental activity, and contribute to the deepening and expansion of the scope of students' cognitive activity.

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**CLASSIFICATION OF TERMINOLOGICAL VOCABULARY
ACCORDING TO LEXICO-SEMANTIC SIGNS.
THE PHENOMENON OF HOMONYMY**

As part of the terminological vocabulary, several «layers» can be distinguished, which differ in the scope of application, features of the object, which is indicated:

1. First of all, these are general scientific terms that are used in various fields of knowledge and belong to the scientific style of language as a whole. For example, such terms as: «experiment», «reaction», «equivalent», «predict», «hypothetical», etc. Such terms form a common conceptual fund of various sciences and have the highest frequency of use.

2. There are also highly specialized terms that are assigned to certain scientific disciplines, branches of production and technology. For example, in linguistics: «subject», «predicate», «pronoun», «adjective»; in medicine: «heart attack», «surgery», «cardiology», etc. The quintessence of each science is concentrated in these terminologies.

3. Abbreviated terms and abbreviations. For example: «R&A» (reliability and availability), «AFBC», «V-MOS», «X-ray» and others.

Terms, in contrast to words of «broad usage» within their terminological field, are usually unambiguous; the same word can be a term of different fields of knowledge, but it should be noted that this is not polysemy, but homonymy.

Homonymy is one of the phenomena inherent in all languages and characterizes the lexical-semantic system of each of them.

For the first time, Aristotle defined homonyms as «objects that have only the name in common, and the language about the entity that corresponds to this name is different.» English researchers became interested in homonymy a long time ago. Mention of homonyms can be found in the works of Cooper in «Grammar (1685)», Murdoch in «Dictionary of Distinctions», which was published in London in 1811. These and many other authors provided long lists of homonyms to demonstrate the correct pronunciation of words.

Interest in the study of homonyms, their origin and development in individual languages, in families and groups of related languages, sometimes developed, then died down, but never completely disappeared. This is explained by the fact that the appearance of homonymy is multifaceted and requires a comprehensive linguistic analysis.

The process of developing the theory of homonymy has a long tradition and is associated with the names of such foreign scientists as Baldinger K. [1], Trnka B. [1], and many others.

In modern language science, it is generally accepted that homonymy is an absolute universal. The presence of homonyms in the language is mandatory and natural, moreover, deeply conditioned both physiologically and by the very nature of language as a system.

Fleischer V. once wrote that «homonyms are as legitimate children of linguistic art as all others.» Much later, Riesel I. wrote, researching the problem of presenting homonyms in dictionaries, and noted that «one of the most important differences of any language that was formed spontaneously over centuries and millennia from «semantic systems» lies in the wide distribution of homonymy, created by man», also indicates the regular nature of the reasons that lead to the formation of homonyms, «is, in fact, a random result of certain regularities».

For a long time, homonymy was considered «as a disease that needs to be treated». There is a widespread point of view that synonymy and polysemy are a natural phenomenon in languages, that the very functioning of language as a means of communication and knowledge is impossible without these phenomena. As for homonyms, on the contrary, this aspect of the asymmetry of the linguistic sign is considered by many to be a linguistic anomaly, an obstacle in communication. Often, the listener finds himself in a difficult situation when, from several different meanings expressed by a given linguistic form, one should be chosen to correctly understand the message. Homonymy introduces difficulties into the normal process of learning a language, when the learner comes across the fact that the same

linguistic form can have completely different meanings, a fact that he usually does not pay attention to in his native language. The analysis of such forms significantly complicates the perception of a foreign language text.

In modern linguistics, it is generally accepted that homonymy is a lexical-semantic process in which the presence and functioning of two or more homonymous language signs that are semantically unrelated are possible.

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**PROBLEMS OF PROVIDING THE LEGAL STATUS
FOR INTERNALLY DISPLACED PERSONS**

Taking into account the European integration process of the Ukrainian society, the provision of rights and freedoms for the most vulnerable segments of population is turned to become an acute problem. Nowadays the global challenge for democracy of Ukraine is an armed conflict in the west of the country and annexion of the autonomous republic of Crimea by the Russian Federation. These events, therefore have provoked the mass internal transfer of the people within the country. This fact has given the grounds for creation and further establishment of the legal status of internally displaced persons [1].

For the time being more than 1.6 million internally displaced persons of Ukraine have unsettled legal status notwithstanding the adoption of statutory legal act: the Law of Ukraine «About the provision of rights and freedoms to internally displaced people». But these people still do not have adequate social protection.

The aim of the project is formation of possible ways for solving the problems regarding the adoption of the legal status of internally displaced people on the basis of the analysis of current legislation of Ukraine and the results of sociological investigations of different levels (national, foreign and author's level).

Here is the definition of **internally displaced persons** which is given in the law of Ukraine: Internally displaced persons are the people which massively and rapidly have to leave their dwellings due to internal or external armed conflicts, violation of the human rights, ecological disasters etc.

There are some reasons for internal displacement of people: armed conflicts, territory occupation, man-made or natural disasters human rights violations.

We consider the number of additional rights which can be provided primarily and in the long-term perspective differs depending on the grounds of internal displacement.

The definition of occupation is as follows: it is a temporary occupation of the enemy's territory by the armed forces. Natural or man-made disasters are the situations which directly endanger the rights of a man and citizen or their health.

One of the primary problems for provision of rights and freedoms for internally displaced persons was the absence of legislative and legal provision of this issue. But later on it was regulated by more than 15 legislative and legal acts. The large number of amendments were made for more than 80 legislative and legal acts which help to improve the mechanism of provision and expansion of right and freedoms for internally displaced persons.

In November 2020 the sociological investigation was organized and carried out to determine the level social comprehension as to the problems of legal status of the internally displaced persons in Ukraine. More than 1500 persons were interviewed (students and teaching staff of such higher institutions as Taras Shevchenko National University, Kyiv –Mohyliansk Academy, National Academy of Internal Affairs, Lviv State University of Internal Affairs etc.):

- About 40 % of the interviewed persons consider that there are more than 1.5 million internally displaced persons in Ukraine nowadays and only 9 % give the figure of 50 thousand.

- 66 % of respondents think that the enforcement of social rights is the greatest problem, less difficulties may arise with labour rights enforcement – 5 %, political rights – 21.3 % and personal rights – 8 %.

- The bodies and organizations which can effectively settle the problems of internally displaced persons.

The figures are as follows: 40 % for Ministry on problems of Temporary Occupied Territories, more than 25 % bodies of local authorities, 15 % – civil organizations, the least % is given to Verkhona Rada – 8.5 %; 70 % hope that this status is a temporary one.

There are some ways of improvement of the current situation which is to be fulfilled by the authorities of Ukraine to improve and enhance the level of rights and freedoms for the internally displaced persons.

Returning of the persons to the places of their permanent living (by means of settling the armed conflict (54.2 %), adoption of the collection of legislative and legal acts (39.6 %), the additional regulatory actions are not required (6.3 %):

- As to the activity of the Ministry on problems of Temporary Occupied Territories and internally displaced persons, 71 % of the respondents cannot name any initiatives and activities of the mentioned Ministry.

- The necessity of optimization of rights and freedoms provision of the internally displaced persons has been proved.

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**MODERN INTERNATIONAL SECURITY CHALLENGES
RELATED TO FOREIGN TERRORIST FIGHTING**

Combating the movement of foreign terrorist fighters over the last few years has remained a priority in the global counter-terrorism strategy. For example, a high-level OSCE expert conference was held in Vienna (Austria) on February 11-12, 2020 to address the current challenges of international security related to the movement of foreign terrorist fighters.

The participants of the event noted that today there is an increase in the number of people returning from the zones of armed conflict. In this regard, there is a strong likelihood of involvement of the specified category of persons in extremist or terrorist activities in the territory of the country of origin. That is why law enforcement agencies and special services need the latest approaches and effective tools to counter the modern challenges posed by terrorist organizations. At the same time, in order to reduce the risks associated with terrorism, particular attention is paid to the development of various public-private partnership programs (strategies) aimed at preventing violent extremism and radicalization, rehabilitation and reintegration of persons arrested/convicted of terrorist crimes, and the repatriation of persons currently in conflict areas.

In the course of further discussion, the conference participants stressed the importance of organizing the return of their citizens from the territory of armed conflicts.

In particular, during the conference, Minister of Foreign Affairs of the Republic of Kazakhstan Yerzhan Ashihbaev and representative of the National Security Service of the Republic of Uzbekistan Alisher Tuhtaev presented the results of special operations «Zhusan» and «MEHR» respectively, organized for the return of members of families (women and children) of foreign detained terrorist fighters at the al-Hol refugee camp in Syria.

The achievements of these countries in the repatriation and reintegration of persons involved in terrorist activities were highly appreciated by the representatives of the OSCE participating States, including the prevention of stigmatization of the said category of persons. Representatives of international human rights institutions and foreign law enforcement agencies also drew attention to the lack of expediency of bringing the said category to criminal liability for involvement in terrorist activities, since this contravenes the principle of humanism, and such a process must be individualized.

This is noteworthy in the context of the organization by the Ukrainian side of a set of measures aimed at returning from Syria to Ukraine 26 women and 66 children who have left the areas controlled by the Islamic State terrorist organization and are in the Al-Hol refugee camp.

Against this background, counteraction to modern forms of terrorism must be undertaken not only through criminal measures but also through the development and implementation of a national strategy to counter violent extremism.

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ECONOMICS AND ARMED CONFLICT: FROM REGULARITIES TO PARADOXES

As world experience shows, the poverty of the population is an impulse for the deployment of civil wars and aggression in relation to other, more prosperous countries. At the same time, military conflict as a result of the destruction of infrastructure, the loss of soldiers and civilians (when families lose breadwinners), the emergence of refugees and internally displaced people, in turn, contribute to falling rates of economic development and generate poverty. This is the so-called «trap of poverty,» according to Collier and Hoeffler (2002), which postulates that the beginning of the conflict provokes a recession of the economy, which in turn increases the risk of the next conflict. Countries find themselves in a closed loop of

conflict and backwardness. The truth of this thesis is tested by researchers, building a model with one equation, with the aim of figuring out how likely a war in a particular country has been over a five-year period, taking into account a combination of indicators of economic development (for example, GDP per capita, exports of raw materials, etc.), in previous years (dynamics of population income indicators, impact on the economy of previous conflicts) and indicators that are invariant (for example, social stratification).

In a profound study by A. Braithwaite and N. Dasandi «Does Poverty Cause Conflict? Isolating the Causal Origins of the Conflict Trap» (2016) there was an attempt to establish causal relationships between poverty and armed conflict, including civil war, in the country. The authors argue that poverty is endogenous in relation to the beginning of a civil conflict, and the state's position in the international system leads to differences in poverty compared to other countries, and it is already exogenous in relation to the processes that give rise to the conflict (p.2). For the main indicator of poverty, the authors take the Infant mortality rate (IMR), considering it to be a more justified poverty marker than the income of the population. By comparing macroeconomic indicators with the use of network analysis tools in the study of the structure of international relations, the authors conclude that consideration of the connection of internal conflicts and poverty should take place in the context of international inequality.

Taking into account the existing experience in identifying causal relationships between poverty and armed conflicts, and the fact that in a closed loop, where poverty provokes conflict, and poverty is a conflict, it is very difficult to set a «reference point» (the more each country has its own specificity) and the actual scientific value of such intelligence is not of fundamental importance in the study of the nature, causes and consequences of armed conflicts, we have focused on certain laws of economic development during hostilities.

British researcher Paul Collier has shown that the estimated cost of a civil war is 2.2 % of GDP per year due to the effect of reducing economic growth. And if the average civil war lasts for seven years, at the end of the war, the economy of the country will have a GDP figure of 15 % lower than before it began.

The GDP is affected by the effects of armed conflict: the destruction of production facilities, infrastructure, transport, stopping agricultural work through shelling, mines, pollution. In addition, this indicator has a significant impact on the departure of the labor force from the country, the loss of civilian population. Even in the case of internal migration of labor resources from the zone of armed conflict to employment in a new place, the negative impact on the level of GDP persists as a result of the destruction / stopping of enterprises or the loss of control over them in the conflict zone. Internal migration in a conflict situation leads to an uneven distribution of labor resources in a country where, in some regions, employment, and hence the level of competition in the labor market, is increasing, while in others it is falling rapidly due to the dangers associated with being in the conflict zone.

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**NORMATIVE AND CASUAL COMPENSATION TO THE VICTIM
FOR THE HARM CAUSED BY THE CRIME AS THE LATEST
TECHNOLOGY OF CRIMINAL POLICY OF UKRAINE**

A person acquires the status of a civil plaintiff from the moment the claim is filed (Article 61 of the CPC). The law does not provide for the issuance by the investigator or court of this procedural decision. In the case of a civil claim to the victim, he combines both procedural statuses and uses the rights of both the civil plaintiff and the victim (Article 55 of the CPC) [3, p. 30].

A civil action in the interests of the civil plaintiff is entitled include: parents (adoptive parents), and in their absence – guardians, caregivers and other adults close relatives (spouse, stepfather, stepmother, son, daughter, stepson, stepdaughter, brother, sister, grandfather, grandmother, grandfather, great-grandfather, grandchild, granddaughter, great-grandson, great-grandchild, adoptive parents, as well as persons who live together, are associated with a common life and have mutual rights and obligations, including persons who live together but are not married); as well as representatives of trusteeship and care institutions, institutions and organizations, under guardianship or care FIR is a minor, incapacitated or partially capable [1, p. 15].

Involving a legal representative to participate in criminal proceedings is an investigator, the prosecutor makes a decision, and the investigating judge, the court – decides the decision, a copy of which is given to the legal representative. In the event that the actions or interests of the legal representative of the civil plaintiff conflict with the interests of the person whom he represents, by the decision of the investigator, prosecutor, investigator of the judge, the court such legal representative is replaced by another of the listed persons.

According to the general rule, a civil defendant in a criminal proceeding has a suspect, accused of being responsible for the material and non-pecuniary damage he caused. Since the him as a civil defendant claim pretrial investigation or trial it

provided all statutory rights as a suspect, and civil defendant, including the right to recognize the claim fully or partially or to object to it.

Since the damage caused by a minor (under the age of fourteen) legally compensated as a general rule her parents (adoptive parents) or guardian or other individual who on legal grounds provides education minor, as well as minor harmed while under the supervision of an educational institution, institution of health care or other institution, which is obliged to supervise it, as well as under the supervision of the person who supervises the young person, in cases of the task of her harm socially dangerous acts, said persons (physical and legal) may be civil defendants in the relevant criminal proceedings [3, p. 34].

Civil defendants may be parents (adopters) or guardianship of a minor (aged fourteen to eighteen), as well as institutions that lawfully carry out the functions of a minor's guardian in cases of harm to a minor by a criminal offense or a socially dangerous act that is the subject of criminal proceedings, in the absence of a minor's property sufficient to compensate for the damage caused to him (Article 1179 of the Central Committee) [4].

A civilian defendant in a criminal proceeding may have a representative. Representation of the civil defendant in relation to the subject matter of the authorizing documents, the scope of rights is similar to the representation of the civil plaintiff (Article 63 of the CPC).

Understanding of the applied principles of litigation is related to the practice of using civil actions in criminal proceedings. Practice is a criminological study of the results of civil lawsuits arising from the task of harming the victim by any crime, a criminal offense that collectively constitutes a criminal offense.

A civil claim for compensation for pecuniary damage caused by a crime may be filed after a criminal case has been initiated, but before the end of the pre-trial investigation. The law grants the prosecutor the right to present or maintain a civil action brought by a civil plaintiff in the interests of protecting the rights, freedoms and interests of individuals and legal entities, which may be public or non-governmental organizations. In the case where, by law, liability for damage caused by criminal acts of the accused must bear the parents, guardians, trustees or other persons or companies, institutions, organizations, in this case submitted a reasoned decision to prosecute the person or company, institution, organization as a civilian defendant. The ruling shall be announced to the civil defendant or his representative. The duty to prove the fact itself, as well as the amount of pecuniary damage caused by the crime, and on the basis of his reimbursement, is entrusted to the inquiry authority, the investigator, the prosecutor of the investigator's judge and the court [2, p. 71].

Some scientists believe that compensation for damage caused by theft advisable to merge into two main groups: 1) related to illegal entry into homes, premises or other storage (villas, apartments, homes, pensions, etc.); In turn, theft (banks, zberbankah, shops, warehouses, businesses, institutions, organizations), working directly related workers and «legitimate infiltration» is often associated with illegal entry may be: breaking the locking devices, barriers and storage,

procedural steps. However, the filing of a statement of claim during the investigation looks better because it obliges the investigating official to take timely measures to secure the suit (search, seizure, seizure of property), which, in turn, raises the real possibility of satisfying the claim in the future.

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SOCIAL MARKETING IN STATE MANAGEMENT OF SOCIAL ORGANIZATIONS

The creation of an effective system of state management of social organizations in Ukraine is one of the priority tasks of the state's social policy, which involves a qualitative restructuring of the system of state management of social organizations in accordance with new socio-economic challenges and the dominant needs of the population. This requires the introduction of new, more flexible and effective approaches to the state management of social organizations, based on modern achievements of state management, management sociology and the marketing paradigm in the state management of social organizations.

Therefore, it is necessary to solve an important scientific problem, which consists in the contradiction between the spread of modern social marketing practices in the management of various social systems, which have become widespread in the most developed societies of the world, on the one hand, and the lack of available knowledge on the multiplicity of forms, ways of use and mechanisms of implementation of social marketing, in particular in the system of state management of social organizations in Ukraine at the regional level, on the other hand.

Despite numerous scientific publications and research on innovative mechanisms of state management of social organizations, the application of marketing technologies in the management of social organizations, in particular

social marketing and PR technologies and social advertising as mechanisms for its implementation, is little studied today.

The purpose of the study is to determine the features of the implementation of social marketing technologies and mechanisms in the system of state management of social organizations in Ukraine at the regional level.

The importance and effectiveness of marketing ideas in the economy cannot be doubted. But before noting the importance of applying the marketing concept of management in the social sphere and in the sphere of social services, let's consider the semantic features of the concept «marketing». It should be noted that there is no generally accepted definition of marketing among specialists. For example, the author of the well-known monograph «Fundamentals of Marketing» F. Kotler considers it as «a type of human activity aimed at meeting the needs of exchange» [2, p. 43]. European marketer J. Lamben considers marketing as «a social process aimed at satisfying the needs and desires of people and organizations by ensuring free competitive exchange of goods and services that have a certain value for the buyer» [3, p. 4]. So, the object of marketing activity can be organizations, goods, ideas, services, territories, people. Marketing information can be used by teachers, politicians, government organizations and everyone who wants to distinguish themselves, their ideas and programs.

A recent phenomenon is the concept of socio-ethical marketing, according to which the organization should most fully satisfy customer requests and ensure their satisfaction with more effective means while simultaneously preserving and strengthening the well-being of the consumer and society as a whole. At the same time, it is assumed that the organization will use innovative marketing, in the process of which products and marketing methods are continuously improved, as well as the use of value marketing, which determines both the increase in the value of the product for the consumer and the awareness of the organization's staff of the social mission of their activities.

Today, marketing as a market concept of management is gradually entering various spheres of social life, which confirms its universal and interdisciplinary character. Thus, the ideas of marketing began to be implemented in the sphere of public administration: for example, the concept of macro-marketing appeared – the state concept of managing the economy at the macro level. Analyzing the theory of macro-marketing, professors J. Sheet, D. Gardner and D. Gareth defined the subject of macro-marketing (as a social phenomenon) as «the relationship between marketing activity and society» [3, p. 63]. At the same time, the main task of macro-marketing consists, in their opinion, in the analysis of public requests and needs. Thus, marketing acts as a concept that is able to implement its functions as an integral part of the state concept of management at the macro level, performing the main tasks of timely professional service to citizens and providing quality services that are requested by the population.

Further development of marketing is in the non-commercial sphere with the aim of achieving a certain social effect.

If non-commercial marketing acts as a separate type of marketing activity aimed at certain subjects of non-commercial activity, then the concept of social marketing is broader and includes social systems at the level of society, state and culture [1].

Social marketing acts as a unified methodology, the main components of which are the following: 1) modern technology for organizing the functioning of the social sphere of the post-industrial society; 2) social orientation of marketing, business in general; 3) the technology of promoting socially significant problems

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INTERACTION WITH THE POPULATION: THE STATE OF THE REALIZATION OF THE POLITICAL OFFICER OF THE COMMUNITY

The security of the state is the precise work of law enforcement agencies. Creation on July 2, 2015, the National Police of Ukraine became a new step in the development of Ukrainian statehood. This is the beginning of the implementation of the Police reform, which continues to this day. The central executive body, the main tasks of which are the provision of police services (in accordance with Article 2 of the Law «On the National Police»). From this it becomes clear that the activities of this body should be community-oriented, as well as close cooperation with it.

During the four years of the existence of the National Police, a number of projects have been implemented and implemented: the approval of the Law on the National Police, the creation of a patrol police, the creation of specialized units – the KORD, the creation of mobile groups for responding and prevention of domestic violence, the creation of a single contact center 102 «the transformation of economic protection units and cybercrime criminals into powerful law

enforcement structures, the reformation of the system of temporary detention facilities, the creation of units of the road oyi police reform service of district officers' Community Rolicing «and the project» community police officer».

Let's turn to the more detailed presentation and interpretation of the latter. The Community Police Officer project, implemented under the Community Rolingin project, should help increase confidence in the police, which aims to provide citizens with quality police services in small settlements. On December 20, 2018, at the final press conference, the head of the National Police Sergei Knyazev said: «We presented this project to the 62nd chairmen of the territorial united communities and offered them to conclude a memorandum with the police. The result of the implementation of the memorandum will be the receipt of a community policeman who will live in the community, will live in community problems and help them resolve. Of the 62 united communities – 60 were interested in the project and are ready to sign a document on cooperation with us» [3].

The need to reform the service of district officers is due to the provision of autonomy to officers in partnership with the leadership of the OTG (united territorial community). The police officer must have basic social skills: to be able to plan his activity in this way in order to be able to react promptly and quickly to events occurring in his area; to have a high level of knowledge of anti-corruption legislation, counteraction to trafficking in human beings, concepts of tolerance and non-discrimination in the work of the police. Be able to interact with the population on the basis of partnership, work with the verification of documents, identify signs of counterfeiting. Own a method of investigating certain criminal offenses, apply Ukrainian legislation on responding to citizens' appeals [4].

What requirements does the time require for a community policeman? So the main requirements for candidates are:

- active police officer;
- general practical experience in the police, police, at least two years (not included in education at primary and vocational education establishments);
- higher education (junior bachelor, bachelor, specialist, master);
- knowledge of the Constitution of Ukraine, the Law on the National Police, the Law on Prevention of Corruption, the Law on the Prevention and Combating of Domestic Violence, the Code of Ukraine on Administrative Offenses, the Criminal Code of Ukraine (Special Part) and the Criminal Procedural Code of Ukraine within the limits of competence
- level of physical training in accordance with the approved standards
- experience with the PC (office programs, the Internet) at the level of a confident user;
- driver's license «B» category, driver's license.

Dnipropetrovsk region – the first area where he starts the project. During 2019, police officers of the community will appear in 61 communities of the Dnipropetrovsk region, as well as in the cities of Manganese and Pokrov, which became known on December 19 at the conference of the Dnipropetrovsk Center for

Local Self-Government Development. Police will live and work in communities, they will take care exclusively for the safety and protection of their PTS. Dnipropetrovsk CMS, created with the support of the ULEAD with Europe Program and the Ministry of Regional Development of Ukraine, will become a partner in the project «Police Officer of the Community» [2].

Thus, the process of realization and development of this project in society is still under way, based on the official website of the National Police of Ukraine, the questionnaire for candidates for such a post can be filled in from December 21, 2019. So, as any new and large-scale project needs time and means to implement, and the «Police Officer of the Community» - the hard work of communities, state bodies and the state as a whole [1].

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INTERCULTURAL ASPECT IN A FOREIGN LANGUAGE LEARNING

Language learning has a very important role nowadays. No matter which language you learn you get into a direct collision with other cultures. The famous Italian film director and scriptwriter Federico Fellini mentioned: «Another language is another vision of life». Every foreign word illustrates the culture of another people, every idiom or phrase has the impression of their concrete linguistic picture which is specific for its culture.

A short time ago, not so effective methods were used in the study of foreign languages. These methods included only the grammar rules studying and reading the texts in a foreign language. And this situation was not only at the school level but at the higher education level as well. The topics of household communication were represented by the same texts, however, few such specialists, having read such texts, could adequately behave in a real situation, which would require the use

of knowledge of a practical foreign language, rather than its literary side. As a result, from the four skills of language proficiency, among which – the understanding of hearing, reading, writing and speaking in practical terms was implemented the most passive form – reading. Such passive way of a foreign language teaching which was based on the written texts was limited only to understanding, rather than to create its own linguistic experience.

But modern life requires changes in the language learning process, which should make the language more functional and practical. People of our time do not want to know the theory of language, but use it to communicate with representatives of other cultures. This became necessary with the rapid development of political and economic communication, science and business. In connection with this, it is necessary to radically change the foreign language teaching methods of with an emphasis on linguistics and intercultural communication. According to Ralph Waldo Emerson, an American philosopher: «No one should travel until he has learned the language of the country he visits. Otherwise, he voluntarily makes himself a great child – so helpless and so absurd».

Now, teaching of a foreign language is perceived as a means of daily communication with representatives of another culture. The task of higher education is specialists who will have basic training in their arsenal, not only in narrow specializations, but also in a wide range, for example, as learning a foreign language without reference to the chosen profession, that is, technical specialists must possess not only technical English, or another foreign language, but also to be able to use the language, first of all, with similar specialists who speak it.

Maximal development of communicative abilities is a basic, perspective, but very difficult task is faced by teachers of foreign languages. To solve it, it is necessary to learn new teaching methods aimed at the development of all four types of language proficiency and fundamentally new teaching materials that can be used to teach people practical communication. That is why it will be right to select the best and most useful teaching methods that have been tested by practice of teaching.

The main answer to the question of solving the problem of learning foreign languages as a means of communication between representatives of different peoples and cultures is that languages must be studied in an inseparable unity with the culture of the peoples speaking these languages.

The main components of such foreign culture include the following elements that have the national-specific coloring:

- Traditional and everyday culture;
- Traditions and ceremonies;
- Everyday behavior;
- National world pictures that reflect the specifics of the world perception;
- Artistic culture that can be attributed to the elements of ethnology and ethnography.

As already noted, the meaning of words and grammatical rules is not enough to speak the language. It is necessary to learn about the culture as much as possible

the very culture that is being studied. That is why more and more attention is paid to the world language picture studying. It means studying that country where people speak the language you study. This discipline is called «Linguistic Studies».

«Linguistic studies is a relatively young not so developed and studied branch of linguistics. Its main task is to identify the relationships between the language and culture of the people who are the bearer of this language. Linguistic studies relate to general regional studies as a systematic set of scientific knowledge» [2].

This discipline has enriched the practice and methodology of foreign languages teaching, but, unfortunately, the discipline is studied only in special departments of higher educational institutions. There are some difficulties, especially, when you are studying the active types of the language learning – speaking and writing On non-special departments subjects. These difficulties arise in connection with the lexical and phraseological combination of words, and the ambiguity of foreign words.

Consequently, the teacher of a foreign language has to update teaching methods that will bring students closer to the language and culture of that people whose language they are learning. It will help them to find a common language with foreigners more quickly.

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Для нотаток

Навчальне видання

МОЛОДЬ І СВІТОВА СПІВПРАЦЯ В УМОВАХ ВОЄННОГО СТАНУ

*Матеріали IV Всеукраїнської англомовної
науково-практичної конференції здобувачів вищої освіти
10 червня 2022 року*

Редактори, оригінал-макет – *Є. В. Коваленко-Марченкова,
А. В. Самотуга*

Підп. до друку 15.03.2023. Формат 60x84/16. Друк – трафаретний, цифровий.
Гарнітура – Times. Ум.-друк. арк. 9,1. Обл.-вид. арк. 9,75.

Надруковано у Дніпропетровському державному університеті внутрішніх справ
49005, м. Дніпро, просп. Гагаріна, 26, rvv_vonr@dduvs.in.ua