



**МІНІСТЕРСТВО ВНУТРІШНІХ СПРАВ УКРАЇНИ
ДНІПРОПЕТРОВСЬКИЙ ДЕРЖАВНИЙ УНІВЕРСИТЕТ
ВНУТРІШНІХ СПРАВ
НАВЧАЛЬНО-НАУКОВИЙ ІНСТИТУТ ПРАВА ТА ПІДГОТОВКИ
ФАХІВЦІВ ДЛЯ ПІДРОЗДІЛІВ НАЦІОНАЛЬНОЇ ПОЛІЦІЇ
КАФЕДРА УКРАЇНОЗНАВСТВА ТА ІНОЗЕМНИХ МОВ**

**МАТЕРІАЛИ V ВСЕУКРАЇНСЬКОЇ
НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ
«МОЛОДЬ І СВІТОВА СПІВПРАЦЯ»**

21 квітня 2023 року



Дніпро
2023

УДК 329,78 (045)

М 75

*Схвалено Науковою радою Дніпропетровського
державного університету внутрішніх справ,
протокол № 10 від 15.06.2023*

М 75 Молодь і світова співпраця : матеріали V Всеукр.
англомовної наук.-практ. конф. здобувачів вищої освіти
(м. Дніпро, 21 квіт. 2023 р.) ; за заг. ред. М.В. Ірчишиної.
Дніпро: ДДУВС, 2023. 178 с.

ISBN 978-617-8035-59-4

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Редакційна колегія не завжди поділяє погляди авторів

ISBN 978-617-8035-59-4

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МОЛОДЬ І СВІТОВА СПІВПРАЦЯ

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ДІЯЛЬНІСТЬ МОЛОДІ У КОНТЕКСТІ СВІТОВОЇ ІНТЕГРАЦІЇ

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THE USE OF INFORMATION TECHNOLOGY AND THE INTERNET IN FOREIGN LANGUAGE CLASSES

Technological progress and constant development of IT area enhances different approaches for teaching and studying foreign languages. To be on the move, any present teacher should use these technologies during classes. Such studies can vary routine studying, motivate students to learn English while watching interesting videos, listening to different audio records, making game exercises in the Internet and be engaged in the enormous world of information technologies.

Information technology (IT) is a requirement of the present, which makes it possible to create a knowledge-based society. IT rapidly broke into all areas of our life, became as real as a phone call or a plane trip and facilitated communication and collaboration. A society that cares for its future must be aware of the enormous opportunities brought by the new information technology and learn how to apply them first and foremost in education. Introduction of information and communication technologies in education, except everything else is a prerequisite for the formation of information society in the broad sense. [1, p.4].

Thus, education in Ukraine is built on new features: computerization of the educational process encourages the revision of traditional forms and methods of teaching a foreign language, the emergence of new forms of lessons. Unlike traditional techniques, when the teacher is accustomed to provide certain knowledge and requires mastering it, when using interactive forms of learning, the student himself becomes the main figure and opens the path to learning for himself. The teacher is an active assistant in this situation, and its main function is to organize and stimulate the learning process.

Practical experience in teaching English indicates that at the present stage of learning foreign languages, considerable attention must be paid to the use of multimedia technologies in which they are simultaneously used texts, graphics, videos, sound effects, animation. All this is a collection of audio and visual effects along with interactive software that affect emotional and conceptual spheres, promote more effective absorption language material. [3]. The combination of visuals, text and audio renders opportunity for complex development of language

skills of the student during learning a foreign language. It is well known that learning efficiency is increasing when visuals are used, and multimedia combines video, audio, illustrations, spreadsheets, etc. Computer lessons can be performed using a computer and a number of didactic tasks, in particular:

- to develop reading skills using materials directly Internet networks of varying complexity;
- to improve listening skills based on authentic audio texts, songs, movie episodes;
- to improve writing skills, replenish vocabulary (both active and passive), vocabulary of modern foreign language that reflects a certain stage of development of the culture of the people, social and political system society;
- to enrich the students with cultural knowledge that they include speech etiquette, peculiarities of behavior of different peoples in the context of communication, features of the culture and traditions of the language being taught;
- to improve grammar skills through online tests;
- to form a stable motivation of cognitive activity of students in lessons. [2].

During English classes it is important to provide clear support for the learning process for the most part, to apply the educational potential of multimedia presentations. They differ in types of speech activity (teaching reading, writing), by aspects of language (vocabulary, grammar, phonetics), and by type supports (semantic, semantic, verbal, illustrative). Multimedia presentations are used when typing and pinning lexical, grammatical, country study material, as supports in learning monologue and dialogue speech. The use of presentations is conducive better learning of the material through the use of animation you can highlight the most relevant elements with colors, fonts, adding photos, diagrams, tables. [4].

Therefore, speaking about the benefits of learning English using ICT, it should be noted that they are a testament to the successful completion of basic educational tasks:

- general cultural development of students;
- improvement of computer skills;
- increase of the English level;
- creation of a favorable psychological climate;
- increase of motivation and interest in the study of the subject;
- possibility of realization of individual training;
- enhancement of the aesthetic and emotional level of the lesson at the expense
- use of music, animation;
- raise of amount of work done in the lesson;
- saving of materials by the teacher;
- strengthening the authority of the teacher.

To conclude, it is essential to emphasize that currently owing to technological process and constant development of IT area, different approaches for teaching and studying foreign languages are proposed. To be on the move, any present teacher should use these technologies during classes. Such studies can vary routine studying, motivate students to learn English while watching interesting videos, listening to different audio records, making game exercises in the Internet and be engaged in the enormous world of information technologies.

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ACTIVITY OF YOUTH IN THE CONTEXT OF GLOBAL INTEGRATION

The modern world is characterized by a high level of globalization and integration of countries and peoples. Integration is the process of bringing together nations and cultures for the purpose of mutual development and improving the quality of life. Active participation of youth in this process is one of the key factors for successful integration.

Youth is the most active and creative segment of the population, which has the potential to make a significant contribution to the development of the world. Youth is the carrier of new ideas, promising projects, and technologies that can change the world for the better. In this context, the activity of youth becomes a crucial condition for ensuring effective integration of Ukraine into the European and global space. Young people have great potential in solving global problems such as climate change, poverty, hunger, and instability. The activity of young people in global processes can be expressed through cooperation with international organizations and networks, participation in development and support projects for economic development, technological innovations, intercultural dialogue, and cooperation [1].

The activities of the younger generation in the context of global integration can be directed towards developing international relations and creating partnerships. Youth can participate in international conferences, forums, internships, and exchange programs, which provide opportunities to gain new knowledge, experience and skills, interact with colleagues from different countries, and contribute to the development of international cooperation. Such international ties can be beneficial for the development of national economies, increasing the qualifications of young people, and promoting an improved standard of living. Youth can also be an important factor in ensuring public participation in decision-making processes. They can create civic associations, protest against negative processes, and promote democracy. New political leaders may emerge from the youth who will contribute to the development of civil society and establish a dialogue between the government and the population [2].

The role of youth in the development of innovation and technological progress is extremely important. Innovations are a key element for economic development, creating new jobs, and improving the quality of life of the population. Youth can be the driver of innovation and create new technologies that can become the foundation for the creation of new enterprises, ensuring economic growth, and reducing dependence on imports [3].

Therefore, the aforementioned thesis-report states that the activity of youth in the context of global integration is very important and necessary. Youth can be a key factor in ensuring effective integration of Ukraine into the European and global space, developing international cooperation, creating innovations and new technologies, ensuring the development of civil society, and establishing a dialogue between the government and the population. The youth should acquire new knowledge and skills, interact with colleagues from different countries, create civic associations, protest against negative processes and promote the development of democracy. Such international connections can be beneficial for the development of national economies, increasing the qualifications of the youth, and contribute to improving the standard of living.

Youth is a key element in ensuring successful integration and development of Ukraine in the European and global space, and requires support and increased role in the nation's development.

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THE ROLE OF MODERN UKRAINIAN YOUTH IN THE CONTEXT OF GLOBAL INTEGRATION

European integration is the main vector of development strategy in Ukraine, which, without a doubt, is decisive for the future of Ukrainian youth. That is why young people show a special interest in European integration issues and are an active driving force in the European integration process.

Under the “Youth of Ukraine – 2021” the majority of Ukrainian youth positively evaluate European integration of Ukraine and Euro-Atlantic aspirations: 71,9% of young people support the accession of Ukraine to the European Union, and 56% of young people are positive about joining NATO. The majority of respondents (49%) believe that EU membership will bring economic development, while only 16% do not share this opinion.

The direction of European integration is a priority in the implementation of the state policy of Ukraine, including in the youth sphere. The provisions on cooperation in the field of youth between Ukraine and the EU are outlined in Chapter 23 “Education and training, youth” of Chapter V of the Association Agreement between Ukraine, on the one hand, and the European Union, the European Atomic Energy Community and their member states, on the other hand. The agreement envisages the deepening of cooperation and the exchange of experience in the field of youth policy and informal education for young people, promoting the integration of young people into society, encouraging their active public position and initiative; assisting young people in acquiring knowledge, skills, and professional abilities outside the educational system, in particular volunteering, and recognizing the value of such experience; activation of cooperation with third countries; development of cooperation between youth organizations in Ukraine, the EU and its member states; promotion of a healthy lifestyle with a special emphasis on youth. At the same time, the determined need for bilateral permanent dialogue on the outlined issues allows for significantly expanding participation of Ukraine in the activities of relevant EU agencies and programs and creates the necessary prerequisites for introducing advanced European norms and practices into the national sectoral legal framework.

The activities of the government in the context of global integration include the task of training specialists who work with young people; development of the

necessary regulatory and legal framework and formation of conditions for the development of a network of youth centers; promotion of youth employment; formation of a healthy lifestyle; development of international youth mobility.

The Ministry of Youth and Sports sees the development of youth mobility and the promotion of the participation of Ukrainian youth in European youth programs, such as “Erasmus+”, as one of its tasks on the way to European integration.

Interaction within the framework of the “Erasmus+” program in the youth field is taking place

in the following areas:

- mobility of youth and youth workers: youth exchanges, volunteer projects, and professional development of youth workers;
- cooperation projects (strategic partnerships): cooperation between organizations in the field of innovation and exchange of best practices;
- support for reforms (structural dialogue): meetings between young people and those who make decisions in the field of youth policy.

To develop cooperation in the field of youth policy with the Council of Europe the Ukrainian side proposed to develop and conclude separate programs of cooperation in the field of youth policy, the implementation of which aims to promote the development of youth policy in Ukraine, especially in the field of mobility youth, their participation in society, youth infrastructure; approval of a healthy lifestyle among young people; fight against all forms of discrimination; education in the field of human rights and democratic citizenship (youth participation, democratic governance, education in the field of human rights, etc.); support for the development of youth employment, recognition of non-formal education; intercultural dialogue.

Activation of European and international cooperation in the field of youth information work and services is one of the important priorities for Ukraine. The implementation of a high-quality youth information policy at all levels will contribute to the satisfaction of the information needs of young people and the application of the principles of the European Youth Information Charter.

To intensify international youth exchanges in a bilateral format, in 2015 an Agreement was concluded between the Government of Ukraine and the Government of Lithuania on the Youth Exchange Council of Ukraine and the Agreement between the Cabinet of Ministers of Ukraine and the Government of the Republic of Poland on the Ukrainian-Polish Youth Exchange Council.

Every year, youth exchange councils determine priority tasks, deadlines for submitting applications and implementing projects, and announce contests, the results of which determine the best youth projects aimed at encouraging cooperation in the field of intercultural dialogue, promoting tolerance, mutual understanding among young people, and building friendly relations between the peoples of different countries. Institutes of civil society, educational institutions, and communal institutions that work with young people can participate in competitions for youth exchange projects.

The priorities of the Ukrainian-Polish youth exchange competition are defined as:

- strengthening intercultural dialogue by creating conditions for openness and understanding among young people;
- acquisition of competencies necessary for active participation in society (public) and professional life;
- strengthening of cooperation and exchange of experience in the field of technical and professional education;
- support civic activity among young people, including entrepreneurship and volunteering;
- dissemination of European values and experience of Euro-Atlantic cooperation;
- study the common past, and fight against prejudices and stereotypes in understanding the common history and modern relations.

The Lithuanian side also supported 6 Ukrainian-Lithuanian youth exchange projects with the following priorities:

- identification of common historical and cultural heritage, as well as its support and popularization among the youth of both countries; including by spreading the values and programs of UNESCO and other UN agencies;
- dissemination of European values among young people, exchange of experience of European and Euro-Atlantic integration, strengthening of cooperation between Lithuania and Ukraine within the framework of the European Union, Council of Europe, OSCE, and NATO;
- commemoration of the 620th anniversary of the founding of the Crimean Tatar community in the Grand Duchy of Lithuania; support of Crimean Tatar culture, protection of human rights.

One of the important components of youth exchange activities is the dissemination of information about their results. In this direction, the Ministry of Youth and Sports, as well as Polish and Lithuanian partners, encourage civil society institutions that participate in competitions

projects of Ukrainian-Polish and Ukrainian-Lithuanian youth exchanges, to use tools for sharing experience and information about their results as widely as possible. The Ministry of Youth and Sports supports the production of printed and promotional products, photos, and video materials, and their distribution in mass media and the Internet, social networks, etc. Thanks to the tools' wide use, information about Ukrainian-Polish and Ukrainian-Lithuanian exchanges and their results managed to reach a youth audience of more than 20,000 people.

In general, the analysis of the implementation of international youth cooperation shows that the state structures of Ukraine, responsible for the implementation of state policy in the youth sphere, and their partners from the public sector managed to successfully implement the vast majority of tasks defined by programmatic government documents and stipulated by international treaties and obligations.

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STUDYING ENGLISH AT MODERN UNIVERSITIES

Learning foreign languages today is relevant for many people of different ages, interests, professions, nationalities and social status in all corners of the globe. This is due to the fact that the world is gradually becoming more open, a flight to other countries takes only a few hours, and people have the opportunity not only to travel more and establish business relations with representatives of other countries [1], but also to do it remotely, without leaving home - thanks to the development and popularity of the international information network Internet.

Today, everyone has the opportunity to find, download or access the right book in the original language, be the first to know the latest news and become a participant in events happening in different countries of the world, sharing impressions using social networks, as well as exchanging experiences and opinions with representatives of different cultures and peoples. The only obstacle can be a language barrier [2].

Despite the fact that both computer programs for simultaneous translation and similar virtual online services are being improved and developed every day, which greatly simplify the matter, helping people to understand the main essence of the information received in a foreign language, still one artificial intelligence so far cannot compare with a native speaker, convey all linguistic nuances.

When studying vocabulary, it is necessary to immediately pay attention to the correct stress of the word. Any English word has a certain intonation and stress. In the English language, accent plays an extremely important role - if a person pronounces a word with the wrong accent, the probability that he will not be understood is much higher than if he says one or another sound incorrectly [3].

In the course of learning, it is necessary to carefully study the sounds, the pronunciation of which is difficult. Depending on the native language, there may be difficulties in pronouncing vowels or consonants.

It is necessary to carefully train those sounds that come out the worst. Useful exercises that are advised by many specialists are "minimum pair". For this, words are chosen with pairs of sounds that are consonant with each other, which are repeated, and thus the student can learn the pronunciation of what comes to him [3].

You should also always remember about stress and intonation inside the sentence, which is extremely important for English (British). Yes, English people do

not stress all the words in a sentence in the same way. As a rule, only the main "informational" words are highlighted intonation - these are the words that bear the informational load of the entire sentence in general. Others are pronounced without emphasis and rather quickly and together [3].

An important role in mastering the studied language is played by independent work of students, for which a mandatory hour is allocated in the work program. The classroom hours allocated in the basic cycle for teaching a foreign language are used in the first two years of study and are spent mainly on "raising" the language level of most students.

For most of them, the question of learning a professional foreign language is not worth it at all. Such a number of hours is clearly insufficient for mastering all competencies.

Most often, the problem of the lack of classroom hours is solved by the so-called variable component, which involves conducting practical classes on a professional foreign language by teachers of specialized departments. Such classes, as a rule, are devoted to the consideration of problems directly related to the training profile, and assume the discussion of these problems at a higher, professional level. [4, p. 25]

Therefore, as one of the solutions to this task, a large volume of foreign language learning material is assigned to the student's independent work, which he must perform outside classroom classes. For this, Internet versions of laboratory works of various levels have been developed, both for first-year students and for students studying a professional foreign language [4].

There is a possibility of independent work in the language room, which is equipped with special audiovisual equipment.

Insufficient motivation of students to master a foreign language also plays an important role. Motivation, as is known, is directly related to the effectiveness of training. Any cognitive process is based on the desire to learn about a foreign culture. Low motivation to learn a foreign language is largely based on the negative experience of learning it at the level of secondary education [1].

Students, having entered a university, often do not see the scope of application of a foreign language in their future profession, because they simply do not yet imagine their professional future. Low motivation to learn a foreign language is also due to the limitation of its use in educational, industrial, and real life conditions.

And here for the university, for specialized departments and departments of foreign languages, there is a wide field of activity in the field of establishing international educational and research contacts, joint international projects, academic exchanges, etc. [2, p. 12]

Another effective (from the point of view of increasing students' motivation) method is projects, festivals, theaters, scientific and practical conferences organized on the basis of the institute by departments of foreign languages.

Such activities not only increase students' motivation to learn a foreign language, but also contribute to the development of communication and presentation skills, teamwork skills, and other competencies necessary for a future engineer [3].

It should be borne in mind that all activities are extracurricular and require a lot of time for preparation. But even participation in competitions with a minimal language component gives the student a sense of achievement, which multiplies in the case of winning a prize.

Success and attention are associated with the English language, which contributes to the growth of motivation.

Undoubtedly, solving this problem requires a comprehensive, systemic approach, which involves reforming the systems of general and higher education.

The experience of teaching a foreign (English) language and a professional foreign language in higher education institutions shows the need to increase the number of classroom hours devoted to the study of the latter, the introduction of intensive methods and technologies of teaching that are as close as possible to real communicative situations of professional and academic orientation, ensuring the continuity of language training between juniors and senior courses of bachelor's and master's degrees. Close cooperation with specialized departments is an important condition for high-quality training of students of technical universities in a professional foreign language

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MODERN SOCIOLOGY AS USEFUL TOOL FOR THE SELF-EFFECTIVE PERSONALITY FORMATION

Sociology can be a useful tool for building self-effective personality formation because it examines social processes and interactions between people, and this allows us to understand how environmental factors affect human development.

One of the main tasks of sociology is the study of social structures and processes that influence people's behavior and thoughts. For example, sociological research can help to understand how different social groups affect their members, what mechanisms of social mobility exist in society and what social norms and values determine people's behavior. Knowledge about social processes and interactions can help people to be more self-aware and capable of introspection. . It can help an individual understand their motivations, values, and goals, as well as identify and develop their strengths.

In addition, sociological research can help people understand how various social institutions (eg, family, education, religion) affect their lives and development. This will help the individual understand his place in society and contribute to its development.

Also, modern sociology can play an important role as a tool for forming a more self-effective personality in law enforcement activities. For example, with the help of sociological research, it is possible to find out what factors influence the behavior of criminals and their motivation for crimes. This can help the police and other law enforcement agencies to better understand crime and carry out their duties more effectively. Moreover, sociological research can help to establish connections between various social factors and crime, which can help identify the dangers of certain populations and prevent possible crimes. For example, with the help of sociological research, it is possible to establish which groups of people are most vulnerable to the feeling of social inequality and defenselessness, which can help to compensate for these problems and prevent possible crimes.

The problem of sociology as a tool for the formation of a self-effective personality is that social processes can have a significant impact on the formation of a person's character, personal qualities and capabilities. Among these processes may be social stereotypes that limit opportunities for self-realization and development, social mobility, which can be a key factor in the formation of motivation to achieve success, as well as other aspects that affect the formation of personality. Sociology as a science can help reveal these aspects and study their influence on the formation of a more self-efficacious personality, which is important for the development of society as a whole.

Summarizing the above, we can say that obtaining the most effective personality is an important goal of many people, and modern sociology can be an important tool for achieving this goal. Modern sociological studies demonstrate that the personality is formed in the process of interaction with the social environment, and therefore, social factors, such as culture, economic status, family, education, education, can strongly influence the formation of the personality. Modern sociology is useful in understanding social problems, such as discrimination, violence, poverty, and helping to solve these problems in society.

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LINGUISTIC AND DIDACTIC POTENTIAL OF LYRICS OF THE AUTHOR'S PROJECT "ORANGERY" BY SVIATOSLAV VAKARCHUK

Innovative processes in the national education system require updating the conceptual foundations and content of Ukrainian language learning. The priority educational tasks in modern conditions are the formation of a comprehensively developed and spiritually rich personality and the provision of conditions for the development and self-realization of education seekers, therefore the main goal of learning the Ukrainian language is the formation of communicative competence, which gives students the opportunity to competently and appropriately use the language as the most important means of communication.

The use of song texts by Ukrainian performers plays a significant role in the formation of students' linguistic personality in Ukrainian language lessons.

The purpose of the article is to determine the linguistic didactic potential of the song texts of the author's project "Orangery" by Svyatoslav Vakarchuk.

S. Vakarchuk's song texts were chosen as the object of research, the linguistic features and linguistic didactic potential of the author's songs are the subject of the research. The research material is 12 song compositions of the author's project "Orangery" by Svyatoslav Vakarchuk.

One of the most notable musical groups of our time is the cult rock group "Ocean Elsa", led by Svyatoslav Vakarchuk.

"Orangery" is the third author's project of S. Vakarchuk, created outside of "Ocean Elsa" and recorded with the participation of individual members of the band, invited jazz musicians and, for the first time, vocalist Vitalina Musienko - the winner of the "Voice of the Country - 6" project from Poltava region, who is called "Ukrainian Adele" for her excellent vocal abilities.

The linguistic personality of Sviatoslav Vakarchuk - Ukrainian musician, leader of the band "Ocean Elsa", public figure, politician - arouses interest among modern researchers and linguists. A. Vlasova notes that some of Svyatoslav's songs, written 10 years ago, are now prophetic or have a political meaning [1]. S. Vakarchuk himself states: "It is impossible to write social texts to please the public, because creativity does not stand the test of pragmatics" [1, p. 34]. At the same time, O. Kleschova rightly emphasizes that "the songs ("Oceanu Elsa" - author) are a highly professional musical product of the European model; one cannot fail to mention the beneficial influence of the band's songwriting on today's multi-million youth (and not only) audience - not only in Ukraine, but also in other European countries" [2, p. 122].

Currently, the band "Ocean Elsa" is working on a new project "Orangery", the idea of which was spontaneously conceived by Svyatoslav Vakarchuk. He decided to make a separate music project to show the new songs as the band could play them if its members were street musicians [3]. The name of the project is related to the place where the video was shot. "You know, when it's cold and gray around, when you want spring or summer the most, the easiest way to remember them is to go into the greenhouse. Where it's always warm" [3]. This, according to the musician, is the essence of the new musical project – a feeling of warmth that is always with you.

We consider it expedient to consider the author's project "Orangery" by S. Vakarchuk, which contains 12 songs, and to determine the linguistic didactic potential of these song poems.

The use of songs in the lessons of the Ukrainian language implies a shift of emphasis from a theoretical to a practical approach to learning, and also diversifies the types of educational activities of students, activates their attention, memory, observation, improves the learning process, makes it more interesting and exciting. In such a lesson, the student recognizes certain language phenomena, describes them, analyzes, compares and applies them in his own speech, which is the key to the formation of a competent speaker [4].

An important direction of using Svyatoslav Vakarchuk's poetry in the process of forming the language personality of students is working with mistakes that we record while listening to the compositions of the musical project "Orangery".

At the same time, it should be emphasized that most of these errors are orthographic, as this is due to the influence of Western Ukrainian dialects on the pronunciation of the band members [5, p. 37].

Among phonetic artistic means, assonance and alliteration are the most used, in particular, in song texts «Саме та», «Диво»: *Плисти, летіти і навіть повзти; Світ без тебе одна суєта // Саме ти назавжди саме та; Стало моє життя*

// Дзеркалом власних снів...; Ця любов так безмежно проста // Саме ти, саме тут, саме та; Не зачиняй в спальню вікно, // Почуй, як пташка співає.

Examples of anaphora include: **Не бери сумного, // Не бери до голови!** // *Не зважай, все переживи!*; **І нехай** всім розкаже вітер // *про любов, про любов // І нехай в день нового світу // Ангели, ангели, ангели // прийдуть знов; Світ без тебе одна суєта // Саме ти назавжди саме та // Саме ти назавжди саме та; Лиш для нас, лиш для нас // Кожен день і кожна ніч // Лиш для нас, лиш для нас; Вона була зі мною тільки день // Вона була моєю тільки мить; Бо давно в тебе // Бо давно в тебе є оберіг!*

The author consciously resorts to this artistic tool, giving the lyrics of the song expressiveness of intonation, melodiousness and poetry.

The lyrics of the author's project "Orangery" are written exclusively in Ukrainian. At the same time, it is worth noting that foreign words are used in some places. For example, in the songs «Зоре моя», «Понад усе», «Мое серце», «Диво» etc. *Я сумую за теплом // Не записаним на флешку // Повертаюсь у думках // Я в улюблену кафешку. А я люблю день // Коли в оксамиті схили Карпат // Рюкзак на плечі; Хто, як в кіно, не хотів мати надсилу // Хто хоч би раз наяву не хотів відчутти крила; А я так люблю, коли щирі, як діти, // Кличуть на біс Нас глядачі.* At this stage, students can be offered to listen to the lyrics of songs and record foreign words, finding out their interpretation; in this way, to attract students to independent work with a dictionary of foreign words.

The most used stylistic means are metaphors, in particular, in the songs «Вогонь», «За крок до неба», «Мое серце», «Не зачиняй в спальні вікно», «Оберіг», «Без причин», «Диво»: *У темній кімнаті вночі // Світиться посмішка; В небі зійшла зоря, // Бачить із висоти; Саме та, саме та розбуди вдосвіта // Най моя самота прокричить: досить так; І відчув, як розступається стіна // І я стояв за крок до неба // Я стояв півкроку до дна; Бо любов бачить душу мою до самого дна // І любов кличе серце моє і звучить луна; І нехай десь там буде дощ, // І нехай десь там впаде сніг; Дощ зупинився на мить // Ніч так звабливо тремтить; Біль залишає сліди // Випита склянка води; Бо любов чує серце моє і звучить луна // Не залишай пташку саму; Хто хоч би раз не відчув як шумить море // Хто не ходив у похід на свої гори.*

In the song texts «Вогонь», «Понад усе», «Знову», «Диво», «За крок до неба» наявні яскраві приклади епітетів: *Ванна заповнена теплою піною // Твоїх бажань гострих, як ніж, // Але стиглих на смак...; Гордий орел – він неба дитя // Спрагла земля так любить воду; Сивий поет так любить спокій // А юний студент сяйво вітрин; Понад усе хвилі глибокі // любить дельфін, коли не один; Перед тобою цілий світ, // Але заради Бога; Серед смарагдових снів // Нитки блакитних вогнів; І нехай десь там впаде сніг, // Але твоя сила жива; В тебе нові бажання, // Перед тобою цілий світ; Хто не ходив у похід на свої гори // Хто дотик губ не відчув ніжний, гарячий.* The used epithets help the listener to better understand the author, to get to know his feelings, to delve into his state of mind.

Comparisons also occur in song texts, in particular in the songs «Саме та», «Понад усе», «Вогонь», «Лиш для нас» etc: *Нитки блакитних вогнів // Десь загубився мій світ // Мов дитина; Ніч так звабливо тремтить // Мов у пуантах тремтить балерина; А скільки їх залишилось в порту // І я пливу, як Одісей подалі від землі; Я відчув твоє бажання // І бентежне хвилювання; А я так люблю, коли щирі як діти, // Кличуть на біс Нас глядачі; Ванна заповнена теплою піною // Твоїх бажань гострих, як ніж, // Але стиглих на смак...; Без жодних вагань дотики губ, // Звабливі, як мак... // Звідки вони так знають мене?; Ніжне твоє тепло - // Перша маленька мить // Стало немов вогонь; Ні, ще не йди // Ні, хоч на мить зачекай // Ми ж мов у раю.*

We consider it expedient to develop exercises for students of education based on the song texts of the author's project "Orangery" by S. Vakarchuk, which will be useful for vocabulary teachers in Ukrainian language lessons. These exercises are interesting, the material is useful, with its help you can significantly diversify the teaching of the Ukrainian language.

Task 1. Listen to the composition "Without Reason" by S. Vakarchuk. Read the text of the song, find metaphors in it and explain their meaning.

*Доц зупинився на мить,
Ніч так звабливо тремтить,
Мов у пуантах тремтить балерина...
Серед смарагдових снів
Нитки блакитних вогнів,
Десь загубився мій світ, мов дитина.
В чому причина моя?
В тому, що ти так далеко, а я
Знову очей не зімкну ні хвилини.
В чому причина моя?
Знов називаю я твоє ім'я
І посміхаюсь, чомусь, без причини.
Біль залишає сліди,
Випита склянка води,
А на причалі стоїть, бригантина...
Ліжко світанком не спить,
Сонце в душі мерехтить,
Спала нарешті з очей пелерина...
В чому причина моя?
В тому, що ти так далеко, а я
Знову очей не зімкну ні хвилини.
В чому причина моя?
Знов називатиму твоє ім'я
І посміхатимусь знов без причини...
І посміхатимусь знов без причини...
І посміхатимусь знов без причини...*

Task 2. From the provided excerpts of S. Vakarchuk's song texts, select epithets, metaphors, and turn them into similes. What can you say about the semantic difference between metaphor and simile, justify your answer (work in pairs).

Example. *Золоте волосся – волосся сяє, як золото.*

1. Серед смарагдових снів // Нитки блакитних вогнів. 2. В тебе нові бажання, // Перед тобою цілий світ. 3. Хто не ходив у похід на свої гори // Хто дотик губ не відчув ніжний, гарячий.

Task 3. Find figurative means in S. Vakarchuk's song texts, write them out and determine the type of transference.

*І нехай десь там впаде сніг,
Але твоя сила жива,
Бо давно в тебе
Бо давно в тебе є оберіг! («Оберіг»).*

*Дощ зупинився на мить,
Ніч так звабливо тремтить,
Мов у пуантах тремтить балерина...
Серед смарагдових снів
Нитки блакитних вогнів,
Десь загубився мій світ, мов дитина («Без причин»).*

*Бо тут перед нею стіна,
А там мерехтить глибина...
Бо любов бачить душу мою до самого дна...
Бо любов кличе серце моє і звучить луна...
Не відпускай пташку у даль («Не зачиняй у спальні вікно»).*

*В небі зійшла зоря,
Бачить із висоти,
Як моє серце
Рветься і плаче,
Та не помічаєш ти...
Втратили мову сни,
Стало німим кіно,
Як не фарбуй життя,
Пам'яті все одно... («Моє серце»).*

*Я побачив тебе
І настала весна,
Я відчув твоє бажання
І бентежне хвилювання,
І відчув, як розступається стіна...
І я стояв за крок до неба,
Я стояв півкроку до дна,*

*І ніяк не міг відвести очей від тебе,
Хто ти, моя весна? («За крок до неба»).*

Task 4. Write down the lines of song texts and comment on the "birth" of the metaphorical image in the given sentences - songs by S. Vakarchuk.

11. *І я пливу, як Одісей подалі від землі.* 2. *Ніч так звабливо тремтить.*
3. *Мов у пуантах тремтить балерина.*

Therefore, the analysis of the song texts of the author's project "Orangery" proves that the songs of Svyatoslav Vakarchuk have a significant linguistic and didactic potential. All song texts of the leader of the band "Ocean Elza" are written in melodious Ukrainian. The author deliberately avoids the use of vulgarisms, jargon, stylistically marked vocabulary, spatial words in the lyrics of the songs. Grammatical or orthographic deviations from the language norm that occur in songs are caused primarily by the influence of Western Ukrainian dialects, let's not forget that S. Vakarchuk is a bright representative of Galicia with its unique Galician dialect.

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**ACTIVE POSITION OF UKRAINIAN YOUTH CONCERNING
PROTECTION OF CHILDREN'S RIGHTS DURING STATE OF WAR**

Nowadays the youth of Ukraine cannot ignore such an important issue as protection of children's rights during the state of war. Article 51 of the Constitution of Ukraine dated June 28, 1996 declares that the family, childhood, motherhood and fatherhood are protected by the state. According to Part 1 of Art. 5 of the Family Code of Ukraine dated January 10, 2002, the state protects the family, childhood, motherhood, parenthood, and creates conditions for strengthening the family. At the international legal level, the issue of special protection of the most vulnerable part of the planet's population - children, which arose in connection with the state of war on the territory of Ukraine [1, p. 23].

The fact that the rights and interests of children are particularly significantly affected by armed conflicts and deserve special protection is also subject to scientific qualification: children, passing through critical stages of their development, feel the impact of war to a much greater extent than adults; it is more difficult for children to adapt to or react to a conflict situation; they almost never bear responsibility for the conflict; to a much greater extent than adults, they depend on the protection provided by the family, society and the law in peacetime [1, p. 34].

Mass media constantly report on terrible cases of violation of children's rights, for example, in Kyiv, Mykolaiv, Mariupol and other territories of Ukraine where active hostilities are taking place.

The Institute for the International Protection of Children's Rights, which is a set of international legal principles and norms that determine the rights of children, that establish the obligations of states to ensure and implement these rights in practice, as well as international mechanisms of control over the state's fulfillment of its international obligations. The beginning of the international legal protection of the rights and interests of children belongs to the law of the League of Nations, which developed in parallel with the general international legal regulation of human rights under the auspices of the United Nations. These processes were closely interconnected and interdependent. International legal norms on children's rights and child protection are a component of general norms on human rights in civil law [2, p. 17].

The documents regulating the rights of children during armed conflicts include the Declaration of the Rights of the Child in 1924, the Declaration on the Rights of the Child in 1959, and the Convention on the Rights of the Child in 1989. International legal acts of a universal nature protecting the rights and interests of children are of great importance. These include: The Universal Declaration of Human Rights of 1948, as well as the International Covenants on Human Rights of 1966, relating to the protection of civil and political rights, economic, social and cultural rights. Currently, the Convention on the Rights of the Child has been ratified by almost all countries of the world, including Ukraine. The Convention recognized the child as a full member of society. The Convention is a comprehensive document in the field of protection of children's rights and is recognized as a basic document for all other documents related to the legal protection of childhood and youth. It

reflects the rights of children, dedicated to any special issues, including armed conflicts.

The humane focus of these international legal acts makes them an indispensable source that regulates all cases that children may encounter during armed conflicts. In the conditions of war, children on the territory of Ukraine become not only victims, but sometimes also persons who themselves commit violence [2, p. 22]. Children are turned into a means of waging war, they are systematically recruited into the armed forces or kidnapped to turn them into child soldiers, as a result of which they are forced to translate into violent form the hostile feelings felt by adults [2, p. 31]. Current international civil law is based on the principle that children should not be directly involved in armed conflicts. However, this principle has limitations, considering a child to be a person who has not reached the age of 14.

During the war, all the rights of the child are violated: the right to life, the right to be with family and community, the right to health, the right to personal development, as well as the right to care and protection. Currently, the Law of Ukraine "On the Protection of Childhood" is the main law of Ukraine regulating the situation with children in armed conflicts. According to it, a child injured as a result of hostilities and armed conflicts is considered to be "a child who, as a result of hostilities or armed conflict, was injured, contused, maimed, suffered physical, sexual, psychological violence, was abducted or illegally taken outside Ukraine, involved to participate in military formations or was illegally detained, including in captivity." The state is obliged to take all necessary measures to ensure the protection of these children, care for them and their reunification with family members (in particular, search, release from captivity, return to Ukraine of children illegally taken abroad) [3].

The Geneva Convention also contains special provisions on the protection of children from the consequences of hostilities. According to Article 14 of the Convention, children under the age of 15 and mothers of children under the age of 7 fall under the category of civilian population, for which special sanitary or safe zones can be created. Likewise, children and women in labor are included in the category of civilians who must be evacuated from besieged or surrounded areas (Article 17). In accordance with Article 23 of the Convention, the free passage of parcels intended for children under 15 years of age should be allowed.

In Ukraine, there is no legislation that specifically regulates the protection of children during the war. There are a number of provisions on this issue in the legislation regulating the legal status of certain categories of the population. Thus, the law «On the Rights of the Child» prohibits the involvement of children in military operations, armed conflicts, the promotion of war and violence among children, the creation of military formations [4].

In conclusion, it can be noted that the UN Committee on the Rights of the Child demanded that Russia immediately stop military operations on the territory of Ukraine and fulfill its obligations to protect children from physical and psychological violence. According to the Committee, during the armed conflict, at

least 150 children were killed, 400 children were injured, the UN press service reports. Ukrainian children are currently experiencing terrible suffering: they are killed and maimed. Many are separated from their families. In my opinion, children experience an unbearable level of fear and anxiety. If we turn to the Convention on the Rights of the Child, then it is determined that children even in conditions of war have the right to life, development, education, care, assistance and protection at any time. It is worth noting that, unfortunately, children's rights are violated during military conflicts and it is our duty to struggle for justice.

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COOPERATION OF EU COUNTRIES IN THE CONTEXT OF IMPROVING POLICE EDUCATION

Institutions of the system of the Ministry of Internal Affairs of Ukraine are developing rapidly and do not stand still. Under current conditions, the cooperation of our universities with institutions of the European Union should be permanent and productive.

In recent years, the European Union has achieved high level of aid and cooperation in terms of police operation. The educational process is always updated and enriched with new learning methods. Technologies are also developing rapidly. New simulators for practicing detention techniques, improved samples of weapons for shooting, the latest ranges where students and cadets can learn the latest innovations are applied on the constant basis. Teachers take advanced training courses, find new approaches to presenting information, conduct interactive lectures

and prepare interesting projects together with groups of volunteers. International conferences, round tables, exchange of cadets, students and teachers are held every year in institutions of higher education. International cooperation helps to update the educational process and develops friendly relations between educational institutions.

CEPOL is an agency of the European Union that develops, implements and coordinates training for law enforcement officers. They help police officers to exchange with knowledge and experience, organize various thematic classes, invite professionals from different countries to their international conferences and other events. The organization's mission is to make the EU member countries safer by educating and training police officers at the enhanced level [3].

CEPOL has created a special educational platform for police officers named LEEEd, which includes many courses, webinars, conferences and even offers for professional exchange! The platform is free and open to Ukrainian cadets, and requires only a good command of the English language to complete the courses. In my opinion, the platform is one of the best options for police officers to exchange their experience and establish friendly relations with each other for further simplified international cooperation.

In addition to the CEPOL platform, there is also the Erasmus+ program. Erasmus+ provides wide range of opportunities in terms of academic mobility and peer exchanges between the European Union member countries and in the fields of education, cultural programs and sport. The program aims at supporting the educational, professional and personal development of the EU students in order to promote sustainable growth, quality of work and social cohesion, develop innovation and strengthen European identity and active citizenship. The program supports education and educational and academic mobility opportunities for young people, projects and partnerships, the development of strategies and collaborations, professional networks and share the open resources. European educational institutions work closely together and are open to new offers from other countries.

For example, the Police Academy in Shchytno (Poland) actively develops relations with many countries, such as France, the United States, the Slovak Republic, the Czech Republic and Hungary [1, 2].

The Norwegian Police University College holds international conferences, organizes professional exchanges for police officers and cooperates with many other institutions. For example, Norwegian lecturers held open lectures for cadets, students and teachers of Dnipropetrovsk State University of Internal Affairs, where they shared their own experience in particular and knowledge of European countries in general [4].

Academy of the Police Force in Bratislava of the Slovak Republic is our active partner. Specialists of the Academy have been cooperating with our university for more than 2 years. The National Scholarship Program of the Slovak Republic is accessible to students as well. In case of winning the grant, one can study in Slovakia for a chosen period of time being financially supported by the state.

The Association of European Police Colleges cooperates with 55 police training institutions in the EU and has the opportunity to establish further

cooperation. Foreign instructors and practitioners provide us with professional lectures and are happy to communicate with at our English classes.

Special knowledge can be applied and acquired while studying abroad and interacting with colleagues in the professional sphere. The opportunity to see firsthand how young police officers live and learn will inspire them to contribute more to the educational process in this country and to establish future cooperation with European police officers.

The cooperation with European police institutions is vital for Ukraine in order to obtain knowledge at a high level, to keep up with the times and to make the world a safer place to live.

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INTERNATIONAL INTERACTION OF YOUTH AND COOPERATION BETWEEN COUNTRIES OF THE WORLD IN WAR TIME

Given the increasing number of challenges and threats faced by modern youth, as well as the recognition of the importance of international cooperation in ensuring peace and stability, international dialogue becomes extremely important in today's world. The topic of international interaction and cooperation with Ukraine becomes particularly relevant in the conditions of war.

Ukraine, which has suffered aggression and occupation of part of its territories by Russia, had to turn to the world community for help and support in its struggle for territorial integrity and sovereignty. Thanks to international support and cooperation, Ukraine has been able to carry out reforms and changes that have become possible thanks to its openness to international cooperation and the implementation of European standards.

For successful conflict resolution, it is necessary to involve young people in partnership with the world's countries. Youth, which is the most dynamic and powerful force in society, should be an active participant in shaping international relations and in the development of democracy and human rights. The involvement of young people in international interaction and cooperation with Ukraine is an important factor in ensuring the country's future success and stability.

One example of international interaction and cooperation with Ukraine is the "Erasmus+" program. This initiative helps to involve Ukrainian students in international education and interaction, which gives them more opportunities for personal and professional development, as well as contributes to the improvement of the quality of higher education in Ukraine. In addition, the "Erasmus+" program promotes the development of cultural ties between Ukraine and other countries, which ensures an increase in the level of mutual understanding and cooperation between peoples [1, 2].

Another important direction of international cooperation and interaction with Ukraine is the implementation of the "Eastern Partnership" project. This project is designed to support reforms and democracy in Eastern European countries, including Ukraine. Its main goal is to promote economic integration, political association, and social cohesion, as well as to increase mobility and people-to-people contacts [3].

However, it should be noted that during a state of war, such cooperation may face certain difficulties and limitations. Nevertheless, in such a period, international cooperation and support can be extremely important for ensuring security and stability in the country.

Cooperation between the world's countries and Ukraine in conditions of a state of war can include various measures aimed at ensuring security and stability in the country. Partners from around the world can provide diplomatic support, involve Ukraine in international unions and organizations, and condemn Russia's aggression. Economic and technical support, as well as cooperation in the field of defense and security, can also be important aspects of cooperation [3, 4].

However, ensuring security and stability in the region is one of the most important directions of cooperation. International organizations and partner countries should support Ukraine in implementing measures to prevent the spread of conflict and ensure security in their territory. In addition, supporting reforms in the security sphere, including law enforcement agencies and the protection of human rights and civil liberties, is also very important.

Another direction of cooperation is humanitarian aid. Countries of the world and international organizations should facilitate the provision of humanitarian aid to Ukraine, including medical and humanitarian protection for people affected by the war. It is also important to support social and economic projects in Ukraine, which will help reduce social tension and improve living conditions for the population [4].

However, many of these projects require significant financial efforts, which can be a problem for countries that are themselves suffering from economic

difficulties. Therefore, in this context, international cooperation and support from strong countries and organizations are extremely important.

In order to ensure international cooperation and coordination of efforts, Ukraine actively cooperates with various international organizations, such as the United Nations, NATO, the European Union, the Organization for Security and Cooperation in Europe, as well as partner countries. In this context, the Ukrainian government actively interacts with NATO member countries, including the United States, Great Britain, and Poland, which provide assistance in the training and education of Ukrainian military [5].

Therefore, international youth interaction and cooperation of countries around the world with Ukraine are extremely important for ensuring the stability and development of the country, especially in the conditions of martial law. Providing humanitarian and technical assistance, implementing joint projects and programs, supporting reforms and the development of democracy are just some of the elements of international cooperation.

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АКТУАЛЬНІСТЬ ВИВЧЕННЯ МОВ У КОНТЕКСТІ МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ

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LEARNING ENGLISH IN HIGHER EDUCATIONAL INSTITUTIONS

The new concept of education is aimed at creating methods of creating a new intelligent person, communication, patience, the ability to evaluate and accept the opinion of others, to defend one's position and opinion.

The desire to study oneself, to focus on the nature of the surrounding reality, to study and share different views on the same things, however, is not good for long in learning a foreign language. The need for knowledge is often driven by another desire - the desire to justify oneself in every way, which leads to the restriction of the rights of others. In the long term, attention will be paid to the student's personality, needs and achievement of skills and learning activities are often neglected, which reduces students' motivation and loses interest in the foreign language. One of the ways to change the situation is the integration of information technologies into the foreign language teaching process.

Recently, information technologies are becoming more and more popular in general education and foreign language. One of the types of technology is cloud computing (English Cloud computing), which is another way to implement the declared skills of students, to expand the boundaries of communication and communication skills, including language skills.

In addition, cloud technologies can be a convenient tool for a teacher who wants to organize the learning interaction of students.

A clear example of cloud technologies that can be implemented in foreign language learning are the services provided by the Internet giant, Google: Google Docs (documents, tables, presentations, forms, diagrams, drawings), Google Calendar (an electronic calendar with extensive reminder capabilities about events, informing a group of people about upcoming events) [1].

The obvious advantages of this example of cloud technology for further implementation in the educational and cognitive process of a foreign language are:

- 1) availability – Google provides all the above services for free;
- 2) interactivity - cloud technologies enable interaction between all participants of the educational process;
- 3) complementarity - cloud technologies permeate all areas of the educational process and can be used both in foreign language classes and during extracurricular types of foreign language learning, such as guided independent work and independent control work;
- 4) visibility - precisely through the cloud services listed above, students and teachers have instant access to the results of collective and individual work, for example, presentations;
- 5) lack of borders - on the one hand, cloud technologies do not require computers, mobile devices, etc. in constant operation for their functionality; on the other hand, joint work on projects, distance learning, setting and completing tasks - all this becomes possible, even if the subjects of the foreign language learning process are located in different parts of the world, do not have special equipment with installed software [2].

All you need to access cloud technology is a computer or mobile device and internet access.

The results of the interaction of the subjects of the educational process on learning foreign languages are: the ability to organize joint activities and interpersonal interaction of the subjects of the educational process using cloud technologies; students' ability to consider different opinions and try to reconcile different positions [3].

However, we cannot pretend that cloud technologies are innovative foreign language learning technologies, but they are an additional tool for the subjects of the educational process, and also bring the effect of novelty to modern educational technologies.

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Євгенія ВІНОГРАДСЬКА

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THE RELEVANCE OF LANGUAGE LEARNING IN THE CONTEST OF INTERCULTURAL COMMUNICATION

The implementation of the competency-based approach in teaching foreign languages presupposes the professional and social preparedness of graduates, i.e., the orientation is aimed at the graduate's readiness for further professional and social activities. On this issue at the legislative level, our independent and free state adopted a number of normative legal acts, in particular laws, both on education and on the process of obtaining it, but at present this process has not stopped and continues rapidly.

Despite the considerable number of scientific studies on the mentioned topic, the problem of formation of foreign language professional and communicative competence of future specialists is insufficiently covered, which led to the choice of the topic of the scientific work [1, 3, 4]. Educational activities in institutions of higher education are organized in such a way that future specialists simulate situations of real professional communication and perform motivated actions with speech material to solve professional communicative tasks aimed at achieving the goals and intentions of communication.

From the standpoint of the communicative approach, the process of learning a foreign language is built adequately to the real process of speech communication, that is, the learning process is a model of professional speech communication. However, the learning process cannot completely coincide with the communication process that takes place in real life, therefore it is only about the maximum approximation of the learning process to real communication according to such important parameters as the communicatively motivated speech behavior of the participants in the process and the objectivity of the communication process, which is ensured by careful selection of communicative - speech intentions, topics, situations that reflect the interests and needs of society.

It is important to provide an opportunity to think, solve problems, reflect on possible ways to solve these problems, so that those who study focus on the content

of their speech, so that the focus is on thought, and language forms and formulates these thoughts.

The concept of professional communicative competence is multifaceted and includes several competencies. We consider it expedient to highlight discourse competence in the formation of foreign language communicative competence, that is, knowledge of different types of discourses and the rules for their creation, as well as the ability to create and understand them taking into account the situation of communication.

Discourse (French discours – speech) is a type of communicative activity, an interactive phenomenon, a speech flow that has different forms of expression (oral, written, paralingual), takes place within a specific communication channel, is regulated by the strategies and tactics of the participants; the synthesis of cognitive, linguistic and non-linguistic (social, mental, psychological, etc.) factors, which are determined by a specific circle of "forms of life", depending on the topic of communication, results in the formation of various speech genres" [5].

All existing approaches can be reduced to the fact that discourse has a single meaningful connection; is considered as a sequence of interrelated statements united by the commonality of the target task; and, although it has different forms of manifestation, takes place within the limits of a specific communication channel, is regulated by the strategies and tactics of the participants in the speech act. In the creation of a foreign language professional discourse, the main thing is not its content and not its linguistic form, but the ways of formulating, expressing and achieving the communicative goals of the partners of professional communication.

Professional discourse is, first of all, a model of the realization of certain communicative intentions, expressed in speech and non-speech means acceptable in the given situation in the context of a specific professional communicative situation and in relation to a certain partner, a representative of another culture. At the same time, the adequacy of the speech behavior of communicators is assessed by the success of the speech interaction, that is, the achievement of the communicative goal, as well as in accordance with the rules of speech and non-speech behavior in a certain professional environment.

Discourse is not only a product of speech activity, but also the process of its creation, which is determined by the communicative context and conditions of communication. The strategy of speech interaction, speech and non-speech behavior of communicators, type, form, content of the text that is perceived or produced and determined by the professional context, that is, taking into account the professional and communicative goals of the communicators.

Based on the above information, we come to the conclusion that the formation and improvement of professional foreign language communicative competence of students becomes possible only under the condition of practical use of a foreign language in the learning process, which involves modeling real educational, professional and everyday situations in classes, in the creation of professional discourses by a person for achievement of set goals in various spheres of life.

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Богдан ВОЛОШИН

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KNOWLEDGE OF ENGLISH AS A NECESSARY COMPONENT OF QUALITY TRAINING OF LAW ENFORCEMENT BODIES

Today, we can speak with confidence that Ukraine is one of the states that makes maximum efforts for quality cooperation with other countries of the world. The law enforcement system is no exception, so cooperation with other countries, exchange of experience has long been an important component of developing the quality of training of cadets.

Today, in our opinion, one of the most important issues is the need for law enforcement officers to learn foreign languages. To begin with, we would like to draw attention to the fact that in accordance with Part 2 of Article 18 of the Law of Ukraine "On the National Police", an employee of law enforcement agencies must provide the necessary assistance in case of an appeal by any person [4]. However, how can we talk about protecting the rights of anyone, if the law enforcement officer may simply not understand such a person due to the language barrier.

In addition, we must understand that sometimes quickly obtaining information can save someone's life, and law enforcement officers who do not speak the language simply will not be able to find out the necessary information. We should also emphasize that despite the fact that a person has the right to an interpreter in

accordance with Art. 29 of the Criminal Procedure Code of Ukraine, he is not part of the staff of law enforcement agencies, and therefore his quick search becomes a difficult task [2]. Therefore, it is very effective to train future employees of law enforcement agencies in such a way that in the event of a foreigner contacting them, they can both obtain and provide the necessary information.

In addition, we would like to emphasize that in order to occupy a position in the Ministry of Internal Affairs in category "B" and above, it is mandatory to have a higher education of at least a master's degree [3]. At the same time, we would like to emphasize that in order to enter the master's program, it is necessary to pass the Master's comprehensive test, which includes a foreign language [5]. Based on the above, we understand that knowledge of the English language for law enforcement officers and in general for lawyers is as integral a part as knowledge of the legal framework of our country or the ability to communicate correctly with the population.

Thus, we understand that language learning is a necessity for law enforcement officers today. That is why it is necessary to pay special attention when studying the specified discipline in mass institutions for the training of specified specialists.

Therefore, while studying this topic, we could not ignore the fact that, despite the fact that Ukraine currently ranks 49th in the EF EPI rating. According to the criteria of the authors of the report, the level of knowledge of English in our country is assessed as "low" [1]. Based on this, we understand that the level of English proficiency in our country today is low, and this is a problem, because we can observe such a dynamic that the higher the specified level, the higher the development of a particular country, that is why we understand that today we have something to strive for and something to achieve.

Knowledge of the English language largely depends on the teaching of languages, in schools and further in higher education institutions. At the same time, we would like to emphasize that today we can observe the fact that there are people who spend most of their lives studying this language and still do not speak it. In such cases, we should pay attention to teaching methods and the need to change them to more effective ones, because only in this way we will be able to improve the level of understanding of a foreign language, both for law enforcement officers and for Ukrainians in general.

That is why we want to emphasize that upon entering a higher educational institution, cadets have a different level of foreign language proficiency, and that is why we want to note that an important aspect in this case is the quality acquisition of knowledge in higher education. Therefore, it is the teachers who have the main responsibility to provide the necessary level of knowledge. Therefore, in our opinion, the most important aspect in this matter is the correct division of cadets into groups according to the level of knowledge.

We would like to emphasize that the division of cadets by level of knowledge when entering a higher education institution can significantly improve their level of language proficiency, since this aspect will firstly create an environment conducive to learning, since the level of knowledge will be the same and cadets will not feel

uncomfortable due to gaps in knowledge or vice versa they will not be bored, because they already know the specified subject. In addition, we would like to note that the division into groups according to the level of knowledge should be carried out exclusively on the basis of the results of the interview, since the test version of checking the knowledge of applicants is not always reliable and can show a complete picture.

In addition, when studying the specified topic, we should pay attention to the fact that the ability to listen and speak is an important aspect of learning English. The specified aspects are the most common and important in the training of a law enforcement officer, as we understand that document management and writing in general are only additional for law enforcement officers.

Therefore, we insist on a more attentive approach to the study of foreign languages in higher education institutions that train future law enforcement officers, since the level of knowledge acquired in such an institution often depends on the level of English proficiency.

To sum up, we can come to the conclusion that today knowledge of the English language is a very important factor for every employee of law enforcement agencies, which is why it is necessary to pay attention to this aspect when training cadets. Thus, following the above tips, we will be able to improve not only the level of language proficiency of law enforcement officers, but also of other citizens of our country.

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MOTIVATION OF CADETS TO LEARN A FOREIGN LANGUAGE

In our present, the presence of foreign language skills indicates a high level of intellectual development of a person, which in turn indicates his professionalism. Learning a foreign language opens many doors not only in the legal field, but also in any human activity, which is why we suggest considering all the positive aspects of learning a foreign language, and thus motivate cadets to learn it.

First of all, we suggest that you consider a more personal approach than a professional approach to learning a foreign language. A person who is fluent in a foreign language has the opportunity to freely travel to all countries of the world and maintain free communication, thereby making his stay in a foreign country more comfortable. Also, knowledge of a foreign language will help maintain contacts with the local population, which in turn can bring a positive result for a person, in the form of new acquaintances, or obtaining important information as a tourist. Also, quite interesting for human development is the fact that many works of art, such as - literature, cinematography in many cases are initially created in a foreign language. Thus, knowledge of a foreign language will provide an opportunity to get acquainted with these works in the original, and to know the author's first thought that will not be distorted by translations.

Also, learning a foreign language gives higher education students the opportunity to gain additional knowledge by participating in international conferences and trainings, improving their professional skills. Focusing attention on professional skills, it is worth noting that a person who has obtained additional qualifications in his specialty in another country will have a higher rating in consideration of his vacancies during hiring. Continuing the topic of job search, it should be noted that when considering vacancies, a person who is fluent in a foreign language and has high-level professional skills will be highly regarded by prospective employers.

Also, focusing on the direct activities of cadets as future police officers, it should be noted that knowledge of a foreign language will play a rather positive role in the professional activities of a police officer. First of all, a police officer performing his official duties may face a situation when a foreigner who does not

speak the official language of Ukraine will need his help. In such a case, a policeman who speaks a foreign language can freely and professionally provide assistance to a person in need, thus positioning himself as a highly qualified specialist of a developed European state, which will enable him to represent the state at a decent level, already at the international level of relations.

So, summing up, it is worth noting that learning a foreign language is probably one of the few types of human activity that carries exclusively positive aspects, bypassing the negative. Having analyzed all the positive qualities of learning a foreign language, we consider it sufficient for further motivation not only of cadets, but also of all other education seekers to learn a foreign language.

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NEW APPROACHES AND METHODS OF TEACHING FOREIGN LANGUAGES IN INSTITUTIONS OF HIGHER EDUCATION OF THE MINISTRY OF INTERIOR AFFAIRS

In recent decades, technologies and multimedia for remote learning of foreign languages have become extremely widely used.

Such scientists as O. Andreev, E. Belova, A. Bernadskyi, V. Tikhomirov, T. Kashytsyn, P. Mayer, V. Soldatkin, T. Yashtur, etc. dealt with the problem of using modern information technologies in the educational process of universities.

The term "distance learning" arose due to the need of society and in such a short period of time managed to combine all the advantages of using the latest technologies in the educational process. Note that Ukrainian legislation and educational institutions around the world support the development of distance education.

The new reality dictates its own rules to us. The realities of today are such that there is a need not only to update the content and methods of applying innovative approaches to teaching a foreign language in a professional direction, but also to introduce platforms for conducting classes remotely [1, p.44].

We encountered this problem en masse for the first time in the spring of 2020. Thus, in addition to the implementation of innovative approaches, we faced another task: work on the basis of ZOOM, Classroom, Moodle, etc. platforms.

All this played a significant role in the lives of both students and teachers. We had to adapt to modern teaching conditions. The formation of foreign language communicative competence in the above-mentioned conditions required the updating and use of new materials, the development of more diverse and methodologically appropriate methods, and the mastery of new technologies.

The development of distance courses is extremely useful both in the conditions of studying students during the quarantine period, and to ensure access to educational materials for all students at a time convenient for them, this is especially relevant for working students or for those who study in parallel at other universities.

The global Internet is a completely unique environment that provides excellent informational and didactic opportunities for learning foreign languages [2, p.273].

For example, in the training of future legal professionals, the following effective methods that can be practiced using the Internet should be highlighted:

1. Participation in all-Ukrainian and international Internet conferences, which allows you to improve your language skills, develop your horizons, and gain knowledge in a certain field.

2. Participation in contests, Olympiads, testing. In this way, you can get an objective assessment of knowledge, prove yourself, prepare for exams, participate in other types of competitions and Olympiads.

It should be noted that the majority of students positively perceive participation in such activities online, they do not have a negative psychological moment and a sense of fear, which are characteristic of students in real situations.

3. Learning vocabulary, performing lexical tasks.

4. Practicing pronunciation, monologue speech.

work on dialogic and

5. Studying grammar and performing grammar exercises and test tasks.

6. Creating presentations in the Microsoft PowerPoint software environment.

In general, both classical and innovative teaching methods should be used to increase the effectiveness of the educational process. Modern classes using innovative technologies are more personalized, they are aimed at the interests and abilities of each student.

In modern conditions of distance learning, interactive learning methods are widely used. Under such conditions, the teacher does not just teach the material, but becomes an active participant in the discussion, guiding it in the right direction.

The implementation of individual, pair and group work of students is important.

In general, in recent years, teaching has shifted from a teacher-led approach to a student-led approach. If earlier the teacher acted as the main source of information, today he turns into a consultant, manager, expert or moderator.

The main tasks of a foreign language teacher are the following:

1. formation and development of abilities and skills of reading texts in a professional direction;
2. work on improving the monologic and dialogic speech of students of higher education institutions;
3. improving the skills and abilities of translating texts in a professional direction;
4. expansion of students' vocabulary, familiarization with general and specialized vocabulary of a foreign language;
5. repetition of grammatical topics, work on English verb tenses;
6. formation of listening skills based on adapted and authentic texts;
7. communicative orientation of classes [3, p. 195].

The latter is very important, because the specificity of a foreign language as an educational subject is that communication is not only the ultimate goal of learning, but also a means of achieving it. Educational material is better learned if the student does not passively perceive information, but is involved in discussions and actively acts while studying the material.

Because of this, certain one-way systems for learning foreign languages in the form of videos, presentations or the actual completion of written homework have been criticized because they do not involve two-way interaction.

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THE ROLE OF A FOREIGN LANGUAGE FOR STUDENTS AND CADETS

Currently, a graduate of a higher education institution (hereinafter referred to as a higher education institution) must, without a doubt, be a multifaceted educated

person with fundamental training in his specialty. At the same time, knowledge of foreign languages is a necessary condition for his competence, which allows him to work with a huge amount of information, as well as to communicate with colleagues from foreign countries.

For a competitive modern specialist, both high qualification in his professional activity and readiness to solve professional tasks under the conditions of foreign language communication are important.

Communication in a foreign language becomes an essential component for the professional training of specialists of any profile, since the main task of higher education students is not only to master the skills of communication in a foreign language, but also to acquire special knowledge of terminology in their specialty [1, c.98].

A modern young specialist needs the following professional and personal qualities for successful professional activity:

- the ability to carry out project activities, to professionally approach the solution of technical tasks and problems;
- keep technical documentation;
- use modern information technologies when developing new models of equipment;
- to know at least one of the foreign languages at the level of social and professional communication and to use special vocabulary and professional language terminology, etc.

It should be noted that the low level of foreign language literacy of specialists not only undermines the competitiveness of our country, but also hinders the domestic economy. This is especially evident when organizing joint ventures, where partners must know each other well, without which there is no trust. The biggest barrier to recognizing each other is language [1, c.102].

In society, foreign language communication becomes a significant component of the future professional activity of a university graduate, and based on this, the role of the "foreign language" discipline in non-specialized higher education institutions is significantly increasing. A professionally oriented approach is a priority in solving the problem of increasing the importance of the subject of learning a foreign language.

A professionally-oriented approach to foreign language learning involves the formation of foreign language communication skills in specific professional, business, and scientific fields and situations in students of higher education, taking into account the peculiarities of professional thinking, while organizing motivational and orientational research activities. The training of specialists at non-language faculties of higher education institutions consists in the formation of such communicative skills that would allow professional contacts in a foreign language in various fields and situations.

The meaning of professionally-oriented foreign language learning lies in its relationship with special disciplines for the acquisition of additional professional knowledge and, as a result, the formation of students of higher education in the

ability to communicate in a foreign language in specific professional, business, scientific spheres and situations, taking into account the peculiarities of professional activity [3, с.206].

For students of higher education in non-linguistic specialties, the subject "foreign language" is not profiling, therefore, in order to make the learning process the most effective and targeted, the teacher must clearly imagine the role of a foreign language in the life and activities of a future professional. It is necessary to create an atmosphere of professional activity in educational conditions. And here, educational information is a means of optimizing professional activity.

One of the main problems faced by a foreign language teacher in a non-specialized higher education institution is the lack of the appropriate level of motivation in most students, since, unfortunately, foreign language is perceived by students of non-language educational institutions as a secondary subject and the load on other subjects is very high. Therefore, the creation of conditions for the formation of motivation and increasing interest in learning a foreign language is of primary importance.

In conclusion, it is worth saying that the world has long ceased to be closed to communication. The volunteer movement is gaining strength and becoming very popular among students, which helps to form and improve foreign language communicative competence, expand and systematize knowledge about the language, expand linguistic horizons and vocabulary, and master a common language culture.

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**THE IMPORTANCE OF LANGUAGE TRAINING OF CADETS
IN INSTITUTIONS OF HIGHER EDUCATION
RELATED TO THE MINISTRY OF INTERNAL AFFAIRS
IN THE CONTEXT OF PROFESSIONAL COMMUNICATION**

Language training for cadets in institutions of higher education related to the Ministry of Internal Affairs is very important in the context of professional communication. Since the work of a law enforcement officer involves continuous contact with citizens and colleagues, as well as the organization of various events with public, good language training is a key factor in the successful performance of official duties.

For example, in the process of investigating crimes, cadets of the Ministry of Internal Affairs must be able to interact with victims and witnesses, conduct interviews and draw up protocols. This requires the ability to speak properly, correctly formulate questions and understand answers.

Also, language training is important in the case of international law enforcement cooperation, where representatives of different countries and with different languages meet. International communication skills are required to effectively collaborate with partners and understand their needs.

In addition, law enforcement officers must be skilled in written communication, as they must prepare various documents such as statements, minutes, reports, and others. In case of errors or deficiencies in the linguistic form of such documents, a court may reject them, which can seriously undermine trust in law enforcement agencies.

The problem of language training of cadets in institutions of higher education of the Ministry of Internal Affairs in the context of professional communication has three main aspects.

The first of them is insufficient attention to language training in the curriculum. In some institutions of higher education of the Ministry of Internal Affairs, language training may not be thorough enough because of lack. As a result, cadets may have problems with communicating properly, formulating documents, and other aspects of language training.

The second, and no less important aspect of the problem, is the lack of a practical component in language learning. Insufficient practice can lead to the fact that cadets will not be able to learn to interact with citizens and colleagues in a foreign language properly.

The third feature of the problem is the unsatisfactory quality of teaching. If instructors do not have sufficient language training, they may not know how to teach cadets to communicate properly. This can result in cadets not being able to achieve fluent speaking skills.

To summarise, the importance of language training of cadets in institutions of higher education of the Ministry of Internal Affairs in the context of professional communication is extremely great. In addition to acquire professional skills and gaining practical experience, cadets must have sufficient language training to communicate effectively with colleagues, citizens and other important stakeholders. This becomes especially important in the context of law enforcement, where communication culture and language competence can determine the success or failure of an operation. In order to ensure an adequate level of language training,

teachers should pay due attention to appropriate courses and programs that will provide students with the necessary skills, as well as use effective teaching methods and exercises to practice speaking skills. This will help to ensure that cadets have the necessary knowledge and skills for successful professional communication in future.

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EUROPEAN PRIORITIES IN TEACHING FOREIGN LANGUAGES IN HIGHER EDUCATIONAL INSTITUTIONS

An important problem today is the enrichment of the content of foreign language education with the help of effective technologies. The content of the educational material makes it possible to effectively influence the emotional sphere of students in combination with interactive methods. We note that the formation of communicative competence will be effective if significant attention is paid to enriching the content of education when learning a foreign language. In this case, we pay attention to the professional interests of students, the growth of motivation to study a foreign language. The fact that foreign language lessons are oriented towards the future professional activity of students is positive.

Foreign language education is understood today as an integral part of general education, the content of which is the understanding of foreign culture in the process of learning foreign languages. The stated purpose of foreign language education is to establish the moral and moral priorities of the individual, to develop his spiritual beginnings, to provide opportunities for cultural growth and the ability to dialogue between cultures.

The relevance of foreign language education can be traced both at the national or national level, as well as in personally oriented aspects, which allows us to highlight a number of priority requirements for domestic foreign language education. First of all, it should be noted that the subject "Foreign language" is included in the fundamental core of the content of education, where it represents the system of knowledge and values that the student must learn, and the expansion of the range of languages studied [4]. In the mass school, this is expressed: 1) in lowering the age when learning foreign languages begins (implementation of early school education in foreign languages); 2) in the shift of emphasis from studying only the English language (the experience of introducing the Latin language (optional), Spanish, and growing interest in German and French languages is observed); 3) in the introduction of a second foreign language on a normative basis, which allows implementing many declarative statements of the state's language policy; 4) in the practical implementation of declared multilingualism. The demand for effective learning in the conditions of a mass comprehensive school has not lost its significance. Expanded framework of planned learning outcomes: today they include not only subject, but also personal and meta-subject. Special attention is paid to the latter due to their universality and the possibility of application both within the framework of the educational process and when solving problems in real life situations [1]. The innovative orientation in the development of foreign language education affected the methodological and pedagogical aspect [4]. Along with the change in the structure of the methodical competence of a modern teacher, the introduction of educational technologies integrated with the development of technology and processing of information flows is relevant. The general direction can be marked as technologicalization of the language learning process. First of all, IT technologies are considered, fully corresponding to the person-oriented approach in education, both from a pedagogical point of view (implementing differentiation and individualization), from a methodological aspect (implementing modern methodological approaches and technologies), and from the point of view of the creativity of the student and educational activity. In the professional aspect, computer technologies and Internet resources are of interest to teachers of foreign languages. Pedagogical technologies are presented today in an organic unity with information technologies in the education system, which involves active implementation at all levels of new educational computer programs and Internet resources [3]. At the same time, one should not forget that technology in foreign language education does not change the general humanistic orientation of education.

Therefore, among the current requirements for foreign language education today, it is logical to add an account of individual and typological features of the

student. From the point of view of psychology - the basic science for linguistic didactics and methods of teaching foreign languages - it is temperament that determines the peculiarities of perception, attention, memory and the occurrence of difficulties in language learning. This involves the teacher's psychological and methodological competence and his ability to create educational situations based on information about the student's nervous system type, build an adequate system of exercises, organize independent activities, use relaxation techniques and take into account the student's reflection characteristics.

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THE CONCEPT OF SLANG IN THE MODERN WORLD

In our world, almost every individual wants to keep up with the changes in modern life and develop, both socially and culturally. Today, the best way to feel "in trend" is to master cultural communication. The appearance of various slangs and jargons in speech enables a person to plunge into the modern world and enter a new stage of their life.

Most often, slang finds its place in oral communication around the world, and therefore the development of a new society affects the language. The characteristic culture of the city and its way of life arose with the help of a population that was influenced by the new capitalist way of thinking. A large population and the diversity of its groups have always influenced the creation of a new quality of interaction and

a new consciousness. Urbanism, as a way of life, was perceived as a curse or a blessing. In any case, the new urban culture included a new vocabulary. Slang became part of this vocabulary, which expressed new social categories, new forms of social inequality, new relationships, a new way of life and other breaks in traditions [1].

Slang is a vocabulary that is undergoing constant changes and is being developed, the change, consisting of bright and colorful words and phrases that characterize different social and professional groups, especially when these terms are used in society in general to achieve an atmosphere of an informal and friendly situation. The more one knows someone, the more one can rely on abbreviations and slang [2].

L. O. Stavytska understood the concept of slang as a type of colloquial language, which is evaluated by society as unofficial ("domestic", "familiar", "trusting") [3].

It is rather difficult and problematic to trace the first mentions of slang words in English lexicography and it is difficult to say in what century slang got its origin and started developind actively.

It is worth paying attention to Henry Mencken's work "American Language" [3]. It became a significant contribution to the study of American slang. He claimed that the "life span" of some slang units is determined by centuries, while others die "ingloriously" as soon as they are born.

The very term "slang" was used by British criminals to denote their native language. The version that slang comes from the word "slanguage" is based on the fact that the first letter "s" was added to "language" as a result of the disappearance of the word thieves in the phrase "thieves'language", which means "the language of thieves" [4].

For more than two hundred years, criminal slang was the main source of everyday slang words. Alcohol, drugs, and crime have been firmly fixed in the public consciousness since prohibition in the United States. What is a matter of social taboo has become the source of many slang expressions.

Most slang words related to race, gender, ethnicity, etc. are quite crude, often hateful and are viewed by people as "offensive". Such words are rude! They will not be classified as slang or colloquial. Slang is slang, and anyone looking for a way to "enrich" their vocabulary should turn to the dictionary of slang vocabulary [5].

The use of slang, most often, implies a deviation from the standard language. It can be traced in all spheres of social life, often involving the creation of new linguistic forms or the creative adaptation of old ones. Slang sometimes seems to form a kind of sociology aimed at excluding certain people from the conversation.

Summarize all of the above, we can conclude that slang originates from the language of thieves, but over time has become an integral part of today. We were and are its active creators, and therefore its prosperity or destruction in general depends on us.

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FOREIGN LANGUAGES FOR PROFESSIONAL PURPOSES

In modern Ukrainian society, which aspires to join the Community of European countries with developed economies and state-public institutions, with an effective democratic political system for the protection of the rights and freedoms of every citizen, the police should perform mainly a service function, actually providing comprehensive socially oriented services to the population.

Modernization of the activities of law enforcement agencies in accordance with European and world standards in the context of changing the priorities of police work with the state from state-oriented to society-oriented, taking into account new approaches to relations with the population requires the formation of a conscious national-linguistic personality. A high level of formation of both native and foreign language communicative competence is especially significant for employees of law enforcement institutions, which is determined by several factors.

The formation of communicative competence is the primary goal of studying a foreign language in a professional field at a higher educational institution. Today, the issue of creating an educational environment for the formation and development of communicative competence of future specialists requires special attention. Since the developed communicative competence should be the final result of education, there is a need for purposeful activity regarding its formation [1].

The professional linguistic and communicative competence of a law enforcement officer is defined as an integrated personal education - a set of knowledge, abilities, skills, personal qualities that allow a specialist to effectively use language in professional activities to ensure effective communication both with citizens of his country and with foreigners, official document circulation, interpersonal professional communication, constructive mediation in extreme

situations. In the structure of the professional linguistic and communicative competence of a law enforcement officer as a result of his professionally oriented language training, motivational-value, cognitive, emotional-volitional and communicative-activity components are distinguished [2].

At the present stage, the communicative approach (communication, exchange of information) is the most widespread in the teaching of foreign languages, the main principles of which are as follows:

- those who study, learn the language and begin to master it, communicating in this language;
- language is a functional means of realizing the speaking skills of the speaker (writer);
- the student's personality is in the center of attention;
- language acquisition should take place in the course of creative activities that stimulate students' cognitive activity;
- the language training course should be oriented towards meeting the speech needs of a certain category of learners [3].

We agree with the opinion of O. Ivanova, who claims that the development of English-language communication skills of future specialists requires teaching them to speak and write correctly, to skillfully select the most appropriate means of speech in a certain situation, and to use the acquired knowledge for communication. It offers exercises aimed primarily at ensuring awareness of the structure of the language, forming a holistic view of the logical-conceptual system of scientific concepts of the future profession.

It is worth emphasizing that in the context of a communicative approach to learning a foreign language, it is very important to take into account the future profession of the listeners. Thus, in the process of English-language training of police officers, a key role is played by specialists' knowledge of a foreign language, in particular, relevant legal terminology.

The system of training specialists in higher educational institutions of the Ministry of Internal Affairs of Ukraine should also include practical work on voice, diction, intonation, loudness, timbre and tempo, which will contribute to mastering the skills and abilities of professionally oriented linguistic and communicative competence.

Therefore, high-quality teaching of the English language in the context of reforming national law enforcement agencies is particularly relevant. The intensification of the learning process, the introduction of various technologies for improving the communication skills and skills of future police officers, in particular with regard to the study of English legal terminology, will improve the quality of foreign language teaching.

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RELEVANCE OF LANGUAGE LEARNING IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

Language learning is a key element of mutual understanding and intercultural communication, especially in today's world, where globalization and international contacts are increasing day by day. Language is not only a means of communication, but also a reflection of the culture, history and traditions of the people. Learning other languages helps to understand other cultures and views of the world, improves intercultural relations and expands opportunities for cooperation and business. In addition, knowing other languages helps people who travel or move to other countries to feel more comfortable and understood in a new culture. This can help reduce culture shock and avoid misunderstandings.

Intercultural communication is a process of interaction between representatives of different cultures, which involves perception, understanding and exchange of information between them. It arises when people from different cultures interact with each other, communicating and acting in a common space. Intercultural communication is very important because it can play a role in reducing cultural barriers and building effective cooperation between people from different cultures. It involves understanding cultural differences and knowledge of traditions, values and ways of thinking of other cultures. In turn, this helps to avoid misunderstandings and conflicts.

For successful intercultural communication, it is necessary to be open and tolerant of other cultures, able to show empathy and understand other points of view. In addition, it is important to have knowledge of cultural differences and to be able to use the language and means of communication used in a particular culture.

Psychology plays an important role in intercultural communication. It helps to understand how people from different cultures perceive the world, what values and beliefs are important to them, how they react to certain situations, and what their expectations are for communication. For example, psychological research has shown that cultural differences can affect the way emotions are expressed. In some cultures,

the expression of emotions is more expressive, while in others it is more reserved. This can lead to misunderstandings in intercultural communication if one party perceives the other party's behavior as inappropriate or incorrect. Also, psychology can help in the study of cultural stereotypes and their influence on intercultural communication. Stereotypes can create barriers to understanding and accepting other cultures, so it's important to identify them and try to overcome them.

Another important aspect of intercultural communication that psychology pays attention to is the cultural context. Different cultures may have different rules and norms of behavior that may not be clear to people from other cultures. For example, in some cultures it is considered impolite to say "no" or to decline an invitation, while in other cultures this behavior is considered open and honest.

Cultural context is a set of cultural norms, values, traditions and other aspects that determine the way people think and behave in a certain culture. It can include elements such as language, religion, history, geographical and social conditions that influence the creation and transmission of cultural norms and values. Each culture has its own unique cultural context that defines its characteristics and differences from other cultures. For example, in a culture that favors collectivism, cooperation are more valued than individualism and competition, which are more characteristic of a culture that pays attention to personal achievement and success. Cultural context can influence the perception and evaluation of other people's behavior and actions. In some cultures, friendliness and politeness are more important than in other cultures where the emphasis is on practicality and efficiency [1].

It is important to remember that the cultural context can differ not only between different countries, but also within the same country, between different groups of people. For example, the cultural context may differ between urban and rural residents, youth and the elderly, and so on. Understanding the cultural context is essential for successful intercultural communication and collaboration. Conscious observance of cultures.

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FUNCTIONING OF THE ENGLISH LANGUAGE AS A LANGUAGE OF INTERNATIONAL COMMUNICATION

In many non-English-speaking and exclusively in developing countries, the creative public is faced with a dilemma: to write in English to achieve world recognition, or to write in their native language in order not to lose their cultural heritage. History is known for episodes of abandoning the English language in favor of the native language. For example, in 1967, Malaysia abandoned the dual state language and recognized this status only for the Malay language; in the same year, Tanzania abandoned English as the official language, recognizing only Swahili in this role; in Kenya, in 1974, English as the state language was also replaced by Swahili, remaining, however, the official language.

B.Kachru is convinced that, being an international language, the English language acts in its own way in any country, it often performs not only the function of establishing international relations, but also the domestic connecting role. The situation in Sri Lanka, where in 1956 English was replaced as the state language by Sinhalese and Tamil, is indicative in this regard. However, after the civil war, the Sri Lankan authorities concluded that the removal of English as a neutral language common to both Sinhalese and Tamils contributed to the deterioration of relations between these peoples. Therefore, English has been re-approved as the state language in this country [1, p.54].

With the increased migration of the world's population, the English language is becoming an intermediary language even at the household, family level. Many cases are known when a multi-ethnic family couple (for example, Japanese and Russian), in which the marriage partners do not speak each other's native languages well enough, is forced to use English as the language of family communication, which is, in principle, a foreign language for them.

As the language of international communication, English is one of the official languages of the United Nations, UNESCO, the World Health Organization (WHO), and the official and working language of many international meetings of such organizations as the European Council and NATO. English is the only official working language of the Association of Southeast Asian Nations (ASEAN), the Organization of Petroleum Exporting Countries, and the European Free Trade Association (EFTA). 85% of international organizations in 1995-1996. used English as their official language. It is known that in the countries of the Asia-Pacific region, 90% of international organizations conduct their business exclusively in English [2, p.134].

In sociolinguistics, the popularity of the English language in the world is clearly reflected by the theory of "three concentric rings" researched by the American linguist Braj Kachru. He presented the results of this grading process in the form of three circles.

a) The Inner Circle corresponds to English as the national language of the state and the native language of the majority of the population (for countries such as the USA, Great Britain, Canada, Australia and Nova4

b) Outer, Middle Circle (Outer or Extended Circle) assumes knowledge of English as a second language, that is, in countries where English has received the status of an official language (Singapore, India and other 50 territories).

c) The expanding circle (Expanding Circle) includes countries where English plays the role of the key language studied in foreign language educational institutions (China, Japan, Greece, Poland, Russia). [3, pp. 48-52].

As an intermediary language in the modern world, English plays the role of the language of intercultural interaction and enrichment, the function of transculturation. In many ways, this is explained by the fact that since ancient times, the English language has shown a tendency to borrow, to be enriched with ideas and concepts borrowed from other nations. Through English, non-English-speaking countries get to know the culture of other nations. In particular, with the help of the English language, many Russians became involved in the heritage of the great Asian civilization, got the opportunity to get acquainted with the rich culture of China, Japan, Korea and other countries. Thus, the English language becomes the guide of many cultures of the world. It ceased to belong only to those for whom it is a native language - thanks to internationalization, it equally belongs to those for whom it is a second and foreign language.

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ENGLISH AS A MEANS OF INTERNATIONAL COMMUNICATION AND SELF-IMPROVEMENT

Currently, the goal of learning foreign languages should be understood as the formation of the personality of students/cadets who are able and willing to communicate at an intercultural level.

It is impossible to learn a foreign language as communication without knowledge of the world of that language. The picture of the world surrounding the speakers of the language is not simply reflected in the language, it also shapes the language and its speaker, and determines the peculiarities of speech. Thus, the main goals of teaching foreign languages in universities at the current stage can be formulated as language learning as a means of communication between specialists,

maximum development of students' communicative abilities, familiarization with the socio-cultural picture of the world of the language being studied.

The educational goal consists, firstly, in the fact that the student acquires the opportunity to use another language in addition to his native one, and secondly, in the development of the students' philological horizons: studying FL, the student better understands the peculiarities of his native language, becomes more aware of the learned linguistic concepts, synonymy, ambiguity etc. gets acquainted with a number of new students enrich their understanding of language as a social phenomenon and at the same time develop thinking, as they have to perform mental operations of analysis and synthesis when comparing 2 languages. Classes in a foreign language influence the development of students' cognitive interests, introduce them to the life and culture of the country of the language being studied, and some historical events

The educational goal involves the formation of an evaluative and emotional attitude to the world, a positive attitude to FL, to the culture of the countries of the language being studied, to an understanding of the importance of learning and the need to use one's knowledge as a means of communication.

A developmental goal. In the course of practical FL training, students develop semantic guessing (linguistic guessing), the ability to transfer knowledge and skills to a new situation, develop language, intellectual and cognitive abilities (the sphere of feelings and emotions), readiness for further education.

Currently, there is a sharp increase in interest in the problems of the ethno-psycholinguistic level, which considers language as a reflection of socio-cultural reality, which makes it necessary to study the whole picture of the world, present in the cultural tradition, both of one's own and of the people being studied.

The following techniques can be used to increase the professional orientation of foreign language learning: communication - dialogue about professional information read in a foreign language, analysis of social and professional situations, students' performance of creative tasks with specific content, game situations, role-playing games, quizzes.

The following techniques can be used to increase the professional orientation of foreign language learning: communication - dialogue about professional information read in a foreign language, analysis of social and professional situations, students' performance of creative tasks with specific content, game situations, role-playing games, quizzes.

The effect of using innovative technologies to increase the professional orientation of foreign language learning at the university, as practice shows, is most noticeable when they are used in the system of classes, ensuring the mastery of a whole set of skills, laying an effective base for effective profiling in life.

In modern conditions, English is the language of globalization and international support together with the global environment. Even if an international company is located in Canada or Austria, its employees will communicate in neutral English, not to mention official letters. Bathing.

Summing up, it can be emphasized that in the globalized world, English is the language of intercultural communication, regardless of who you are: Ukrainian, Italian, German or Chinese, gathering everyone together, everyone will communicate in English together. In many countries where there is inter-ethnic tension, it is English that plays the role of an ethnic-democratic language, which is why it needs to be studied urgently.

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PROBLEMS OF STUDYING A FOREIGN LANGUAGE FOR CADETS

Motivation is one of the most important elements of improving professional English language learning, because the cadet must understand why he is learning English and how he can use the acquired knowledge in the future. That is, the ultimate goal of training should correspond to the cadet's outlined ideas about his future professional activity, stimulate the cadet's need to learn a foreign language as a guarantee of becoming an educated, cultured, professional, competitive and successful person. The main problem of learning a foreign language in a professional direction at a university is that cadets actually have to master the basics of several legal systems in a short period of time due to the fact that there are significant differences between Ukrainian and Anglo-American law, and without basic knowledge, understanding of special professional vocabulary is impossible. One of the features of the professional-oriented study of English by future lawyers and police officers is that, in addition to commonly used inter-style vocabulary, cadets learn vocabulary that is specific to a certain professional group, that is, the vocabulary that is used in the legal field. When translating legal texts, one should not forget that each country has its own legal system, relevant legal terminology and its own realities. Thus, cadets have significant difficulties when translating legal terms, since the terminology of British, American and Ukrainian law is significantly different, and this is explained both by linguistic reasons and by the difference in the

political system. The terms "solicitor" and "barrister" exist only in British law , "counselor" (lawyer) - in the USA and Ireland. In addition, in-depth knowledge of the subject itself is necessary during the translation from English to Ukrainian of texts devoted to the problems of law and legislation, since sometimes it is necessary not only to translate, but to reveal the essence of this or that legal phenomenon. Thus, the difficulty of translating American realities for a cadet lies in the fact that, unlike England, in the USA the system of both the state and, accordingly, the judicial system is not unitary, but federal. For example, in the USA, both federal courts and state courts exist simultaneously. When translating legal texts, it should be remembered that many common words in legal texts can have terminological meanings and in order to avoid mistakes, it is necessary to use appropriate dictionaries and reference books. Therefore, it is worth drawing students' attention to the context in which this term is used [1].

Each learner is unique in his own way in connection with the individual physiology characteristic of any person, the language level of everyone is different, and everyone's language abilities can also change [3].

In the process of learning English, cadets have to perform various types of tasks, namely: understand the content, get the necessary information, translate or abstract the necessary material, compose a dialogue, speak about the topic, give a detailed answer to the question. Cadets must have both oral and written translation skills from English to their native language and vice versa; use dictionaries and reference material when translating; be able to express thoughts concisely and accurately in native and English languages. The following principles are used to determine the content of professional training and the selection of educational material: pragmatism; authenticity; professional adequacy (taking into account the terminology of law and jurisprudence); taking into account the expectations of the cadets themselves. Textbooks, a variety of visual aids, audio and video materials, computer and technical tools used during education allow to simulate a foreign language environment and stimulate communication in English [2].

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THE ROLE OF A FOREIGN LANGUAGE IN THE ASPECT OF INTERNATIONAL ISSUES

Foreign language skills are essential for international cooperation in today's interconnected world. Here are some reasons why:

Communication: Effective communication is essential for successful international cooperation. Knowing the language of the people you are working with is critical to building relationships, establishing trust, and achieving common goals.

Cultural Understanding: Language is more than just words; it is a reflection of culture. Knowing a foreign language can help you understand the customs, traditions, and values of the people you are working with. This cultural understanding can help build bridges between nations and create a more harmonious world.

Business: Many businesses operate globally, and language skills can give you a competitive advantage in the international marketplace. Being able to communicate with potential customers, suppliers, and partners in their own language can help establish trust and build relationships.

Diplomacy: International diplomacy often involves complex negotiations and discussions. Knowing the language of the other party can help build rapport and facilitate the exchange of ideas. This can lead to more successful negotiations and ultimately better outcomes.

Personal Growth: Learning a foreign language is an excellent way to broaden your horizons and challenge yourself. It can improve cognitive function, increase empathy, and help you see the world from a different perspective.

International Education: Studying abroad is a fantastic opportunity for students to learn about other cultures, gain valuable life experiences, and expand their knowledge. To make the most of this opportunity, foreign language skills are essential. They help students communicate with local people, understand lectures and academic materials, and immerse themselves in the local culture.

Global Citizenship: In today's interconnected world, we are all global citizens. Knowing a foreign language can help us engage with people from other countries and make a positive difference in the world. It can also help us understand global issues and work towards solving them.

Tourism: Tourism is a significant industry worldwide, and many people travel to foreign countries for vacation or business. Knowing the local language can

enhance the travel experience, allowing for a deeper understanding of the local culture, better communication with locals, and improved safety while traveling.

Research: In many fields, research is conducted globally. Researchers need to collaborate with colleagues from other countries and access research materials written in different languages. Having foreign language skills can facilitate research collaboration and make it easier to access research materials.

Here are a few examples where knowledge of a language helped to solve issues of an international nature:

Diplomatic Negotiations: Knowing the language of the other party in a diplomatic negotiation can be critical to the success of the talks. For example, during the Cuban Missile Crisis, the ability of U.S. President John F. Kennedy to speak Russian helped him communicate with Soviet Premier Nikita Khrushchev directly, without relying on translators. This direct communication helped to build trust and avert a potential nuclear war.

Business Negotiations: In business negotiations, being able to speak the language of potential partners or customers can give a significant advantage. For example, when the U.S. automaker Ford decided to expand into China, they recruited a team of Mandarin-speaking executives to help them navigate the Chinese market. Their language skills and cultural understanding helped them establish successful partnerships with local companies.

Disaster Relief: After a natural disaster, international relief efforts often involve teams from multiple countries. In such situations, language skills can be crucial for coordinating relief efforts and communicating with local authorities. For example, during the 2010 earthquake in Haiti, the ability of aid workers to speak Haitian Creole helped them provide critical aid and support to survivors.

Academic Research: In many fields, international collaboration is critical to advancing research. Knowledge of a foreign language can be essential for communicating with colleagues in other countries and accessing research materials written in different languages. For example, scientists studying climate change rely heavily on international collaboration, and the ability to speak multiple languages is an asset in this field.

In each of these examples, knowledge of a language helped individuals to solve issues of an international nature by facilitating communication, building trust, and promoting cultural understanding.

In summary, foreign language skills are essential for international cooperation in various fields, including education, business, diplomacy, tourism, and research. They allow for effective communication, foster cultural understanding, and support personal and professional growth. Learning a foreign language is an investment in oneself and a valuable skill that can benefit individuals and society as a whole.

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FOREIGN LANGUAGE LEARNING FEATURES UNDER THE COMPETENCE APPROACH CONDITIONS IN THE MINISTRY OF INTERNAL AFFAIRS HIGHER EDUCATION INSTITUTIONS

The foreign language study is one of the important elements of the cadets education in the Ministry of Internal Affairs Higher Education Institutions, as it allows them to acquire new knowledge and skills necessary for further professional activities. The conditions of the competence approach contribute to more effective foreign language learning by the cadets. This means that attention is paid not only to knowledge of the language, but also to its use in real situations that require communication skills and other competencies. Cadets learn to communicate in foreign language in various fields, such as law enforcement activities, international cooperation, as well as for further preparation for participation in international missions. The use of interactive learning methods, such as interactive exercises, role-playing games, discussions promote the active participation of cadets in the educational process. process and development of their language skills.

It is also important to take into account the cadets singularity, which reflects their individual needs and interests, as well as the features of their professional activities.

The problem of foreign languages learning by cadets in the Ministry of Internal Affairs Higher Education Institutions can be quite complex and include various factors. Some of the possible problems that may arise in the process of learning foreign languages by cadets at the Ministry of Internal Affairs Higher Educational Institutions include:

- Not enough time to study. MIA cadets may have limited time to study foreign languages due to the workload of practical training and training in other disciplines.

- Lack of motivation. Some cadets may not see the need to study foreign languages, especially if they do not plan to engage in international activities in the future.

- Insufficient interactivity. Traditional language teaching methods, such as lectures and reading and writing exercises, may not be interactive enough for students who want to practice more speaking and communication skills.

- Cultural barriers. Cadets may have difficulty understanding the cultural aspects related to the language and comparing them to their own culture.

- Different levels of preparation. Cadets may have different levels of training in foreign languages, which can lead to difficulties in the presentation of the material and uneven performance between cadets.

- Technological limitations. Some institutions of higher education of the Ministry of Internal Affairs may have limited technical capabilities for language learning, such as lack of access to modern programs and online resources for language learning.

Various approaches can be used to overcome these problems, such as using interactive teaching methods, creating opportunities for practical application of language knowledge, and using modern technologies in the educational process. It is also possible to use motivational approaches, such as providing opportunities for internships or studies in foreign countries, to increase the interest of cadets in learning the language.

As a result, it can be concluded that the study of foreign languages by cadets in the Ministry of Internal Affairs Higher Education Institutions under the competence approach conditions has its own characteristics. It is important to take into account the specifics of the cadets' study and the needs they will have in the future. To achieve the maximum result in learning foreign language, cadets must have the opportunity to improve constantly their knowledge and skills, in particular through the use of modern technologies and interactive learning methods. In addition, it is important to ensure the maximum motivation level to learn foreign language. It can be achieved by including in the educational process active forms of work that allow cadets to develop their communication skills. Important to consider that foreign language learning should be integrated with the cadets professional training. They have to apply foreign language knowledge in their professional activities and practical situations.

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FOREIGN LANGUAGE AS A KEY FACTOR IN INTERNATIONAL COMMUNICATION

It so happened that over the last 100 years, it was the English language that became the language of international importance. Today, about 400 million people speak English and it is their native language, for about 650 million people it is a second language for communication, but hundreds of millions more know this language, because it is the language of international communication in various spheres of life. In general, it is very difficult to estimate how many people know the English language and at what level, but according to some estimates, it is believed that approximately 2 billion people. It is an official language in 5 countries of the world: Great Britain, USA, Canada, New Zealand and Australia. Also, this language is a second language in the former American and British colonies [1]. English is the language of international communication in the scientific, technological and business spheres. It is the language of literature, international tourism, music and education.

Language becomes a means of international communication when its special role is recognized by all countries. The reformation of the world order after the First and then the Second World Wars resulted in the creation of new international organizations and alliances. This created an unprecedented need for a world lingua franca. Lingua franca is the name for a language used as a means of business and cultural communication between people who speak different languages [2]. Many eras in human history are characterized by the presence of their lingua franca. This includes Greek and Latin in the Roman Empire and the Middle Ages, Spanish in the Spanish Empire, etc. In the 20th century, English gradually replaced French as the language of international diplomacy in this role. For the first time, the official status of English was given by the League of Nations. Its importance increased even more after the creation of the United Nations in 1945. In the globalized world, English is the language of intercultural communication, because no matter who you are: Ukrainian, Italian, Indian or German, when you get together, they will communicate

in English. In many countries where there is inter-ethnic tension, it is English that performs the role of an ethnically neutral language [3].

The spread of English as a lingua franca was not without political debates and some tension surrounding this process. The formation of the world lingua franca is described in such terms as "linguistic imperialism", "linguistic aggression", "dominion", "linguistic colonization" and each country gives many arguments that the language of their state could become a lingua franca.

As of today, it would be wrong not to mention Russia's military invasion of Ukraine and that Ukrainians have become more active in learning English, and the level of English proficiency has significantly improved, according to the EF English Proficiency Index international rating. During the year, Ukraine climbed five places and took 35th place in the world. In total, 100 countries participated in the study. I believe that Ukrainians have begun to understand the importance of this language, as our country is on the path to joining the EU. The Ministry of Culture is working on a draft law that will allow the English language to have a special status in Ukraine - the language of international communication. The project was initiated by the Prime Minister of Ukraine, Denys Shmyhal [4]. This should contribute to expanding the scope of English in Ukraine and intensifying the integration of Ukrainians into the European community.

Thus, drawing conclusions, it can be noted that in addition to our native language, we need to have a common language, so to speak, to communicate with people from other countries, to exchange some ideas with them. It so happened that it is the English language and it is this language that plays the role of a common language between all countries. The English language plays a really important role in our lives. Its knowledge is necessary for people of all ages. The English language is connected with all spheres of life. Those who want to get a prestigious education or find a high-paying job cannot do without it.

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COMMUNICATION SKILLS FORMATION WITH THE ENGLISH LANGUAGE HELP

The communicative skills formation with the help of the English language can be carried out through the practice of speaking, reading and listening, writing, studying grammar and vocabulary, participating in communication with native speakers, using special resources and courses, interactive games and exercises for the development of communicative skills.

Psychological aspects of the formation of communication skills with the help of the English language can include:

- Motivation - it is necessary to have sufficient motivation and interest in learning English.
- Self-discipline - it is important to have self-discipline and systematicity to achieve the set goals in learning English.
- Stress resistance - it is necessary to be stress resistant, because learning a new language can cause stress.
- Self-confidence - it is important to have confidence in yourself and your communication skills, which will contribute to successful communication in English.
- Emotional stability - it is necessary to have emotional stability and readiness to interact with different people and cultures, which will contribute to effective communication in English.

Learning English allows you to develop communication skills such as speaking, listening, reading and writing. In addition, it helps develop intercultural communication skills, promotes self-confidence and analytical thinking, improves presentation and persuasive speaking skills, and develops teamwork skills.

The problem of forming communicative skills with the help of the English language is connected with various factors. Some of these include lack of motivation to learn the language, lack of access to quality learning materials, and lack of practice using the language in real-life situations. In addition, problems may arise with maintaining a language barrier and with various cultural nuances that may affect the effectiveness of communication. Another problem is the insufficient development of certain communication skills, such as writing skills or listening skills. For the successful formation of communication skills, it is necessary to identify specific problems and take measures to solve them, such as more intensive language study, involvement in practical exercises and the use of various teaching methods.

The formation of communication skills with the help of the English language is very important in today's world, where globalization and international cooperation are becoming more and more common. Acquiring language skills allows people to communicate effectively with other people from different countries and cultures, which helps in the development of business, science and technology. In addition, learning English helps develop critical thinking and analytical skills, which are useful in any profession. Intercultural communication skills, which can be developed when learning English, help people better understand the cultures and traditions of other peoples and provide better interaction in work and personal situations. In general, the formation of communication skills with the help of the English language is very important for successful functioning in the modern world.

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ENGLISH AS A MEANS OF INTERNATIONAL COMMUNICATION

English is considered an important medium for communication across the world. It has evolved from centuries and has found a place in every country. All the countries are working with each other via business relations, and here the most important thing is communication.

As English becomes the main international language of communication, the consequences of this phenomenon are obvious: the cultures of English-speaking countries will be dominant and influential throughout the world. English is primarily the main language for the British and Americans, one of the two official languages of Canada, Ireland, Malta, the official language in New Zealand and Australia, spoken by the population of some countries in Africa and Asia (Pakistan, India, etc.) including as official languages.

In fact, in 90 countries of the world English is either widely studied, or is the second language. In the administrative district of the People's Republic of China, Hong Kong, nine out of ten secondary schools learn English. In France, students in public secondary schools are required to study four years of German or English, and most - at least 85% - choose English. Students in Japan must learn English before completing high school for six years. In Sweden, Norway, and Denmark, children are also required to learn English. Without taking into account the UK, from all European countries, Holland ranks first in the number of people who know English.

English is the official language of international aid organizations, such as Save the Children, Oxfam, NATO, UNESCO, and the UN. English is the language of communication in countries where people speak all sorts of languages. The European Free Trade Association only works in English, despite the fact that it is a non-native language for all member countries.

English is accepted as the official language of the Olympic Games and the Miss Universe contest. It is the language of world youth culture. All over the world, young people, teenagers pronounce the words from the songs of the Beatles, Madonna and Michael Jackson without realizing and understanding their meaning. It is also worth noting an important fact - this is youth slang.

Thus, in modern society, the English language takes its confident position. It is used on 158 national airlines (considering that there are 168 of them in the world), it is written and spoken by millions of people of various nationalities. English is recognized as the language of science, business, information technology, office work. For how long it will maintain its current status as an international language is difficult to say, but it will definitely take more than one decade.

To sum up, in its role as a global language, English has become one of the most important academic and professional tools. The English language is recognized as undoubtedly the most important language for the increasingly mobile international community to learn.

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INFLUENCE OF EARLY FOREIGN LANGUAGE LEARNING ON THE CHILD'S PERSONALITY DEVELOPMENT

Early learning of foreign languages can have a significant impact on the development of a child's personality.

First, foreign language learning helps to develop cognitive functions such as attention, memory and logical thinking. Research shows that children who learn foreign languages from an early age have a better attention span and a better developed memory.

Second, foreign language learning helps children develop social skills such as communication and empathy. They learn to communicate with other cultures and understand their traditions and customs. This can help children develop a more open and tolerant attitude towards other people and cultures.

Thirdly, foreign language learning can positively affect the development of self-esteem and self-discipline. Children who are able to learn foreign languages usually feel more confident in their abilities and have a higher motivation to learn.

All these factors can help develop a child's personality and positively influence his future. Therefore, early learning of foreign languages can be an important element of raising and teaching children.

The attitude of parents to the early learning of foreign languages by a child can be different. Some parents believe that learning foreign languages early is beneficial for their child's development and can give them an advantage in the future when they are looking for a job or studying at university. Other parents may doubt the benefits of early foreign language learning or believe that it is too difficult for the child.

For parents considering early foreign language learning for their child, it is important to consider the child's age and individual abilities and interests. For example, studies show that the most effective learning of foreign languages takes place between 3 and 10 years. It is also important to consider that early foreign language learning should be fun and stimulating for the child, otherwise he may feel stressed or tired of learning. Also, it is important to consider your own expectations and goals for your child's early foreign language learning. If parents believe that it is useful for their child and want to give him such an opportunity, then they can find various ways to learn foreign languages early, such as courses or interactive programs.

Many famous figures who became successful in their careers studied foreign languages in childhood. Here are some examples:

1. Leonardo da Vinci - Italian artist, scientist and inventor who studied French and Latin in his childhood.

2. Nelson Mandela is a South African politician and public figure who studied English, Xhosa and Afrikaans as a child.

3. Angela Merkel - Chancellor of Germany, who studied Russian and English as a child.

4. Jan Johanson - the founder of IKEA, who studied German, English and Russian in his childhood.

5. Elon Musk is an entrepreneur and inventor who studied English, French and Afrikaans in his childhood.

6. Christopher Nolan is a director who studied French and German as a child.

These examples show that learning foreign languages in childhood can be beneficial for later success and development in life.

Judging from the above, it can be said that early learning of foreign languages has a significant impact on the development of a child's personality. The main conclusions are that the early learning of foreign languages: contributes to the better development of the child's cognitive and speech skills, helps in the formation of positive intercultural competence, increases the level of self-esteem and self-discipline of the child, develops creative abilities and contributes to the discovery of new opportunities for the child's future career, helps in the formation of interpersonal skills and communicative competence.

Therefore, early learning of foreign languages can become an important element in the development of a child's personality, help him in future life and contribute to his successful adaptation in the modern world.

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ВИРІШЕННЯ ПРОФЕСІЙНИХ ПИТАНЬ ЗАСОБАМИ ІНОЗЕМНОЇ МОВИ

Крістіна АНОХІНА

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THE IMPORTANCE OF A FOREIGN LANGUAGE FOR POLICE OFFICERS

Professional training and education of qualified employees of the National Police, who possess high professional and business and humane personal qualities, is achieved in a well-organized, reliably functioning educational and educational process. For these purposes, at the scale of the Ministry of Internal Affairs of Ukraine, a holistic pedagogical system of professional education must function reliably, which is a certain set of interrelated invariant components necessary for the creation of a holistic managed educational process that ensures the formation of a personality with given qualities, and forms the professional training of a qualified specialist. Police education should become a well-organized, stable and fairly effective system, the functioning of which is largely determined by all kinds of state and public support, the competitive principle of selecting the most capable and intellectually developed candidates for a police position, and the practical orientation of educational activities.

The goal of police professional education is the formation and development of competencies and professional and practical skills of students in the process of practice-oriented learning based on scientific knowledge and methods that allow them to competently solve specific and expected tasks. Students must develop the key competencies required to serve in the NP. The relationship between theory and practice is carried out in the process of mutual corrective influence, which ensures the achievement of high professional qualities of police officers [1].

The foreign language course has a communicative-pragmatic and professionally oriented character, it aims not only to master the skills of communication in a foreign language by future law enforcement officers, but also to acquire special knowledge in the chosen specialty, that is, to increase their professional competence. Studying a foreign language is also intended to expand the general worldview, develop the culture of communication, thinking of cadets, intercultural competence, taking into account the assimilation of special terminology and international vocabulary [2].

The goal and main task of foreign language teachers is to promote the training of specialists who meet the requirements of modern society. Mastering a foreign

language is an effective means of forming a student's personality, it is reflected in the nature and properties of professional activity, when socially determined actions and deeds become aware of the norms and values of the native sociolinguistic paradigm and the foreign language paradigm.

A foreign language has a rich set of methodological tools that contribute to the formation of general intellectual abilities and skills necessary for a police officer in his professional activities: analytical and synthetic skills, the development of the skills of logical conclusions based on such mental operations as induction and deduction, and the ability to model.

Such phenomena in the world as the internationalization of law, the fight against terrorism, organized crime, in particular in the field of drug distribution, make joint and coordinated actions of representatives of law enforcement agencies of different countries necessary. This is impossible without mastering a foreign language in the field of professional activity and having certain professionally oriented socio-cultural knowledge. Knowing a foreign language gives a future police officer the opportunity to get acquainted with foreign experience in law enforcement, to learn about the achievements of jurisprudence in foreign countries, opens the way to self-improvement, expands the opportunities for professional growth in specialization in the chosen field. A foreign language is an effective means of forming the personality of a modern specialist as a bearer of the culture of his own country, a model of tolerant attitude towards other peoples and an example of a researcher in his professional field, taking into account world achievements [3].

Under these conditions, the requirements for foreign language education are radically changing, the goal of the foreign language course is for students to acquire the communicative competence necessary for carrying out professional activities, including in various spheres and situations of international business cooperation. Proficiency in a foreign language is a mandatory component of the professional training of a modern specialist of any profile, and the level of proficiency should ensure the ability to use a foreign language not only for professional purposes, but also to satisfy scientific and cognitive interests, make personal contacts, and further self-education and self-improvement [4].

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SOCIO-CULTURAL ASCETICS IN THE WORK OF THE POLICE WITH REPRESENTATIVES OF OTHER COUNTRIES, BOTH WITH COLLEAGUES AND CRIMINALS

The work of the police in a multicultural society is complex and challenging. Police officers must work with representatives from different countries and cultures, both as colleagues and as criminals. This requires an understanding of socio-cultural ascetics, or the cultural practices and beliefs that influence behavior. In this essay, we will examine the importance of socio-cultural ascetics in the work of the police with representatives of other countries, both with colleagues and criminals.

One of the key challenges for police officers working in a multicultural society is understanding the cultural practices and beliefs of the people they work with. This includes understanding differences in language, religion, and customs. For example, in some cultures, it is considered disrespectful to make direct eye contact, while in others it is a sign of respect. Understanding these differences can help to build trust and rapport with people from different cultures, which is essential in policing.

Moreover, the police must be aware of the cultural practices and beliefs of the criminals they work with. This can help them to better understand the motivations behind criminal behavior and develop more effective strategies for preventing crime. For example, some cultures place a strong emphasis on family loyalty, which can lead to criminal behavior if a family member is threatened or harmed. By understanding these cultural practices and beliefs, police officers can develop strategies to address these issues and prevent crime.

Furthermore, the police must be aware of their own cultural biases and how they may impact their work. For example, a police officer who grew up in a predominantly white community may have unconscious biases towards people of color. This can impact their interactions with colleagues and members of the public, and may lead to discriminatory behavior. By understanding their own cultural biases, police officers can work to overcome them and ensure that their work is fair and just for all.

To effectively navigate the complexities of working with people from different cultures, police officers must receive appropriate training and education on socio-cultural ascetics. This includes learning about different cultural practices, beliefs, and values, and how they may impact behavior. Training can also include instruction on how to overcome cultural barriers, such as language differences or

misunderstandings, and how to build trust and rapport with people from different cultures.

Police departments can benefit from having a diverse workforce that reflects the communities they serve. This can help to build trust and understanding between the police and the public, particularly in communities where there may be distrust or tension between law enforcement and minority groups. By hiring police officers from diverse backgrounds and providing them with the necessary training and education, police departments can better serve their communities and promote a more inclusive and equitable society.

It is also important for police departments to have policies and procedures in place to address issues related to cultural diversity. This includes guidelines on how to deal with hate crimes, discrimination, and bias incidents, as well as policies for recruiting and promoting a diverse workforce. By having clear policies and procedures in place, police departments can ensure that their work is fair, just, and equitable for all members of the community.

The police play an essential role in maintaining law and order in any society. In performing their duties, police officers frequently come into contact with individuals from diverse socio-cultural backgrounds, including representatives of other countries, both colleagues and criminals. The ability to navigate these interactions effectively is critical to the success of their work.

Socio-cultural ascetics is a term used to describe the knowledge and understanding of cultural norms, values, and beliefs that are essential for effective communication and cooperation in a diverse society. Police officers who possess socio-cultural ascetics are better equipped to work with representatives of other countries and are more effective in their duties.

One critical aspect of socio-cultural ascetics is the ability to communicate effectively with individuals who speak different languages. In today's globalized world, police officers must be proficient in a range of languages, including those spoken by immigrant communities in their jurisdictions. By speaking the same language as the people, they serve, officers can build trust and rapport, communicate more effectively, and resolve conflicts more quickly.

Another critical component of socio-cultural ascetics is understanding cultural norms and values. Police officers who work with representatives of other countries must be aware of cultural differences in how individuals interact with authority figures. For example, in some cultures, it is considered disrespectful to make direct eye contact with an authority figure. In others, it is customary to address authority figures by their title, rather than their name. By understanding these cultural nuances, police officers can avoid misunderstandings and build stronger relationships with individuals from diverse backgrounds.

Officers must understand the history and socio-political context of the countries represented by the individuals they serve. For example, police officers who work with refugees must understand the circumstances that led to their displacement and be sensitive to the trauma they have experienced. Similarly, officers who work with individuals from countries with a history of political oppression must be aware

of the potential mistrust or fear that these individuals may have towards law enforcement.

In conclusion, socio-cultural ascetics play an important role in the work of the police with representatives of other countries, both with colleagues and criminals. Understanding cultural practices and beliefs can help to build trust and rapport with people from different cultures, and can help to develop more effective strategies for preventing crime. Moreover, being aware of their own cultural biases can help police officers to ensure that their work is fair and just for all. By embracing socio-cultural ascetics, police officers can better serve the diverse communities they work in and create a safer, more harmonious society.

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FOREIGN LANGUAGE IN POLICE WORK: CURRENT ISSUES

One of the reforms being implemented in the higher education system is the requirement for students in most state institutions to acquire knowledge of a foreign language. This requirement also applies to higher education institutions that specialize in training personnel for the National Police of Ukraine. Police officers are individuals who constantly interact with citizens, so having a command of the English language, at least at a basic level, is of great importance in providing assistance to foreign nationals.

The first reason that substantiates the importance of foreign language proficiency for police officers is the necessity of effective communication in their work. Researchers indicate that for a police officer, who fulfills one of the most important roles in the world - serving and protecting people, foreign language proficiency is an integral component of professional task execution. It often happens that police officers encounter criminal activity and interact with individuals who speak English. Some of these individuals may be criminals, while others may be potential victims. In any case, it is necessary to ask and answer questions in English. Time can be a crucial factor in uncovering a crime or saving a life. Waiting for a translator is not always possible. Therefore, the system should thoroughly consider this matter and encourage police officers to place a high value on language learning to enhance their professional level. [1, c. 15]

One of the important motivations for the modern police force to know a foreign language is to acquire new collaboration skills within Ukraine. Every year, countries with which Ukraine cooperates send police specialists who train our police officers in new tactics, possible approaches, and provide new knowledge for successful collaboration with the population based on partnership principles.

Recently, a training seminar titled "Fundamentals of Special Tactics for Special Purpose Police Units: Scandinavian Model for Ensuring Public Safety and Order during Peaceful Gatherings and Mass Events" took place at the Dnipropetrovsk State University of Internal Affairs of Ukraine. During this event, Ukrainian police officers collaborated with representatives of the Spanish police units. Additionally, the Dnipropetrovsk State University of Internal Affairs frequently organizes seminars, conferences, and other events aimed at providing knowledge to future officers of the National Police of Ukraine. [2]

The study of foreign languages has become a crucial component for the personnel of the National Police of Ukraine, as language proficiency significantly expands their capabilities. Knowledge of foreign languages is necessary for acquiring information from international partners and sharing our experience in law enforcement. Additionally, it plays a vital role in the successful execution of their primary function, which is cooperation with the population to prevent crime, especially considering the significant number of individuals in the country who do not speak Ukrainian. Therefore, proficiency in foreign languages is of great importance, making it an essential element of police work.

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SOLVING PROFESSIONAL ISSUES BY MEANS OF A FOREIGN LANGUAGE

The innovative activity of a specialist is usually associated with the creation and promotion of an innovative product, with the transformation of scientific research and development, or other scientific and technical achievements into a new or improved product, potentially demanded by the market.

Innovative activity is always creativity, which is usually understood as a cultural phenomenon, an activity that creates qualitatively new material and spiritual values, "introducing something new into the context of reality" [1].

This is the ability to find and solve tasks in the professional field based on the analysis and generalization of existing achievements, design, justification and practical implementation of relevant professional tasks in the form of a new product, a solution to a certain production problem (creation of projects, models, prototypes) and other types of activities, which have objective and subjective novelty [2].

The role and status of a foreign language in professional education is determined by its general focus at the current stage on the training of innovative personnel. In the field of professional education, the social significance of project-research, project-analytical, project-research activities aimed at its specific product is increasing, and the development of such qualities of a modern specialist as autonomy, N.F. Koryakovtseva defines creativity, initiative, the need for self-realization and achieving success, which provide the ability to make responsible decisions and adapt to the dynamically changing conditions of the professional environment [3].

In essence, the innovative activity of a professional is an activity to solve a certain problem situation, aimed at improving or creating a new product and its promotion. At the heart of solving a problem situation and making the necessary decision are project-research, project-analytical, project-research activities. The key components of these activities are:

- Information activities of a productive type comprises:
- purposeful search, collection, processing and selection of significant information from various resources, creation of an information product;

– analytical (research) activity aimed at solving a problem situation (search, adoption and argumentation of a decision);

- design activity - design, description and promotion of the product.

The productive creative model orients students to the creation of a specific product (permitting a problem situation, making and justifying a decision, preparing a project task, etc.). At the same time, mastering the necessary professional and communicative skills, language and language material is directly included in the information and analytical activity, which ensures the creation of an information product [2].

The educational activity of students has a purposeful, constructive and creative nature - from setting a problem-searching, problem-analytical, problem-research task to its solution through a motivated appeal to relevant information and linguistic resources.

Such a model could form the basis of a thematic module, a chapter or an entire study guide. In the content of the professional training of a modern specialist capable of innovative activity, the system-forming status of a foreign language, as well as the native language, should be emphasized as a means of information and analytical activity, which ensures the tasks of project-research, project-analytical and project-research activities with the aim of creating innovative product. This status presupposes the purposeful development of metasubject (systemic) strategies and skills of constructive and creative information-analytical activity aimed at creating a specific information product and, in general, an integrative creative model of learning based on the development of productive educational activity [1].

A productive creative model of learning is designed to increase motivation to learn a foreign language, make this process relevant and personally significant for the student in order to prepare for future professional activity and solve innovative tasks in his professional field, create conditions for creative self-realization and adaptation in a professional environment, social personal and professional growth.

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PROFESSIONAL ENGLISH IN INVESTIGATOR'S WORK

Proficiency in English is an important competency for investigative police officers in ensuring effective criminal justice and international cooperation. In their work, investigators encounter the use of specific terminology, must have the ability to write documents and conduct dialogue with foreign colleagues, witnesses or suspects. However, learning professional English can be a challenge due to lack of free time and limited resources for speaking practice. Therefore, the development of professional foreign language skills should be one of the priority tasks to increase the efficiency of the work of investigators and promote international cooperation in the fight against crime. [1]

Considering the fact that professional English is necessary in the activities of an investigative police officer, it is recommended to pay attention to the following aspects for successful language study and practice:

1. Regularity of practice. As with any other skill, constant practice of speaking is the key to success. It is recommended to find an opportunity for daily English practice, for example, watching videos in English, listening to podcasts, communicating with foreign colleagues, etc.

2. Expansion of the dictionary. For effective communication, it is necessary to have a sufficient vocabulary. It is recommended to actively learn new words and use them in different contexts.

3. Focus on specific terminology. Since specific terminology is used in the activity of the investigator, it is recommended to actively study and practice its use.

4. Use of professional literature and courses. There are many specialized materials and courses in professional English that can help you learn and practice the necessary skills.

5. Communication with foreign colleagues. Communication with foreign colleagues is important for improving professional English. It is recommended to use every opportunity for this type of communication, such as participation in international conferences.

6. Communication with native speakers. In addition to communication with foreign colleagues, it is also important to pay attention to communication with native speakers. It can be virtual communication with a teacher or tutor, or personal English lessons.

7. Use of Internet resources. The Internet contains many resources for learning English, including dictionaries, grammar books, exercises and tests.

8. Focus on grammar and pronunciation. Correct grammar and pronunciation are the basis of effective communication. It is recommended to focus on learning grammar and pronunciation and practice them in different contexts.

9. Use of professional language in written documents. In the activity of the investigator, professional language is used not only in communication, but also in written documents. It is recommended to learn the professional language used in the activity and practice its use in written documents.

Now, in the activity of an investigative police officer, mastery of the English language at the level of not only basic, but also advanced is increasingly required. This is due to the development of international cooperation in the fight against crime and the increased volume of foreign literature, instructions, procedures and other documents that may be important to investigate criminal cases. [2]

For example, in some cases involving drug trafficking, human trafficking, or financial crimes, it is important to communicate with foreign law enforcement agencies and to read and analyze foreign information. In addition, at the international level, the English language is increasingly used to discuss common problems and plan joint actions in the fight against crime. Therefore, in order to be effective in his work and interactions with colleagues from other countries, an investigative police officer must have a sufficient level of knowledge of the English language. Insufficient proficiency in this language can become an obstacle to effective work, delay the investigation process and reduce the chances of a successful conclusion of the criminal case. [3]

In general, the successful study and practice of professional English is necessary in the activity of a police investigator and can help to achieve success in professional development.

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PREVENTIVE ACTIVITIES OF THE POLICE: INTERNATIONAL EXPERIENCE AND POSSIBILITIES OF ITS IMPLEMENTATION IN UKRAINE

Recently, it is often said that preventive police measures are imperfect and need to be improved at the legislative level. It is important to search for and implement new approaches to police management, building a new model of the MIA system in accordance with international standards and principles. In this paper, we propose to consider the foreign experience of preventive police activities and compare it with the domestic one. After all, the achievements, knowledge and standards of law enforcement in other countries are very important.

The following scientists considered the issue of prevention in the activities of law enforcement agencies in their scientific research: I. Terliuk, O. Bazhan, R. Podkur, S. Bostan, G. Dutka, M. Stashchak, V. Shendryk, G. Parkhanov, K. Pisotska, D. Shtanko, T. Denisova, O. Knizhenko, V. Kurakov, A. Kurakov and others.

The reforms taking place in Ukraine today require the transformation of the police from a punitive body into a European-style law enforcement agency that should provide law enforcement services to citizens. Foreign countries have extensive experience in training law enforcement officers. The organization of measures to ensure law and order, public safety, combating crime in all its manifestations in each state has its own specifics and features.

The patrol police should be formed with due regard to international standards, and the structural construction of patrol police units should be carried out taking into account the study and implementation of best foreign practices and with the preservation and improvement of proven effective domestic practices of using forces and means used in the protection of public order. This structure must meet the global standards of efficiency of the patrol service [1, p. 170-172].

The main characteristics of the EU police can be defined as follows:

- police services recognize the rule of law in accordance with the professional code of conduct;
- police in EU countries ensure public safety with respect for human rights;
- accountability of police services is transparent. The functioning of internal and external control and oversight mechanisms is mandatory;
- policing in the EU is a two-way process that responds to the needs and interests of individuals and communities and requires the trust, consent and support of the population. This process is based on transparency and dialogue. In many EU

countries, the police are decentralized in order to respond adequately and quickly to the needs of the population [2, p. 103].

Preventive measures occupy a significant place in the activities of the police in Poland and the Czech Republic. In these countries, the police have a wide range of powers to implement preventive measures. In these countries, there is a municipal (state) police, which is subordinated to the relevant local authorities and whose activities are aimed at preventing transport offenses and maintaining public order in some municipalities.

Moreover, the French municipal police is generally deprived of the authority to investigate criminal offences, and its main units are public order and traffic safety units.

In Germany, preventive activity is the predominant activity of local police. In this country, such activities are fully focused on public involvement. This is due to the fact that Germany is one of the most experienced European countries, where the orientation of police activity on citizens really takes place, and not only "prescribed" in the legal acts. The basis of the German police is the following: prevention of criminal offenses is a joint task of the state and society; new security strategies aimed at community-based policing; citizens are involved as police partners; prevention of criminal offenses is the main subject of criminal policy.

Having considered and studied the practice of many European countries, we can conclude that the knowledge, experience and skills of our neighbors in preventive activities can be useful for Ukrainian police officers. However, it is worth noting that each police system has its own history and specifics of creation, so the main task of our state is to improve the preventive activities of the police, taking into account the knowledge and experience of foreign countries.

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ENGLISH AS A MUST IN THE JOB OF A POLICE OFFICER

All over the world we can see papers and documents filled in English. Meetings of the leading world communities are held in English: the UN General

Assembly, the European Union, the European Security Union, OPEC (the Organization of Petroleum Exporting Countries) and other organizations.

The main answer to the spread of the English language around the world is that Great Britain was and is a world maritime power. It had colonies and then dominions all over the world.

Also, don't forget that English is the official language of the UN. The widespread penetration of the English language began in the nineties of the twentieth century, but it should be said that the English language appeared on the territory of Ukraine earlier, even in Kyivan Rus.

"Merchants across the sea", that's how the English merchants who established themselves well in the trade market were initially known to Ukrainians. They began to use English words in commercial everyday life. Over time, some cultural traditions passed along with the language.

Currently, some structures of the Ministry of Internal Affairs studying at universities are wondering whether English is needed in the higher structures of the Ministry of Internal Affairs. I believe that learning English is necessary for future police officers. The discipline "Foreign language" is a discipline of the basic part of the humanitarian, social and economic cycle, studied during the first two years of study.

The problem is that learning a foreign language is a limited educational time in the educational process. She shouts that many employees come to the police after the army, where the English language was not studied even at the household level. These employees, filling the ranks of the patrol service, come into contact with English-speaking citizens more often than others, and for them a good knowledge of the English language is necessary. I really want foreign citizens to talk about the high level of foreign language proficiency of Ukrainian policemen after returning home.

Therefore, it is necessary to study English at a sufficiently high level in higher education institutions of the Ministry of Internal Affairs.

Considerable time should be devoted to this subject in the educational process. All the more so now, close attention is paid to the employees of internal affairs bodies, not only by the President, the Government, the supervision of the bodies, but also by the public. Citizens want to see a smart, competent police officer who will help in any life situation.

The subject "Foreign language" as one of the educational disciplines of the State Educational Standard has significant opportunities for the formation of conditions for the personal, professional, and cultural formation of a specialist. In the teaching of foreign languages, conditions are created for the formation of a future specialist who knows a foreign language in everyday, general cultural and professional spheres.

English is necessary for modern professionals working in the field of jurisprudence and the police. Therefore, the English language should be studied both during all years of study and during retraining and professional training courses. In

the departments of internal affairs, tests for knowledge of the English language are held at least once a year.

In addition, modern specialists must have the skills to translate and draft various legal documents, which require knowledge of grammar and legal terminology of the English language.

Ours police officers interacts with English-speaking citizens and therefore should have a language no worse than combat techniques and weapons to foreign citizens who have come to Ukraine.

Therefore, the ability to communicate in a foreign language, including for police officers, is today its native window into the world, which contributes to the achievement of set goals with the help of new abilities and skills.

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THE ROLE OF ENGLISH LANGUAGE IN LAW ENFORCEMENT ACTIVITY

English language plays a very important role in the law enforcement activity of Ukraine, as it is one of the most widely spoken languages in the world and the language of international communication.

First of all, English is the language of international communication, so it is used to communicate with foreign colleagues, partners and when dealing with representatives involved in international crime. This is especially important for international cooperation when fighting against crime, exchange of information and experience.

The second important role of English language in Ukraine's law enforcement activity is the training and development of personnel. English is one of the key languages that must be mastered for professional growth in the field of law enforcement. This applies both correspondence and communication with foreign colleagues.

The third role of the English language is related to circulation of official documents. Which is an integral part of international cooperation and exchange of information. English is used for the preparation and translation of various documents, including legislative acts, applications, reports and other documents.

In addition, English language is necessary for participation in international programs and projects aimed at strengthening the law enforcement system and ensuring security, therefore, law enforcement officers must constantly improve the level of language knowledge among law enforcement officers, provide professional training in practicing the language in the international cooperation.

Despite the importance of the English language in law enforcement activity in Ukraine, there are several problems associated with its use. Some of them include:

1. Low level of language knowledge among law enforcement officers. This can lead to inaccuracies and errors in the translation of documents or misinterpretation of the requirements of foreign colleagues.

2. Different legal systems. Often, the legislation of different countries can differ, which can lead to misunderstandings and miscommunication between law enforcement officers of different countries. Also, there are differences in terminology that can lead to inaccuracies in the translation or interpretation of documents.

3. Cultural differences. Different countries may have different approaches to legal practice, which can lead to misunderstandings and miscommunication between law enforcement officers. For example, the concept of «right to bear arms» may have different interpretations in different countries.

4. Financial costs. The use of English language in law enforcement activity may require additional financial costs for translations, interpreters and other services.

Considering the above-mentioned, we can conclude about the importance of English language in Ukraine's law enforcement activity. English is the language of international communication, so it is used to ensure international cooperation and interaction with other countries, which is important when fighting against international crime and terrorism. However, there are some challenges associated with the use of English in law enforcement, such as low language proficiency among law enforcement officers, different legal systems, cultural differences, and financial costs.

Therefore, it is important to ensure an increase in the level of knowledge of English language among law enforcement officers, to develop special programs and tools to facilitate communication within the framework of international cooperation, and to take into account legal and cultural differences in communication with foreign colleagues. Such measures will help to ensure more effective and successful law enforcement activity of Ukraine.

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IMPORTANCE OF ENGLISH FOR THE NATIONAL POLICE OF UKRAINE

The topic of research is relevant today, we can say that at the level at which the National Police of Ukraine passes, all police officers must know a foreign language. Since the English language is the language of the whole world, it is worth saying that its study should be approached more deeply and studied specifically in order to perceive the police information necessary for obtaining information in your work. For the first time, the English language has advanced in international cooperation, which is quite successful, and secondly, the policeman is repeatedly faced with a situation when he must explain to the violator the reason for the stop or help quickly and efficiently. a victim who has become a hostage of certain circumstances and can only turn to a police officer.

Due to the instability of the economic situation and the reformation of the system of law enforcement agencies, increasing the requirements for the qualifications of police officers. New forms and methods of training professional police officers with the involvement of information technologies are being implemented, as well as new methods of improving communication in the field of conducting dialogues on the territory of the police officer himself with the community. A foreign language is an important part of the verbal method of negotiating with people, which should be encouraged to develop among police officers.

For a police officer, whose job is one of the most important in the world: to serve and protect people, knowledge of a foreign language is an integral part of professional activity. There are such cases when police officers fight crime and encounter many English speakers [1]. Some may commit crimes and others may be victims of crimes. In both cases, you must ask and answer questions in English. Time can be a key factor in solving a crime or saving a life. It is not always possible to wait for an interpreter. So the system needs to take a deeper approach to this issue and direct the desire of the policeman to diligently study languages in order to obtain a higher level of qualification.

Therefore, for effective learning, innovation should be involved. This means that the implementation of a certain innovation is a rather subjective process, which involves the choice of which method, means or process will be implemented as an innovation. However, when decisions are made to introduce innovations in language

teaching and learning, the success rate, in other words, the degree of progress of the cadets, decreases. Therefore, it is necessary to adapt innovations in language teaching and learning to the reality of the specific context in which English is taught.

In addition, before the new implementations, English language courses for police officers were created in 2016 with the support of the British Public Council at the US Embassy in Ukraine. The specificity of the project is that with the help of this project, policemen have the opportunity to learn English for free. Thanks to the course, patrol officers can communicate more effectively in English and provide assistance to foreign residents of Kyiv. The curriculum includes 120 hours of classroom work and tasks to be completed independently at home. The course aims not only to improve the level of the English language in general, but also to develop the ability to use special professional vocabulary in realistic situations [3].

So, it can be concluded that the complex of introduction of new methods and involvement of innovative technological systems is appropriate today for forming the consciousness of police officers, programming the study of a foreign language and gradually introducing it into their activities to solve practical issues and increase their level, through interaction with members. all communities from all over the world.

It is worth saying that in modern conditions, the process of learning foreign languages takes place within the framework of the generally accepted socio-cultural model of learning, which is considered as the basis of professional intercultural communication, that is, the communication of linguistic personalities with different linguistic and cultural environments. Therefore, a police officer must be able not only to formulate thoughts correctly, but also to adhere to cultural norms accepted by native speakers. He can learn this at international communication trainings and in classes, using interactive tasks in classes [2].

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THE ROLE AND PROBLEMATICS OF LEARNING ENGLISH FOR A FUTURE POLICE OFFICER

English is one of the main languages of the world, which, when presented, is the most studied among non-native speakers. It is the main foreign language taught in all educational institutions around the world. It is the language of colonization that has been adopted by most African countries. English is the main language of communication in almost all institutions and organizations, so its importance cannot be overestimated.

Despite the wide range of research, scientists are united in the fact that learning English in the 21st century is necessary for everyone. Taking into account the social conditions, in Ukraine it is possible to do this with the help of independent study, as well as groups, courses on passing the English language [1].

The following research methods were used to solve the outlined tasks: analysis of pedagogical and special literature, comparison, systematization of information, observation, social survey.

Cognitive activity of cadets is an important means of improvement and at the same time an indicator of the effectiveness of the educational process of the university, since it:

- a) stimulates the development of independence of learners, their creative approach to mastering the content of education;
- b) provides a favorable microclimate for the cadet in training;
- c) encourages teachers to self-educate, search for ways to achieve high learning results, as teacher's ability to organize cognitive activity is a unique indicator.

Cognitive activity is determined by the interests, needs, motives, beliefs and ideals of learners. Therefore, an urgent issue of attracting cadets to independent English language classes is the activation of their cognitive activities. Studying the interests, motives and beliefs of young people will help to adjust the content, methods and forms of their education.

Scientific research and the practice of universities show that the main thing in the process of involving learners in the systematic study of foreign languages is to cultivate their interest in this discipline. Scientists note that interest is an active cognitive attitude of a person to the world. So, interest and knowledge are closely related, and if knowledge is to some extent possible without interest, then interest arises, activates, develops and disappears under the condition of a person's ability to know and as a result of it.

The results of the research show that today high knowledge of the English language is shown by specialists who work in the field of law, IT, marketing and finance [2].

At the moment, the study of English by the employees of the National Police of Ukraine is an extremely urgent task, because given the political views of our country, which is on the path to European integration, one of the conditions for Ukraine's accession to the European Union will be to provide the executive authorities with employees who speak English.

However, in order to implement such a principle of equality of law enforcement officers, it is necessary to implement the correct approach to the creation of the correct system of learning English. This task finds its expression in the problem of the implementation of the English language in the genesis of the law enforcement system.

To learn English till the level required by the European Union, learners really need to understand that knowledge of foreign languages is not only an opportunity for successful employment or simply an opportunity to move freely through Europe and the world, but first of all, it is a change in worldview [3].

So, from the material presented above, it can be concluded that in modern conditions, the process of learning foreign languages takes place within the framework of the generally accepted socio-cultural model of learning, which is considered as the basis of professional intercultural communication, that is, the communication of linguistic personalities from different linguistic and cultural environments. Therefore, the cadet must be able not only to formulate thoughts correctly, but also to adhere to the cultural norms accepted by native speakers of the language, he can learn this at the international communication trainings he is studying.

Also, while learning a foreign language, the cadet must learn and understand another system of values and life guidelines, to some extent integrate it into his own picture of the world. The goal of learning foreign languages is the formation of such a linguistic personality who will need a foreign language for communication in real situations and who will be able to communicate effectively with representatives of other cultures. For the European Union, this goal is the main goal in law enforcement agencies.

The process of teaching professional intercultural communication should be aimed at accelerating the socialization of the individual. After all, as already emphasized, the study of the English language will affect not only the professional qualities of a police officer, but also his formation as a person, the development of his worldview and ensuring a certain prestige of law enforcement agencies, such a goal is also extremely relevant for Ukraine, because with the capabilities of our employees can really realize themselves in the international arena [4].

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ENGLISH SPEAKING SKILLS FOR POLICE OFFICERS

With the rapid development of society and the establishment of relations between countries, the question of the need for employees of a number of organizations to master foreign languages is very acute, in particular, the most attention is paid to the English language.

During the performance of his duties, a police officer engages in a dialogue with more than one dozen people, therefore, in order to avoid most conflict situations, or to resolve them most effectively, a police officer must adhere to the cultural norms of professional speech. And in this aspect, it is important to highlight such an element as knowledge of a foreign language. After all, knowing it, a police officer can easily communicate with citizens of other states who violate the current legislation of Ukraine, or who are in trouble and need professional help. [1]

In Ukraine, the relevance of the issue of studying foreign police competence and its flexibility in terms of cooperation with foreigners peaked when Ukraine was on the threshold of European integration, which involves cooperation with law enforcement officers of the European Union countries, as a result of which the competent authorities are entrusted with the duty to provide employees of the Ministry of Internal Affairs of Ukraine knowledge of a foreign language at a level sufficient for productive communication.

It is also worth noting that Ukraine is a tourist country, therefore the policeman is entrusted with the duty to protect the rights and freedoms not only of citizens of our country, but also of foreigners. If a foreigner has certain problems, he must contact the police and receive highly qualified assistance, so mastering a foreign language in this case is simply a necessary element.

However, the more urgent this issue becomes, the more the problem of not knowing a foreign language becomes apparent.

Eliminating such a problem is not so easy, because no one can force a police officer to learn English. Mostly, police officers are not interested in studying it, and students of higher education at the Higher Education Institute of the Ministry of

Internal Affairs do not have the opportunity to study it sufficiently, due to the extremely small number of hours allocated to study the discipline aimed at learning foreign languages.

From the first year, cadets start studying the discipline "Foreign language of professional direction" at the ZVO of the Ministry of Internal Affairs, which helps to master professional vocabulary in English and correctly apply it in practical professional activities.

However, already at the initial stages of studying this discipline, students of higher education, both cadets and students of law faculties, have the question "Will I need all this in the future?" ", taking into account all the above-mentioned arguments, the answer seems to be indisputable: "Of course it is!". However, it is important that foreign language training of specialists continues to develop in our country and finds support from the leadership of the structure of law enforcement agencies.

In summary, we can say that knowledge of a foreign language will not only significantly increase the status of a police officer, his self-esteem and professional competence, but will also allow establishing more trusting relationships in the process of communication with foreign tourists, which will also contribute to the formation of a positive image of our state [2, с. 136].

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ENGLISH AS A MEANS OF PROFESSIONAL COMMUNICATION OF POLICE OFFICERS

First of all, I would like to point out that in today's modern conditions and in connection with the desire of our country to integrate into the European space, the

National Police of Ukraine, namely every police officer, must master and acquire knowledge of foreign languages.

Since the English language functions all over the world, it is worth saying that its study should be approached more deeply and studied precisely according to its profile, so that police officers perceive the information they need in their work.

Therefore, first of all, the English language helps to achieve progress in international cooperation, which is quite important, and secondly, the police officer repeatedly faces a situation when he\she must explain to the offender the reason for the stop or urgently and quickly provide assistance to the victim who has become a hostage of certain circumstances and can only go to the police [1, c.118].

The aspiration to the European level of training of future law enforcement officers presupposes compliance with certain criteria of the properties of this level. Therefore, first of all, perfect study and sufficient knowledge of a foreign language is necessary.

Therefore, it is worth noting that the system of training future law enforcement officers should take a deeper approach to this issue and direct the aspirations of future police officers to conscientiously study not only Ukrainian, but also foreign languages.

A foreign language is a significant part of the verbal method of conducting negotiations with the population, which must be motivated and developed among the employees of the National Police of Ukraine.

In order for police officers to be able to learn English at the level required by the European Union, they really need to understand that knowledge of foreign languages is not only an opportunity for successful employment or just an opportunity to move freely in Europe and the world, above all, it is a change of outlook. Today, it is impossible to imagine higher professional education without high-quality training in foreign languages.

The challenges of the modern world encourage us to review and improve the priorities and areas of professional training of future police officers and lawyers, the formation of the necessary skills, among which the knowledge of a foreign language occupies a special place [2, c.159].

In my opinion, the most important importance of a foreign language is for the patrol police, because it is the patrol officers who are the face of the National Police of Ukraine, it is the patrol police officer who should treat foreigners as guests of our country.

For example, for the formation of communicative competence, the ability of police officers to carry out intercultural communication with native speakers and the general increase of interest in learning a foreign language, various situational trainings should be implemented.

During training, cadets consolidate lexical material for describing a person's appearance, develop skills in working with the Faces software with an English-language interface, improve the ability to compose a photo robot based on a verbal description, and promptly correct changes according to the victim's instructions.

Summarizing the above, I would like to note that mastering a foreign language is one of the components of a police officer's professional competence, which not only improves the performance of official duties, but also positively affects self-realization, which, as you know, is a way to prevent a person's professional burnout.

The introduction of innovative technologies in the study of a foreign language significantly diversifies the process of perception and processing of information.

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STUDYING OF LANGUAGES IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

In the modern world, global processes are gaining considerable attention, which are connected with the direct existence and development of the entire world community as a whole. In this context, not the last place is taken by the interaction of individual people, as well as the mutual understanding of individual Nations and Nations. We should note that the relations between civilizations are also gaining special status, and the basis of which is intercultural communication, because, certain needs of peoples in cultural understanding, the desire to know the spiritual world leads to a greater intensity of communicative processes, which are improved on the system character for many years. The above-mentioned proves that it is precisely through the finding of a certain understanding that people from different countries will be able to solve urgent problems of humanity, as well as to establish ways of development of society in a more progressive way.

We note that the current problem in the context of the quality of higher education remains intercultural communication, which, in turn, contributes to the

appropriate formation of professional and communicative competence of future specialists in different spheres of activity. Thus, knowledge of the language of another people is a significant component of intercultural communication and constitutes a certain basis for establishing successful communication between representatives of different Nations and cultures. It is in the modern conditions of communication of peoples not only of a global character, but also requires such humanistic orientation, which, due to intercultural communication, in the future provides an opportunity for a person to successfully develop on the basis of unity of common human and national values.

In the study of literature on this topic, it was necessary to determine that intercultural communication is a complex, complex phenomenon, which includes various directions and forms of communication between individual indicators, groups, states belonging to different cultures. The process of intercultural communication itself is defined as a specific form of activity, which provides for the knowledge of foreign languages, spiritual and material culture of other people, religion, values, moral attitudes, outlook and other things, which in aggregate determine the model of behavior of communication partners.

Note that during the interaction of different cultures two tendencies, which consist in acculturation and deculturation, are clearly shown. The cultural heritage, i.e. the mutual assimilation of the cultural element, is aimed at the process of integration, cultural exchange and enrichment of cultures. At the same time, there is a process of ethnic self-awareness and attempts to reinforce the ethnic specificity. In the case of a long process of communication with another culture, the very essence of the native culture is lost (Deculturation). The corresponding phenomena in themselves lead to certain social problems of intercultural communication. [1, p. 176]

Thus, in the socio-cultural space of Ukraine there were significant changes that gradually affected communication in general. In turn, the important factors related to the change in socio-cultural space and the nature of communication process 1) changes in real behavior during the new socio-cultural reality; 2) “unupdated” progress, protracted and thus uncertain; 3) weak overall structure of ukrainian society; 4) significant potential of social conflict; 5) diverse level of cultural inclusion of population in different processes of cultural creation and religious creation; 6) appearance of a significant number of subcultures; 7) actualization of youth subcultures, socialization of sociocultural space; 8) legalization of subcultures of criminal or inter-ethnic chic. [1, p. 177] Over time, relevant issues related to the impact on communication in our country have found some ways of solution and improvement that has led to more effective development of intercultural communication in general.

It is no less important to note that the inter-cultural communication, in which through speech interact cultures and languages, is based on two stages. Universal behavior, common for all cultures, is based on the biological heritage of man, which is passed from generation to generation. In addition, different ethnic groups have specific behavior, which is formed under the influence of social and physical

environment. Specific behavior models form a specific culture that can be defined as a mentality (system of values, ideas, customs), i.e., a set of conventions, which manage social relations. [2, p. 35]

Also, note that considerable attention needs to be paid to foreign languages of pupils and students, because this process is determined important for further use of their knowledge, in case of possible cases of communication with people from other countries. The level of teaching of foreign language students is formed not only as a result of direct communication with the teacher. In order to use a foreign language as a means of communication, it is necessary to create an atmosphere of real communication, to link the information provided in the process of teaching a foreign language with the real, everyday life, actively using, at the same time, a foreign language in living, natural situations. Also, one of the effective forms of other communication in the context of a dialog of cultures, which has a practical orientation, corresponding initiation of correspondence in a foreign language.[3]

Thus, one can conclude that intercultural communication is a complex, complex phenomenon, which includes various directions and forms of communication between individual indicators, groups, states belonging to different cultures. Studying foreign languages plays an important role in the effective functioning and establishment of relations between people from different countries and different Nations. The above-mentioned influence not only on the development and improvement of the culture of countries, but also demands such humanistic orientation, which, due to the intercultural communication, in the future allows the person to successfully develop on the basis of unity of common human and national values.

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EXCHANGE OF EXPERIENCE WITH THE US POLICE

Exchange of experience is an important component of cooperation between countries and helps police officers in developing their professional activities and ensuring high quality of law enforcement services.

One of the advantages is the opportunity to learn from the best, to use advanced technologies and work methods that are already successfully used in other countries. For example, in the USA they are experienced police officers have many years of experience in conducting investigations and investigating crimes, which can be very useful for police officers from Ukraine who are just gaining experience in this field. On the other hand, Ukrainian police officers have a lot of experience in fighting crime in the context of a military conflict, which can be useful for police officers in the US who have faced similar situations. In addition, the exchange of experiences helps police officers to get rid of stereotypes and learn to better understand cultural differences between countries. This is especially important in today's environment, when crime and terrorism have become global problems, and the police must work with people of different cultures and nationalities. Of course, the first step in this direction is the exchange of experience with specialists from the US police. For many years, American police officers have been leaders in the world in combating crime, and their experience can be useful for police officers in Ukraine.

One of the possible directions is improving the qualifications of police officers. American police officers can conduct training in Ukraine, as well as invite Ukrainian police officers to the United States to participate in trainings and practical classes. This will allow Ukrainian police officers to acquire the knowledge and skills necessary for effective performance of their duties. In addition, such a procedure can improve mutual understanding and cooperation between police officers in Ukraine and the United States. Joint trainings and working in the same team on joint projects can help build mutual trust and understanding between cultures. Also, the exchange of experience can help in building a more efficient police system in Ukraine. The US has extensive experience in many aspects of policing, including crime prevention, crime investigation and anti-corruption. This experience can be used to improve police work in Ukraine. In order to improve the quality of police work and increase its efficiency, Ukraine conducts an exchange of experience with the US police. One of the main directions is the training of police officers in the USA. Ukrainian police officers get the opportunity to get acquainted with modern methods and approaches to work, which helps them improve their professional qualifications and acquire new skills. In addition, the participants of the exchange of experience have the opportunity to see how the police function in another country and compare it with their own activities [1].

Another area of exchange of experience is mutual learning and cooperation in various fields. Police officers from Ukraine and the USA can interact in cases of combating crime, mutual investigation of criminal cases, ensuring road safety and other areas. This allows for the exchange of best practices and ways of working that can be beneficial for both countries. In particular, one of the most successful examples of cooperation is the "Ukrainian-American Police Assistance Program" (UPAP). This program was created with the aim of improving the work of the police in Ukraine and promoting the development of democracy in the country [2].

In conclusion, it can be noted that the exchange of experience between police officers from Ukraine and the USA is an important component in the development of the law enforcement system in both countries. This exchange allows police officers from Ukraine to gain valuable experience from their colleagues from the USA and apply it in their work to improve efficiency and professional level. In turn, police officers from the USA also get the opportunity to learn from their Ukrainian colleagues and learn about the specifics of police work in Ukraine. Such an exchange can improve cooperation between the two countries in the field of law enforcement and help ensure the safety of citizens.

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SOLVING OF PROFESSIONAL ISSUE BY MEANS OF FOREIGN LANGUAGE

Depending on the profession and context, using a foreign language to solve professional issues can be an important component of a successful career. It is important to have a sufficient level of language competence for effective communication and understanding of professional terminology. In addition, you can use the help of translators and other language tools for a more accurate

understanding of professional information. It is also recommended to practice communicating in a foreign language with colleagues and other professionals in order to improve language skills and gain valuable experience in the professional field.

Learning a foreign language can help solve professional issues more efficiently and successfully. This is especially important in today's world, where globalization and international business are becoming more and more common. Knowledge of a foreign language allows you to communicate effectively with colleagues, clients and partners from other countries, which improves the quality of communication and understanding between cultures.

I would also like to point out that knowledge of a foreign language allows you to open new markets and business opportunities, provides increased competitiveness in the labor market and allows you to work in international companies and organizations. For example, learning English can help attract foreign investors and find new markets for products and services.

One of the most important professions in which learning a foreign language is one of the main aspects of communication with foreigners is law enforcement agencies. In a world of globalization and an increasing number of international crimes, law enforcement agencies must be able to communicate effectively with colleagues from other countries and understand their cultural, legal and linguistic differences. For example, knowledge of the English language can help communicate with representatives of law enforcement agencies from other countries, understand foreign literature and legislation, and participate in international projects. In addition, learning a foreign language helps ensure more effective communication with foreign citizens and understanding of their problems and needs. This can ensure an increase in the level of trust and cooperation with international partners and ensure the success of solving professional tasks.

The problem of solving professional issues by means of a foreign language is related to the complexity of the process of learning foreign languages and the need for effective communication with foreign partners and colleagues.

One of the main problems is that not everyone has a sufficient level of knowledge of a foreign language to communicate effectively at a professional level. This can lead to misunderstandings and errors in the communication process, which in turn can lead to the loss of opportunities for cooperation and business development.

Another problem is related to the specificity of the language in various fields and professions. For example, lawyers and financiers use specialized vocabulary that can be difficult for those outside of these fields to understand. This can lead to misinterpretation of documents and agreements, which can have serious consequences.

Also, cultural differences can become an obstacle for effective communication with foreign colleagues and partners. For example, the difference in mentality and stereotypes can lead to incorrect perception of messages and information received in the process of communication.

Finally, the availability of technology to solve communication problems depends on location and technical equipment. For example, a poor Internet connection can hinder effective communication and lead to loss of time and opportunities.

Learning a foreign language solves the problem of communication and contributes to the effective solution of professional issues in various fields. Despite the problems of learning and using foreign languages, the opportunities that open up for business and cooperation far outweigh the disadvantages. Learning foreign languages is an important component of professional development and provides an opportunity for effective communication and cooperation with foreign partners and colleagues. Therefore, the solution of professional issues by means of a foreign language is extremely important for the development of business and cooperation between countries and industries.

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FOREIGN LANGUAGE AND THE USE OF ITS TOOLS IN THE CONTEXT OF PROFESSIONAL ACTIVITY OF THE NATIONAL POLICE OF UKRAINE

Interaction, communication, contact is necessary in every human work. The urgency of expanding communication skills with foreigners contributes to the development of the European integration path and Ukraine's accession to the European Union. The police are the first to respond and provide assistance to individuals, but the language barrier can become an obstacle in communication with citizens of foreign countries. The problem with this issue is that not everyone will, will be able, and will have the desire to learn something new due to one or another

factors, but it should be noted that all employees of services that provide services to citizens related to protection of their rights and interests.

Learning a foreign language occupies not the last place in the life of any individual. This is, firstly, a way of communicating with people, performing various tasks, and secondly, a way of developing cognitive skills. For police officers, this skill can come in handy for solving many aspects of their professional activities, for example, communicating with foreign citizens to accurately understand the context of speech and be able to be useful in solving problematic issues. Also, Article 4 of the Law of Ukraine "On the National Police" stipulates the provision on international cooperation within the scope of police activities. Knowledge of a foreign language can help in high-quality and effective communication with colleagues and successfully coordinate actions during work, etc. [1].

In general, the development of technologies in the modern world is constantly growing and allows organizing and planning the learning process, and even the process of practicing the acquired knowledge. The most effective development of speech activity is listening, but many scientists agree that the mentioned process is faster and more effective with speakers of one or another foreign language [2].

Communication allows you to solve more than 80% of official tasks, and knowledge of a foreign language can come in handy in various circumstances, especially in a multilingual environment. Communication is necessary everywhere, both tactically and procedurally. The main task of a police officer for effective communication will be the following: useful words, phrases related to police work and answers to typical questions will be useful for a quick response in a critical situation; simplifying the language: simple and clear language will help to understand a foreign police officer who may not speak at a native level; the use of gestures and facial expressions will be useful in the arsenal of a policeman, because this language is understandable to everyone without words; patience and kindness are important elements in any communication with a person who is in a difficult situation and needs the help of a competent person.

As a separate question, the problem of involving specialists as interpreters at the stage of pre-trial investigation can be highlighted. The right to engage a teacher is enshrined in the Constitution of Ukraine and the Criminal Procedure Code of Ukraine. The specificity of choosing a person who will carry out the translation and who falls under the requirements stipulated by the Criminal Procedure Code of Ukraine takes a sufficient amount of time. Knowledge of legal terminology, higher education, perfect command of the necessary language at a conversational level, and this is not an exhaustive list of the necessary skills that a specialist of this profile should possess. It is quite important for the translator to understand the legal terms in the state language, the basics of the criminal process, since only he will be able to convey the entire essence of the criminal proceedings to the person of the accused (suspect).

Successful communication at work can prevent tension and help people work as a team, which is important in any industry. Thus, it can be concluded that professional communication is necessary in any conditions, which is formed on the

basis of a person's communicative competence in the conditions of a specific professional situation and activity. The skills of mastering a foreign language make it possible to establish the necessary relationships, skills and communication skills, which will allow the qualitative performance of the powers conferred on police officers.

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USE OF ENGLISH IN COURT PROCEEDING

English application in judicial proceedings is very common in many countries of the world, especially international ones'. English is used as the language of international trade, finance, transport and other industries, so it is an important language for legal processes related to these areas.

The use of English in court proceedings helps to ensure equal access to justice for representatives of different nationals who may not know the language of the country in which they live. In addition, the use of English language in court proceedings increases the efficiency and speed of the proceedings, as it allows experts and lawyers from different countries to communicate and exchange information more effectively.

However, the use of English in court proceedings can also create problems, especially when there is insufficient knowledge of the language by a defendant, a witness or a victim. This can cause inequality in access to justice and can lead to inaccuracies and misunderstandings of the merits of the case.

English has been used in the judiciary of Ukraine since 2018. In May 2018, the Verkhovna Rada of Ukraine adopted the law "On Amendments to Certain Legislative Acts of Ukraine on Ensuring the Activities of the Supreme Court of Ukraine and Administrative Courts in Ukrainian and English". According to this

law, if necessary, the parties can file a claim, appeal or other procedural documents in English. Also, if necessary, an English-language translator can be appointed to participate in court sessions or to prepare written translations of procedural documents.

Unfortunately, accurate statistics on the use of English language in the judiciary of Ukraine cannot be provided, as such data are not made public. However, based on the experience of other countries where two or more languages are also used in judicial proceedings, it can be assumed that the use of English in Ukrainian courts is not yet a daily practice. It is obvious that the number of cases where English language is used is much smaller compared to the total number of court cases. Nevertheless, in the context of globalization and the growth of international contacts, it can be assumed that the use of English in legal proceedings will increase in future.

There are no clear facts about English language knowledge application in the judiciary of Ukraine. However, it can be assumed that it is irregular and depends on various factors, such as age, education, place of work and experience in a court. Today, there is a number of programs and courses for improving English level of Ukraine court employees. Still, the effectiveness of such programs and courses can be different and depends on many factors, such as teaching methods, the teacher qualification and student individual motivation.

Summarizing, we may emphasize, that knowledge of English language is very important factor for court employees, as it enables them to communicate more effectively with colleagues from other countries, gain access to international sources of law and involve foreign experts in solving complex legal issues. Therefore, English knowledge level improving among court employees is an urgent and important task for modern judiciary.

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DEVELOPMENT OF COMMUNICATIVE COMPETENCE AS A COMPONENT PROFESSIONAL SUCCESS OF THE LAWYER

Professional legal activity is a state policy in any country. Therefore, the development of legal education involves the training of highly qualified specialists who have proper speech culture, capable of actively participating in the legal life of the state.

The term "speech culture" implies not only the observance of modern literary norms of oral and written speech, but also the ability to apply them in specific communicative situations. Speech culture involves the speaker's choice of the most appropriate speech means for a particular speech situation. Over the centuries, the expression of the ancient Greek philosopher Socrates "Speak so that I can see you" has not lost its meaning, since speech represents the general level of awareness, literacy, and professionalism of a person. It is essential for the culture of speech that expressions are used in accordance with the communication situation.

So, speech culture helps to determine the place of an individual in society, provides an opportunity to realize one's own abilities, to formulate the opinion of others. Therefore, fostering a culture of communication is one of the priority tasks of a lawyer in particular. The professional activity of a police officer is closely related to the culture of oral and written communication, which determines the culture of work in general and, what is especially important, the culture of relationships in daily communication in the most diverse spheres of public life [3, p. 235]. For example, patrol police officers communicate with various categories of citizens every day, including the socially vulnerable: persons with disabilities, orphans, and others. Therefore, when communicating with civilians, they should show the level of professionalism of the police in Ukraine. The communication style of a police officer of Ukraine can be compared to a prism through which he demonstrates both his own attitude of those around him and his inner state. An imperfect prism distorts and darkens the inner image of all police officers. Productive communication has a positive effect on the consciousness of citizens and helps to fully perceive the actions of lawyers [4].

According to Theodore Roosevelt, knowing how to properly communicate with people is the most important formula for success. Therefore, a person is a component of society, and the more educated he is, the more civilized our society will be. A professional in any field must have a perfect command of the literary language, which will allow him to perform his work perfectly if his activity is closely related to speech. That is why knowledge of language norms, the ability to accurately

formulate thoughts, grammatically correct phrases, correct emphasis, etc. should be mandatory elements of the language behavior of police officers. [4]

The ability to communicate in various situations in compliance with the established norms is one of the important social demands placed on a lawyer, since speech itself presents him as an erudite, well-read individual. The effectiveness of speech communication largely depends on the level of education and implementation of practical skills.

The main communicative features (criteria) of speech culture, which are closely related to each other, are: correctness, meaningfulness, logic, richness, accuracy, expressiveness, appropriateness and expediency [3, p. 5]. Correctness is one of the defining features of speech culture, which consists in compliance with literary norms (orthographic, orthographic, lexical, morphological, syntactic, stylistic, punctuation, word formation). The purity of speech is related to its correctness, if there is no violation of lexical, orthographic, and stylistic norms in the speech.

The conditions for the growth of the level of professional speech culture of lawyers are the ability to correctly express opinions, constantly exercise self-control over speech, work to overcome speech impediments, cultivate normative speech in oral and written varieties [4, p. 5].

«The word is a business card of a person's age, profession, social status,» as V. Radchuk rightly notes. Linguistic culture is polished and improved in the process of communication, in particular during the performance of professional duties [2, p. 45]. Purposeful communication with employees, colleagues, and acquaintances is important for improving speech culture, since skills and abilities are developed only in the process of speech activity.

The high speaking culture of a lawyer is not only an indicator of the general culture of a person, his business qualities, but also a guarantee of professional development and growth. Linguistic excellence begins with awareness of one's own responsibility, with love for one's native language.

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SOLVING PROFESSIONAL ISSUES IN A FOREIGN LANGUAGE: SPHERE OF LAW

Today, there is no doubt about the fact that in connection with the development of international relations, the rapprochement of cultures of different countries and for other reasons, foreign languages are gaining more and more importance. Their influence can extend not only to the relevance of language knowledge in everyday life when communicating, interacting with other people who speak another language, but can also cover professional activities, in particular jurisprudence.

In modern conditions, the profession of a lawyer is very popular, but even more popular is a specialist who knows a foreign language in the field of his professional activity. The meaning of professionally-oriented foreign language learning lies in its relationship with special disciplines for the acquisition of additional professional knowledge, and as a result, the formation of students' ability to communicate in foreign languages within specific professional, business or scientific spheres taking into account the peculiarities of professional activity [3]. Specialists with certain professional skills will always get leading positions among other candidates during recruitment.

The close interrelationship of language, culture and literature allows for the development of multifunctionality and even the universality of teaching methods and techniques: study of culture and literature allows deepening and improving knowledge of a language as well as knowledge of the stages and features of the development of society: the multifunctional strategy has a spiral-like structure [1], which allows future specialists mastering a holistic objective view and a comprehensive system of knowledge about various stages of society's development.

A specialist in the field of law who carries out translation activities may face such difficulties as language interference, misunderstanding of the nuances of metaphorical meaning, the complexity of the syntactic structure of the statement, and differences in linguistic and cultural traditions of communication.

Legal translation can be considered as a branch of practical linguistic activity and as an academic discipline.

As a field of practical language activity, legal translation is one of the types of special translation aiming at transmitting various written and oral legal texts through the means of another language.

Studying the linguistic features of written and oral speech on legal topics is of great importance for a lawyer with the knowledge of a foreign language.

These features include:

1. A large saturation of legal materials with legal vocabulary, the main part of which is made up of legal terms, many of which are translated into Ukrainian by phrases and descriptively (mitigation - mitigation of punishment, trust - disposal of property by power of attorney, pleadings - court process papers, etc.).

2. The presence of some quite significant stylistic deviations from general literary norms. For instance:

a) wide use of elliptical constructions (abbreviated, without articles) in the English language, especially in typical documents that are drawn up periodically, the form and content of which change within small limits (summaries, reports, decisions, conclusions);

b) presence of official formal turnovers in documents devoted to general or administrative and economic issues.

3. The presence of abbreviations, most of which are used only in legal texts and documents: DSB (Dispute Settlement Body) – a panel for resolving disputes; NAFTA – North American Free Trade Agreement, GAFT (General Agreement on Tariffs and Trade) – agreement on customs tariffs and trade norms, etc.

4. Working with legal texts translators should remember that each country has its own legal system, relevant legal terminology and its own realities.

The presentation style of a legal document must correspond to the style of the same material in the language being translated, however, when translating a whole series of documents and texts, the style of the original can be preserved in the translation.

When translating legal texts, it should be remembered that many common words in legal texts may have a terminological meaning, and in order to avoid interference of some known meanings of words and expressions of general or special meaning in legal texts it is necessary to use appropriate dictionaries and reference books [5].

Thus, it can be noted that in the current socio-cultural situation, under the conditions of international integration, the successful activity of a lawyer most often requires fluency in a foreign language and the presence of certain translation skills. Therefore, interaction of language and law deserves special attention of professionals working in the sphere of law.

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SOLVING PROFESSIONAL ISSUES BY MEANS OF A FOREIGN LANGUAGE

Learning a foreign language in today's world is one of the important components in the life of a successful person. Knowledge of a foreign language is necessary because this knowledge provides new opportunities in communication, learning and professional development. Mastering a foreign language is a creative and interesting process that develops worldview, improves logical thinking and the ability to express one's thoughts clearly and comprehensively. As a result of global changes in the social life of Ukraine as well as in other countries of the world, the role of a foreign language in the educational system has changed. From an ordinary school subject, foreign languages (mainly English) have turned into one of the basic elements of the modern educational system, a means to achieve professional realization of an individual. Ukraine's integration into the European Union, the introduction of the Bologna system in the educational process, the expansion of international contacts have influenced the process of training future professionals. It is clear that the role of a foreign language as the main means of international communication is rocketing.

It is well-known that in modern higher education the process of updating the content of foreign language education in the direction of its professional orientation is taking place. As noted by researchers of the professional foreign language competence of future lawyers, the change in requirements for a modern law university graduate is explained by “radical transformational processes in the field of international relations and socio-economic structures, the expansion of

international cooperation within the framework of European economic and political globalization” [1, p.3]. Moreover, a foreign language of professional competence becomes an important component within the framework of professional knowledge.

Increasing the requirements for mastering a foreign language within the scope of professional communication is determined by the need for close cooperation in the international organization of the criminal police “in order to find and solve the problems of criminal acts of Ukrainian citizens and to provide assistance in clarifying questions about the actions of foreigners on the territory of our country” [1, p.3]. Changes in objective reality affect the change of priorities of the organization of professional training of lawyers in higher education; the need for qualified specialists who have professional foreign language competence is increasing.

Researchers of the problems of teaching foreign languages at non-linguistic universities note that the professionally oriented training of future lawyers should take into account that “it is not limited to learning a language for special purposes. The specificity of the learning process involves the integration of the English language with professional educational disciplines for students to acquire additional professional knowledge and the formation of professionally significant qualities of students’ personality in the English language course” [2, p.14].

Solving professional issues through a foreign language can be challenging, but it is possible with some effort and preparation. Here are some tips:

1. Improve your language skills: The first step to solving professional issues in a foreign language is to improve your language skills. You can take language classes, hire a tutor or practice speaking and writing in the language regularly.

2. Use translation tools: If you are not fluent in the target language, use translation tools to translate key phrases and words.

3. Prepare in advance: Before attending a meeting or having a conversation, prepare by making notes in the language you will be using. This can help you remember key points and phrases, and ensure you are prepared to discuss the issue at hand.

4. Seek help: If you are struggling with a particular issue or language barrier, do not hesitate to seek help from a colleague or professional translator.

5. Be patient and respectful: Remember that communicating in a foreign language can be challenging, so be patient and respectful with your counterparts. Speak slowly and clearly, and ask for clarifications whether necessary.

Overall, solving professional issues in a foreign language requires preparation, practice and patience. With these tips, you can effectively communicate and address any issues that may arise.

Professional language competence is formed in the process of professionally oriented language training, which is based on systemic, personally oriented and functional approaches [3]. Achieving the level of professional language training of a specialist ensures the success of communicative activity, allowing operating with special terminology and forming a culture of language behaviour in future professional activity [3].

The importance of directing educational communication for the possible questions to cause speech reactions of an interlocutor, stimulating professional actions, contributing to the solution of cognitive professional tasks in the process of mastering foreign language behaviour of a specialist should be mentioned as well. The formation of communicative competences is also facilitated by using reference schemes.

Using interactive technologies speech behaviour of future specialists is determined by the communicative tasks set by professional activities to be solved in situations requiring professional communication. The goal of learning shall be mastering foreign language speech behaviour through coordinating tasks with a certain action. Students must learn to choose an adequate form for a given linguistic context and to determine the function of a given utterance in a given communicative situation.

Therefore, it is necessary to take into account the professional skills required for professional activity of students learning a foreign language and organize training in such a way that students could master within the professional framework.

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FOREIGN LANGUAGE ROLE IN UKRAINIAN NATIONAL POLICE PROFESSIONAL ACTIVITY

Learning foreign languages today is relevant for many people of different ages, interests, professions, nationalities and social status in all corners of the globe.

Recently, education in our country has become one of the priorities of the state. To some extent, this is related to integration into the international educational

space, orientation to an innovative type of socio-economic development. The democratization of society, the expansion and strengthening of international, economic, socio-cultural and business ties with foreign countries caused not only a significant influx of foreign citizens to Ukraine, but also a significant outflow of criminals abroad with the aim of evading justice and establishing their criminal ties and the expansion of criminal activity.

In the current situation, law enforcement agencies cooperate closely with foreign colleagues both through the international criminal police organization (Interpol) and through direct contacts. When studying vocabulary, it is necessary to immediately pay attention to the correct stress of the word. Any English word has a certain intonation and stress. In the English language, accent plays an extremely important role - if a person pronounces a word with the wrong accent, the probability that he will not be understood is much higher than if he says one or another sound incorrectly [3].

In the course of learning, it is necessary to carefully study the sounds, the pronunciation of which is difficult. Depending on the native language, there may be difficulties in pronouncing vowels or consonants.

It is necessary to carefully train those sounds that come out the worst. Useful exercises that are advised by many specialists are "minimum pair". For this, words are chosen with pairs of sounds that are consonant with each other, which are repeated, and thus the student can learn the pronunciation of what comes to him [3]. You should also always remember about stress and intonation inside the sentence, which is extremely important for English (British). Yes, English people do not stress all the words in a sentence in the same way. As a rule, only the main "informational" words are highlighted intonation - these are the words on which the information load of the entire sentence in general rests. Others are pronounced without emphasis and rather quickly and together [1].

Therefore, as one of the solutions to this task, a large volume of foreign language learning material is assigned to the student's independent work, which he must perform outside classroom classes. For this, Internet versions of laboratory works of various levels have been developed, both for first-year students and for students studying a professional foreign language [4].

Knowledge of the English language according to the training programs of the legal profile includes the following indicators: in the lexical aspect - the number of well-learned lexical units and phrases, the number of known words in an unfamiliar text, etc.; in the grammatical aspect - the number of grammatical, syntactic and spelling mistakes made for a certain unit of time and for a certain unit of text; in the communicative aspect – continuous conversation in a foreign language, conducting a conversation at a natural pace, the correct choice of communication style, the number of mistakes made during the conversation, etc.; in listening - the number of mistakes made by the student while listening to the text for a certain unit of time, his reaction to the meaning of the listened text, understanding and ability to receive and transmit key information, etc.

Goals should be symbiosis, synthesis, that is, some integrity. But this integrity must be combined with adequate means, methods and forms of their implementation, because otherwise even correctly set goals will be distorted in the process of implementation [3].

The purpose of mastering the discipline "Foreign Language" is the professional training of students, as well as the formation of a high level of social and professional adaptation in them, which involves the preparation of a comprehensively developed personality, able to respond to the challenges of modern society and use the knowledge, skills and abilities acquired during study [2].

Based on the above, I would like to note that the study of the English language as a means of professional communication should be given more attention in legal universities. Possession of the language, its competent use, the ability to understand and produce the language in a specific communication situation are those ingredients of success that will positively affect the professional activity of law enforcement officers, and then the language will not be an obstacle, but the key to understanding. After all, I want to stress, that not only the further development of science and technology, but also, ultimately, the fate of humanity, its real survival on this planet depends on the correct and competent communication of specialists.

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ENGLISH IN THE WORK OF POLICE

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

fuller of different events. Today no activity can be done without the use of language resources.

English is the language of international communication, because it is one of the most widely spoken languages in the world. Knowledge of a foreign language is an important factor in the work of a police officer. Because they can communicate with people from different countries and cultures [1].

Learning a foreign language by employees of the National Police is a very relevant issue today. Knowledge of a foreign language provides an opportunity to expand the communication skills of police officers and opens up new horizons of professional competence.

English-speaking police officers can be more effective in understanding and communicating with international visitors and tourists, and can communicate more easily with colleagues from other countries in the case of international investigations and cooperation between police services.

In addition, English is important for police officers who work at international airports and borders, where they may deal with foreigners who speak their native language. Knowledge of the English language may be needed in any situation involving a police officer, especially in international operations and interactions with foreign citizens or event participants [2].

For example, if you have to investigate crimes involving foreign victims, suspects or witnesses. In accordance with Article 68 of the Criminal Procedure Code of Ukraine, an interpreter is provided in such situations. But it is difficult to find him, so when a police officer understands the person, it greatly simplifies the legal procedure.

All these situations may require a police officer to be able to communicate in English, as well as to understand nuances in the language that may arise in the process of interaction with foreign citizens or colleagues from other countries.

Learning a foreign language is one components of a police officer's professional competence. In this way, the lawyer improves the performance of official duties. Therefore, acquiring knowledge of a foreign language is components of the professional competence, which thus not only improves the performance of official charge, but also has a positive effect on self-realization. So, knowing English can help police officers in their work.

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УСНИЙ ТА ПИСЬМОВИЙ ПЕРЕКЛАД У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ

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THE COMMUNICATIVE ASPECT OF ENGAGING AN INTERPRETER IN THE PROFESSIONAL ACTIVITIES OF A THE NATIONAL POLICE OF UKRAINE IN UKRAINE

Effective communication is a critical aspect of the professional activities of The National Police of Ukraine. Communication involves not only conveying information but also ensuring that the information is accurately understood. However, due to the diversity of languages spoken in Ukraine, there are instances where communication becomes difficult, especially when non-Ukrainian speaking individuals are involved. In such cases, engaging an interpreter becomes necessary. The purpose of this scientific text is to explore the communicative aspect of engaging an interpreter in the professional activities of The National Police of Ukraine.

Interpreters play a vital role in facilitating effective communication between The National Police of Ukraine and non-Ukrainian speaking individuals. Interpreters are trained professionals who have the language skills and experience necessary to accurately translate spoken or written words from one language to another. By engaging an interpreter, The National Police of Ukraine can ensure that communication is precise and clear [1].

The communicative aspect of engaging an interpreter in professional activities involves more than just translation of words. It also involves the interpretation of meaning, tone, and context of the message being conveyed. An interpreter must understand the cultural nuances of both the source and target languages to ensure that the message is correctly interpreted. This is especially crucial in situations where the message conveyed may have legal implications [1, 2].

Although engaging an interpreter is essential, there are challenges that come with it. One of the primary challenges is finding an interpreter who has the necessary language skills, experience, and qualifications. There are cases where individuals who claim to be interpreters may not have the appropriate qualifications, leading to incorrect translations and potential legal complications [1, 2].

Another challenge is the time and cost involved in engaging an interpreter. Interpreting services may be expensive, and this can pose a challenge, especially

when dealing with non-Ukrainian speaking individuals who require frequent interpretation services [2].

To address the challenges associated with engaging interpreters in professional activities, there are several recommendations that The National Police of Ukraine can consider. Firstly, it is essential to establish clear criteria for selecting interpreters. This can include requirements for qualifications, language skills, and experience. By setting clear standards, The National Police of Ukraine can ensure that they engage qualified and reliable interpreters who can accurately translate messages [3].

Secondly, The National Police of Ukraine should consider partnering with reputable interpreting service providers. Interpreting service providers can offer a pool of qualified interpreters, and this can reduce the time and cost involved in engaging interpreters. Additionally, service providers can offer quality assurance measures, such as interpreter training and performance evaluation, to ensure that the interpreting services provided meet the required standards [3, 4].

Finally, The National Police of Ukraine should consider investing in language training for officers. Language training can help improve officers' language skills and reduce the need for interpreting services. This can also help promote better understanding and communication between officers and non-Ukrainian speaking individuals [3, 4].

Effective communication is crucial in the professional activities of The National Police of Ukraine in Ukraine. Engaging an interpreter can help facilitate communication in situations where language barriers exist. Interpreters play a critical role in ensuring that the meaning, tone, and context of messages are accurately conveyed. However, there are challenges associated with engaging interpreters, including finding qualified interpreters and the cost involved. It is essential to consider these challenges before engaging an interpreter in professional activities. Overall, the communicative aspect of engaging an interpreter in the professional activities of The National Police of Ukraine is critical to ensuring effective communication and promoting trust and cooperation between police officers and the public they serve.

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ORAL AND WRITTEN TRANSLATION IN PROFESSIONAL ACTIVITIES

A translator is a person without whom no communication takes place at the interlinguistic level, either orally or in writing. The evolution of the translation profession from dragomans, sepirum to modern translators took place over thousands of years. Requirements regarding the translator's personality, ethics, culture, morals and professional linguistic training were gradually drawn up.

Nowadays, not every person can work as a translator, even if he is fluent in foreign and native languages. This requires special professional education.

Translation is a rather complex task that requires a person to constantly develop in the rhythm of socio-cultural, academic and scientific breakthroughs of modern society. Without any doubt, it can be stated that the formation of a professional translator occurs with an increase in the number of translated words, so his training should be continuous [1]. There are two main areas of activity of a translator - translation and interpretation.

Oral is the translation of speeches, news or simultaneous translation. By the way, specialists in simultaneous translation are almost the highest paid on the market.

As for written translation, there are several different areas:

* literary translation - that is, the translation of works of art, articles, poems, etc.;

* technical translation - translation of instructions, drawings, reference books, technical documentation;

* translation of entertainment content: advertising, computer games, films.

Written translation, as a rule, requires much less effort, since the translator works in comfortable conditions, has the necessary dictionaries at hand, and to start work he only needs to collect his thoughts and familiarize himself with specialized terminology [2].

Oral translation is considered much more stressful. Oral translation from English or any other foreign language requires the translator to be fluent in both languages (the speaker's language and the target language), excellent knowledge of the subject area, the ability to quickly understand the essence of the spoken phrase and quickly translate it into the target language.

It is worth noting that the most important distinguishing characteristic of oral translation from written translation is the simultaneous communication with people and translation.

There are two types of interpretation:

- * sequential translation;
- * simultaneous translation.

Consecutive oral interpretation.

The term "consecutive interpretation" speaks for itself: such an interpretation is carried out sequentially - for example, it immediately follows the speech of a foreign speaker at an international conference.

Pauses in speech are usually short in duration: while the speaker is delivering a speech, a professional translator is already formulating the translation, which he voices during the pause.

As a rule, interpretation is required in cases where various events are held:

- * exhibitions, conferences, seminars, etc.;
- * excursions;
- * accompanying delegations at industrial and cultural facilities;
- * telephone negotiations;
- * support of notarial agreements;
- * conducting investigative actions and judicial proceedings.

Interpreting is effective in its mobility, i.e. during numerous moves: when familiarizing with various industrial facilities, during excursions, etc.

Simultaneous interpretation

Simultaneous translation is the most complex type of translation, which is considered the pinnacle of professionalism. As a rule, such translation is used at events with a very large number of participants and speakers.

Simultaneous interpretation is carried out in parallel with the speech of the speaker. Given the high tension that this job requires, simultaneous interpretation requires a minimum of two interpreters. For high-quality simultaneous interpretation, interpreters should change each other every 15-20 minutes.

In addition, the translator can work for the company or choose to freelance.

Such a specialist can become a guide for foreigners, provide outsourcing services, conduct receptions for foreign partners of companies, etc. [3].

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RECENT TENDENCIES IN THE TRANSLATION OF LEGAL TEXTS

The study of a terminology system begins with finding out what is actually meant by the word " term".

A term is a word (or phrase) that stands for a specific concept and has a precise range of meanings [1]. The main features of a term are:

- adequate reflection on the content of the concept, semantic uniqueness;
- logical relation to other terms;
- professional practical use (technical, chemical, medical, sports terminology, etc.).

Legal terminology is a unique subject of research, as it is characterised by a multitude of uses compared to other systems of terminology. Legal terms are verbal designations of state legal concepts used to express and consolidate the content of the state's legal norms [2].

Legal terminology contributes to the precise and clear formulation of legal requirements in order to achieve maximum simplicity in a legal text. Legal terminology, which, in general, occupies a small amount of a normative text, is its basis, the basis of the semantic core. The main reason for legal terminology is contained in the main legislative acts, they define terminological standards. The Constitution is the source of basic legal terminology.

Systematic, i.e. internal consistency based on the legal logic itself is an important characteristic of legal terminology. Legal terms are a complex organic system and have various interrelationships.

The interdependence of concepts means that what is a "nested" word turns into stable phrases reflecting similar concepts. For instance, the term "law" is used to form such phrases as "legal relations", "legal consciousness", "criminal act" and others.

The vast majority of terms used in legislation generally remain unchanged and do not undergo significant changes. However, some terms have no legal application, as the relations from which they arose disappear (e.g., the terms "employment" and "settlement"). Some terms are replaced more precisely by others ("compulsory insurance" instead of "payroll insurance", etc.).

Legal translation is the translation of texts related to the area of law and used to exchange legal information between people who speak different languages. Legal translation is sometimes considered a special type of technical translation [3, p.46].

The characteristic features of legal translation are informative content, terminology, clarity and accessibility of the material for presentation by users, and knowledge of legal fields. Legal translation is one of the types of specialised translation and can be viewed in two ways: as a field of practical linguistic activity and as a discipline. As a field of practical linguistic activity, legal translation is one of the types of specialised translation aimed at translating various written and oral legal texts into another language. As a discipline, legal translation is a subject intended to provide students with the ability to translate written and oral language on legal topics based on the study of foreign legal systems, governments, constitutions, codes, legal documents, linguistic features of Ukrainian and foreign law materials (legal vocabulary, idiom, syntax and style), as well as principles and techniques of translation of such materials.

Studying the linguistic characteristics of written and oral speech on legal issues is of great importance for a lawyer who knows foreign languages.

These features include:

1) A large saturation of legal material with legal vocabulary, the main part of which is made up of legal terms, many of which are translated into Ukrainian by phrases and descriptively (remedy – засіб судового захисту, deterrence – засіб утримання залякуванням від вчинення злочинних дій, indictment – обвинувальний акт і т. д.)

2) The presence of special idioms and combinations of expressions in written and oral language on legal topics that are not used or only rarely used in the general literary language (to make default – 1. Не виконувати обов'язки, 2. Не з'являтися до суду; Marshal of the court – судовий виконавець; to meet claim – оскаржувати позов і т.д.)[3, p. 61].

3) The presence of some stylistic deviations from the general literary norms, sometimes quite significant. These include:

a) the widespread use of elliptical constructions (abbreviated, without articles) in English, especially in periodically written standard documents, the form and content of which varies within small limits (summary, notice, decision, conclusion);

b) the presence of phrases in the official clerical style in documents on general or administrative and economic issues;

c) strictly regulated use of verb forms and phrases of special terminology in certain legal documents.

4) The use of Latin words and expressions in legal texts: men - guilt, fault; hard decision - binding force of precedents, etc.

5) The presence of abbreviations, most of which are used only in legal texts and documents: (англ.) ALJ – Administrative Law Judge – суддя адміністративного суду; USJC – United States Judicial Code – кодекс законів США о судоустройстве; CtApp – Court of Appeal – апеляційний суд і т.д. [3, с. 61].

When translating legal texts, it should be remembered that each country has its own legal system, relevant legal terminology and its own realities. For instance: місто-графство в Англії – County of city (of town), county – графство, а місто-

округ в США – a metropolitan town; county – округ, court of error – апеляційний суд (в ряді штатів США), etc. The style of presentation of a legal document should correspond to the style of the same material in the language into which it is translated. However, when translating a number of documents and texts, the style of the original may be preserved in the translation [3, p. 62].

When translating legal texts, please bear in mind that many commonly used words in legal texts may have a terminological meaning. In this case, in order to avoid interference, it is necessary to break some known meanings of words and expressions of general or special significance in the legal text.

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SPECIFIC FEATURES OF TRANSLATION INTO ENGLISH IN PROFESSIONAL ACTIVITIES

In the 21st century, knowledge of foreign languages is a very important criterion to be hired to your dream job, because many domestic companies, nowadays, cooperate with foreign companies, therefore, when selecting a position in one or another enterprise, one of the criteria to be considered is knowledge of the English language . We have been learning English since school hours. Thanks to her, we are able to travel to different countries, communicate with foreigners and not worry that during the conversation, we will not be able to understand each other. However, according to the number of speakers, the English language is in 3rd place, this language is known by approximately 3,790,000,000 people in 137 countries of the Earth. So, in my opinion, English should be learned from a young age in order to find a dream job in the future, travel to different languages and enjoy life.

During the study of the English language, there are many difficulties, especially with the translation of certain sentences or texts from the Ukrainian

language into English. So, let's take a closer look at what exactly are the problems and try to find a way to overcome them.

For a more accurate and reliable translation, you should constantly improve your speech, learn new words, phrases, and especially those related to the relevant professional field. It can be a legal field, a medical field, related to psychology, and so on. Most teachers work, while learning English, rewatch your favorite movies, series in English. Also, communicate more often with native English speakers to improve spoken English.

Let's move on to certain lexical aspects of this topic. To begin with, each language has a unique lexical and phraseological combination of words. This uniqueness is national, that is, only to a specific word in this specific language. Therefore, in order to accurately translate a certain word combination into English, while not violating the norm of lexical conjugation, one should carry out a thorough search and check of this word combination in various dictionaries.

Also, when translating, such a problem arises that, knowing how to translate *tyyuts* or other words, we translate the sentence literally, while generally losing the meaning of the given sentence. In order to correctly translate sentences and avoid literal translation, you should read more books, perhaps in a literary direction, and especially, keep close to you, either the translator or the already translated text of this book, or while reading and finding words that are incomprehensible to us combinations, we could find before translation and set their meaning. [1]

Therefore, translation from Ukrainian to English is a very troublesome job that requires constant improvement of one's own knowledge of a foreign language, and one especially wants to learn something new, although without desire, this concept will quickly become boring and uninteresting.

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SPECIFIC FEATURES OF TRANSLATION OF LEGAL TEXTS

In the modern conditions of European integration processes taking place in Ukraine and worldwide globalization, legal communication is very important and plays an important role from the point of view of scientific, theoretical and practical

aspects [3, p. 220]. Therefore, the issue of translating official business vocabulary is currently extremely relevant.

The translation of legal texts contains a range of features that distinguish it from other types of translation. However, these specific features cause several problems during translation, leading to incorrect interpretations of certain foreign legal acts.

The translation of any type of legal text, from laws and contracts to court testimony, is a practical activity that stands at the crossroads of legal theory, language theory and translation [2, p. 4], therefore, to translate official business vocabulary, the translator must have not only a high level of knowledge of a foreign language but also to possess substantial knowledge in jurisprudence, because the purpose of this translation is an accurate reproduction of the content of documents in accordance with current legislation.

When interpreters translate legal texts, as a rule, deal with «legalese» – a style that is the basis of many regulatory and legal contracts. English «legalese» has the following features:

1. Use of words and expressions that «do not carry any semantic load in the ordinary, everyday sense». Nevertheless, in legalese they have a specific meaning, for example, *nemo dat (nemo dat quod non habet)* – the principle according to which no one can transfer or sell what he does not have ownership of;

2. The use of words and expressions that, in addition to their usual, everyday meaning, also have a special legal significance.

3. The use of formal vocabulary which is considered archaism and is very rarely used in everyday communication.

4. Construction of very long sentences «containing a large number of turns that complement or characterize the original statement».

Based on the above, it should be noted that every interpreter who wants to try himself in the field of translating legal texts must master the skills of using the legalese style which is filled with many legal constructions and formulations, which makes it possible to more accurately express the content of the translated document.

It should be noted that an important feature of this type of translation is the existence of different legal systems which makes it difficult to establish equivalents in different languages. Such correspondences between words of two languages are considered equivalents which are constant, equivalent and, as a rule, independent of the context.

Many words and phrases of a terminological nature belong to this category [2, p. 40].

The main linguistic problem of legal translation is the lack of equivalent terminology which requires constant comparison of legal systems. It is clear that you may come across norms or rules that differ in meaning or conditions of application. But it is completely different when there is not even a whole system of norms or rules [3, p. 224]. In such a case, interpreters must resort to establishing the counterparts that exist in their legislation, taking into account a number of conditions

among which the meaning of the legal term in both legal systems plays an important role.

When translating legal texts, the problem of inconsistency of equivalents in terms of meaning and context often arises. In this case, interpreters use the so-called translation lexical transformations – these are various changes of lexical elements of the original language during translation in order to adequately convey their semantic, stylistic and pragmatic characteristics taking into account the norms of the target language and speech traditions of the culture of the target language [4]. However, it should be noted that this method should be used only after making sure that there are no equivalent or variant counterparts in the target language and it is impossible to use other translation methods. Also, in the absence of an equivalent, they use the technique of description - translation, for example, of a word using a common explanation of its meaning; and the method of tracing, which involves a literal or literal translation [2, p. 42].

So, summarizing the above, we will come to the conclusion that the translation of official business texts is one of the most difficult types of translation which requires detailed comprehensive study and research. The peculiarities of the translation of legal texts require the interpreter not only to have linguistic knowledge but also to possess certain knowledge in the field of law which prompts the interpreter to carefully study and compare the terms used in different legal systems and in the legal system as a whole. When translating legal texts, it is necessary to pay attention to the conceptual apparatus looking for counterparts in the legislation of our country, and linguistic techniques that make it possible to clearly and succinctly convey the content of the provided legal texts. An important aspect is that a translation of this type requires both theoretical and practical skills of the interpreter which makes it possible to perform the most accurate translation of the legal text.

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ОСОБЛИВОСТІ ПРОФЕСІЙНОГО ДИСКУРСУ

Артем БАРАНЧИКОВ

здобувач вищої освіти II курсу

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LINGUISTIC CHARACTERISTICS OF POLITENESS IN ENGLISH DISCOURSE

The study focuses on the importance of organic cultural connections, so succeeding alongside conflict and friendship requires some respectfulness. This is an aesthetic that reflects the behavior of dialogue participants among themselves, creating, maintaining or terminating the communication process.

The topic of the research is fluency as part of linguistic and cultural communication in English.

We recommend considering the category of politeness specifically in conversation, and not in written or spoken form, because language is a broader concept. The term "discourse" refers to the language "learned in life", the products and elements of communication, the linguistic interactions of information agents and the communication environment as "writing considered as a specific subject"» [3, p.136].

Etiquette can be defined as respect for humanity, respect for rules, education and observance of moral principles as one of the 12 basic components of communication. T. V. Larina defines this term as follows: "Politics as a single unit of communication at the national level is a system of strategic communication behavior aimed at effective communication and compliance with communication standards accepted by society." [2, p.23].

Depending on the purpose of using polite particles, two types can be distinguished: good manners (Positive Politeness) and negative personality (Negative Politeness).

Good aesthetics emphasize closeness (approach-based), building relationships; unity, understanding, satisfaction from what is heard and perceived.

Other compliments of thanks and respect are widely used in English and we hear them everywhere Thank you and Sorry. Politeness strategies for positive protest should include greetings (Hello!, Good morning!, How are you?), farewells (Bye-bye, Take care, It was nice seeing you!), invitations (Would you like to come over?, Come again soon!), gratitude (Thank you, It's so nice of you!), apology (Sorry, Excuse me, I do apologize for...), compliment (You are so kind, You did an excellent job) and address (Dear Sir /Madam, Mr/Mrs).

Bad politeness means staying at a distance (avoidance-based), it creates obstacles for the negotiator to demonstrate independence and gain respect. Scientists P. Brown and S. Levinson called this politeness the basis of respectful communication [4, p.28].

About negative politeness strategies of some survey tools (Can you help me, please, Will you stop talking, please?), invitations (Why don't you join us? What about going out tonight?), directives (Could I see your passport? I want you to listen to me again!).

Showing your dislike, critics, expressing condemning and scolding is considered disrespectful in the English language (Please, you're disturbing me! Can you keep quiet? Your hair is in bad condition!). Categorical softening or weakening is used to express disagreement in English (I may be wrong, but ..., I'm afraid, if you don't mind my saying so ...). Recently, linguists have been arguing about the use of the polite "Bless you!" (Be healthy!), in general, a large number of them consider it impolite to take someone else's sneeze into account.

Thus, learning is one of the main components of language, the development of communicative strategies aimed at effective communication. Being a universal category, ethics is present in all cultures, but it has been observed that it looks different in each culture. As analyzed, politeness in English culture is expressed as a positive attitude and high respect for the person with whom the conversation is being conducted or with whom the conversation is being conducted.

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**PROFESSIONAL FOREIGN LANGUAGE DISCOURSE IN THE LEGAL
SPHERE IN THE CONTEXT OF INTERCULTURAL COMMUNICATION**

Professional intercultural communicative competence of a personality is systemic and central to the resources of professional competence, as it organically complements the formation of all other competencies in personal development, which are not only the goal but also an effective means of personal development in the education system.

The problem of developing professional communication competence is particularly acute when organizing the education of law students, for whom successful intercultural communication is one of the main indicators of professionalism. In the legal sphere, professional intercultural communication is defined as the most important component of a lawyer's activity, which determines the overall level of his or her professional competence and directly affects the effectiveness in solving professional problems.

As part of the training and development of professional intercultural communication competence of law students, it is important to create a teaching and research model of educational technology and its implementation, which allows, first of all, to fully realize the principle of innovation; secondly, it would meet all modern requirements for the practical training of specialists in the field of law; thirdly, it would take into account the multilingual learning environment that is common in the modern educational space. [1, c. 98-101].

In order to achieve productive intercultural communication based on the consideration of their linguistic and psychological characteristics, a linguistic personality must have intercultural competence. This is a special ability. It is not the same as the communicative competence of a native speaker and can only be characteristic of an intercultural communicator - a linguistic personality who has mastered both the peculiarities of different cultures and the peculiarities of their (cultures') interaction while studying languages. Intercultural competence is an ability that allows a linguistic individual to go beyond his/her own culture and acquire the qualities of a cultural mediator without losing his/her cultural identity [2, p. 47-56].

Intercultural competence has a complex structure and is closely related to communicative competence in a foreign language. The formation of intercultural competence takes place not only in the field of intellectual cognition, but also affects mental and emotional processes. This condition determines the integrated nature of tasks aimed at teaching and developing this type of competence. The effectiveness of tasks, in turn, is ensured by the application of specific principles of their creation and selection, which take into account both the peculiarities of the phenomenon of culture and the peculiarities of the phenomenon of intercultural communication. Therefore, it can be assumed that intercultural communication of Ukrainian culture speakers in a foreign language better meets the requirements and needs of the current stage of social development if it is regulated by the intercultural competence of individuals.

The phenomenon of intercultural communication is fundamentally different from communication at the level of individuals and social groups belonging

to the same cultural community, and its models should be taken into account in the process of learning foreign languages.

Thus, the effective formation of intercultural competence in the process of teaching a foreign language is ensured by didactic methods that take into account the specifics of this type of competence, as well as the peculiarities of its structure and specific principles of its formation.

The process of forming intercultural competence should be carried out taking into account the fact that for a foreign language learner it correlates with his/her communicative competence, introducing an intercultural dimension into its aspects, but at the same time having its own components that are part of communicative competence.

For many years, the realization of professional speech at the faculties of non-linguistic specialties of higher education institutions was carried out through texts and was reduced to various types of reading, as a result of which it was possible to master a certain vocabulary of professional speech. "The formation of intercultural communication is a priority area of language education at the present stage. At the same time, the role of linguistic competence is developing as an important element of communicative competence, which consists in knowledge of different types of speech and rules of speech, their construction, as well as the ability to create and understand them taking into account the communicative situation" (O.V. Artyukhova) [3]. The famous linguist T. A. Van Dyke gives the following definition of speech: "Speech is a communicative event that takes place between a speaker, a listener (observer, etc.) in the process of communicative action in a certain time, space and other context.

This communicative action can be oral, written, and have verbal and non-verbal components. This is a complex communicative phenomenon that also contains a social context that gives an idea of both the participants in communication and the process of reproduction and perception of the message" [4, p. 113]. "Discourse" as a complex communicative phenomenon includes not only the text, but also the recipient's knowledge of the world, thoughts, attitudes, goals, i.e., extralinguistic factors necessary for understanding the text [Van Dijk, 2015, p. . 127] is characterized by the content of "the social context, a specific communicative situation that gives an idea of the participants in communication, representatives of different cultures, the peculiarities of their communicative intentions, as well as the processes of reproduction and perception of the message expressed through linguistic and non-linguistic languages adequate to the situation" [Elukhina, 2002, p. 13].

Legal speech is one of the special types of speech. Each speech community forms its own legal speech, the peculiarities of which are determined by the historical development of a particular state and the peculiarities of the legal system adopted in it. It is a dynamic legal text in the process of interpretation and clarification. Its main components are terminology and textual principles used in the field of jurisprudence and related to various genres of legal discourse. With regard to legal discourse in English, it can be stated that it includes many genres and has its own

terminological system, which is rooted in the Anglo-Saxon, Latin and French Norman traditions. This is mainly reflected in the English common law system, which is used in most English-speaking countries.

The legal concepts of the common law and the Romano-Germanic countries, on which the Ukrainian legal system is based, do not always coincide, which causes one of the main difficulties in teaching legal discourse in English, as this discrepancy makes it impossible to achieve full equivalence of legal terms and concepts in English and Ukrainian and indicates the main role of interpretation in the translation of legal terms. The divergence of the basic concepts and terminology of the main legal systems allows us to conclude that the lexical component of this type of professional discourse is the most difficult, especially when it comes to teaching career guidance discourse in the legal field, which involves familiarizing students with the speech of the countries of the target language and their terminology. Despite the fact that the basis of any terminological system (including legal) is a framework scheme, when legal terms can be organized into different subject areas, which facilitates learning when teaching legal discourse in English, the complexity of the legal discourse terminology system in English necessitates the development of strategies and tools to facilitate its acquisition.

In addition, it is necessary to introduce explanations of terms through their cognitive-linguistic models into the learning process. The linguistic and cognitive model is the conceptual basis of the term's semantics, which makes it possible to establish the "semantic center" of the designation and to predict the process and limits of variability of the term's semantics in the context. The reference to the cognitive-linguistic model is all the more important since the true properties of terms are revealed only in the process of their functioning, i.e. in specialized and non-specialized legal discourse.

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ГЕНДЕРНИЙ АСПЕКТ У МОВІ ТА КУЛЬТУРІ

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HOW TO ACHIEVE GENDER EQUALITY IN LAW ENFORCEMENT AGENCIES

Gender equality in law enforcement means equal rights and opportunities for men and women who work in these bodies. This means that women have the same opportunities as men to get positions in law enforcement agencies, to serve under equal conditions with men and to earn the same salaries as men for the work performed.

To achieve gender equality in law enforcement agencies, the following measures can be adopted for the development of policies and programs aimed at increasing the number of women at various levels of management: the development of quotas that ensure a certain number of places for women in various categories of positions, as well as conducting training and education in order to reduce stereotypes regarding the roles of women and men in society [1].

Gender equality in law enforcement helps to ensure the efficiency and transparency of law enforcement, reduces the likelihood of discrimination and corruption, and increases public trust in law enforcement. Для забезпечення гендерної рівності в правоохоронних органах необхідно здійснювати такі заходи, як:

1. Raising awareness of gender issues among law enforcement officers.
2. Implementation of programs aimed at attracting women to work in law enforcement agencies.
3. Creating conditions for the balanced work of law enforcement officers, in particular, by providing care for children and other family responsibilities.
4. Introduction of quotas for women in the process of employment in law enforcement agencies.

Although gender equality in law enforcement is important and necessary, there are challenges that prevent its achievement.

The first problem is the underrepresentation of women. Women are underrepresented in many law enforcement agencies. This may be related to traditional stereotypes about women's role in society, or to the view that women are not capable of performing some types of work that are related to law enforcement activities. This leads to the fact that women do not have equal opportunities to obtain positions that require such work and receive similar wages [2].

The second, and no less important, problem is the presence of stereotypes. Law enforcement agencies may have stereotypes about the role of women and men in society that lead to discrimination based on gender. For example, men may be considered more suitable for jobs that involve physical effort, while women may be considered more suitable for jobs that involve communication and interaction with criminals. This leads to the fact that women may not get the opportunity to work in various areas of law enforcement.

Sexual violence and discrimination are also an important issue of gender equality in law enforcement agencies. Women who work in law enforcement agencies are subjected to sexualization [3].

Summing up the information regarding gender equality in law enforcement agencies, it has been found out that there is a need to implement gender equality policy in the work of these agencies. This can include various measures, such as ensuring equal opportunities for women and men, developing training and support programs for women, increasing their representation in leadership positions at various levels of management, conducting campaigns against stereotypes about the role of women and men in society, and much more.

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THE ROLE OF WOMEN IN LAW ENFORCEMENT

The role of women in law enforcement activities is becoming increasingly important, because they can make a significant contribution to ensuring the safety and protection of the community.

First of all, women may be more capable in interacting with victims and the community. Their empathy and ability to empathize suffering of others can help to reduce tensions in critical situations and increase trust in law enforcement.

Second, women may be less likely to use force in law enforcement, which can help to reduce violence in community dialogue and apprehension. They may use other methods, such as negotiation, which may be more effective in some situations.

Third, women can help to increase the level of gender equality in law enforcement, which is an important aspect of ensuring justice. They can be more sensitive to the needs of women and children who are victims of violence and conduct preventive work to prevent such incidents.

The role of women in law enforcement activities has certain differences from the role of men. However, it is worth noting that these differences are not absolute, and they may differ depending on a specific individual and his experience.

The difference can be interaction with the community. Women can be more emotionally sensitive and able to empathize with victims, which can be useful in resolving conflict situations [1].

It is also worth noting that women may be less inclined to use force in law enforcement activities, which can help reduce violence in community dialogue and apprehending criminals.

In Ukraine, the idea of creating a holistic concept of legal regulation of the activities of women employees of internal affairs bodies is also supported by a number of specialists who point out the numerous shortcomings of the current regulatory framework, which is the result of unsuccessful compromises, ill-conceived decisions, oversights and mistakes of the legislator [2]. Thus, until 1999, the rules for admission to educational institutions of the Ministry of Internal Affairs system, which limited the number of girls admitted to study to 5-10% of the total number of annual cadets, contributed to the preservation of the official gender disparity.

Raising questions about the negative consequences for the health of women who combine the functions of motherhood with continuous industrial work, it is proposed to introduce separate sections devoted to the issue of women's admission to the internal affairs bodies and their service in certain structural units, as well as to develop special norms that would ensure the protection of the work of female law enforcement officers.

For the period from 2014 to 2019, 20 women law enforcement officers were part of the national staff of the Ministry of Internal Affairs of Ukraine in international operations to maintain peace and security, currently there are 8 women in the reserve, which is 11.8% of the total number. Therefore, the small representation of women in measures to maintain peace and security can be explained by the fact that the number of women in the National Police and the National Guard is a rather small share - 22.7% and 11.4%, respectively, and the average figure for the Ministry of Internal Affairs of Ukraine in general - 23.5% [3].

All in all, I can say that the role of women in law enforcement agencies is growing, because more women receive higher education and undergo special training. This allows them to be competitive in the labor market and to hold leadership positions in law enforcement agencies.

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GENDER ASPECT IN LANGUAGE AND CULTURE

Gender in language and culture refers to the ways in which gender is represented and constructed through language and cultural practices. These aspects

may include gendered language, gendered roles and expectations, and gendered social norms and values. One example of gendered language is the use of gendered pronouns such as "he" and "she". In some languages, such as Spanish and French, nouns are also gendered – this can reinforce gender stereotypes and contribute to gender inequality.

Gender roles and expectations are also prevalent in many cultures. For example, women are often expected to be caregivers and homemakers, while men are expected to be breadwinners and leaders. These expectations can limit opportunities and perpetuate gender inequality.

Gendered social norms and values can also influence cultural practices. For example, some cultures place more emphasis on masculinity and resilience, while others value femininity and nurturing [1].

In general, the gendered aspects of language and culture are complex and multifaceted and can have a significant impact on individuals and society as a whole.

Language and culture are closely intertwined, and both play an important role in shaping our perception of gender. In many cultures, gender is seen as a binary concept in which there are only two separate categories, male and female. This binary view of gender is often reinforced by language, gender pronouns, titles, and other "linguistic markers" that differentiate between men and women. For example, many languages have different words for "he" and "she," and these pronouns are used to refer to people based on their gender. Similarly, job titles and honorifics are often gendered, with different titles used for men and women in the same profession, as an example:

Professions	Director, engineer, teacher, police officer, manager, doctor (any: surgeon, dentist, etc.).
Sports or scientific achievements	World champion, master of sports of international class, professor, candidate of sciences (formerly), doctor of sciences, etc.

Such "linguistic markers" can reinforce gender stereotypes and contribute to the marginalization of people who do not conform to traditional gender roles.

Cultural mores also play a significant role in shaping our perception of gender. For example, in many cultures, as mentioned above, women are expected to be nurturing and caring, while men are expected to be strong and assertive. These gender roles are often reinforced by cultural practices such as gendered clothing, toys, and activities [2].

Gender stereotypes can limit the opportunities of women and girls while reinforcing harmful ideas about masculinity and femininity. By challenging these stereotypes and promoting gender equality, we can create a more open and fair society for all [3].

In terms of language, the way we use pronouns, names, and even adjectives can reflect and reinforce gender norms and stereotypes. For example, using "he" as the default pronoun may exclude non-binary individuals, while using gendered

names such as "Mr." and "Mrs." can reinforce traditional gender roles. Similarly, culture plays an important role in shaping our perception of gender.

In many cultures, the concept of "gender" is seen as binary, with strict expectations about how men and women should behave and present themselves.

Based on the above (in some cases, well-known) facts, it can be concluded that further neglect of such, at first glance, familiar things as the gender aspect in language and culture will directly lead to even greater discrimination and marginalization of persons who do not meet these expectations [4].

About, it should be noted that to date, many efforts are being made to challenge and change these norms. The "LGBTQ+" rights movement, for example, has drawn attention to the need for greater inclusivity and acceptance of all gender identities and manifestations.

In terms of language, there are also attempts to create more gender-neutral language and use inclusive pronouns like "they/their" instead of gender assumptions. These changes can help create a more inclusive and fair society for all.

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TOLERANCE AS A GENERAL HUMAN VALUE

As a universal human value, tolerance promotes peaceful coexistence, dialogue, and mutual understanding. It helps to create a more diverse and harmonious society by recognizing and valuing the differences that make each person unique. Tolerance also encourages empathy and compassion, as individuals learn to put themselves in others' shoes and see things from their perspective. In Ukraine, developing tolerance is crucial to address the political and social tensions

that have arisen in recent years. By embracing tolerance, individuals and communities can work towards building bridges and finding common ground, rather than focusing on differences and division. This can help to promote unity and social cohesion, which is essential for the country's stability and prosperity.

Overall, tolerance is a valuable human value that promotes respect, empathy, and understanding. It is important for individuals, communities, and nations to embrace tolerance in order to create a more peaceful and harmonious world, where differences are celebrated and diversity is valued [1].

Tolerance and equality are fundamental values that promote social harmony, respect for diversity, and protection of human rights. As stated in the quote from John Stuart Mill's «On Liberty» equality involves not only equal freedom but also equal respect for those who possess this freedom. This principle of equality is also emphasized in international law, such as the UN Universal Declaration of Human Rights and the Convention of the International Labor Organization on the Prohibition of Discrimination in the Field of Labor and Professional Activities [2].

Tolerance is closely related to equality, as it involves respecting and recognizing the differences and diversity of individuals and groups without discrimination or prejudice. By promoting tolerance and equality, societies can create a more just and democratic system that protects the rights and freedoms of all citizens. This includes protecting individuals from discrimination based on race, gender, age, religion, sexual orientation, and other factors. Furthermore, tolerance and equality are essential for promoting open communication, dialogue, and coexistence between individuals and groups with differing beliefs, values, and lifestyles. This creates a more inclusive and harmonious society where all individuals have the opportunity to thrive and develop their full potential.

To sum it up, tolerance and equality are important human values that underlie justice and democracy in society. They promote respect for diversity, protect human rights, and create a more inclusive and harmonious society where all individuals have equal opportunities and freedoms.

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GENDER STEREOTYPES IN LANGUAGE

Language and culture can influence the formation of gender stereotypes, which include certain expectations about the behavior, roles and attributes of men and women. These stereotypes can be harmful, limiting and discriminatory, affecting the equal opportunities and roles of the genders in society. Gender can be reflected in language use, such as the use of different language forms, addresses, professional terms, etc. depending on the person's gender. This can affect the perception of social roles and status of men and women, as well as their opportunities and capabilities in various spheres of life.

The role of language in the formation of gender stereotypes is an important aspect of the study of gender in language and culture. Some of the main aspects of the role of language in shaping gender stereotypes include:

- Language forms and address: Language forms, such as generic words, adjectives, pronouns, and addresses, can reflect stereotypical ideas about gender roles. For example, some languages have generic words that are used to refer to certain professions or roles, and these words may have different forms for men and women, reflecting stereotypes about sex roles. Addresses can also reflect stereotypes, such as the use of Mr./Ms. or Mom/Dad, which can reproduce certain roles and expectations of male and female behavior.

- Semantics and connotations: Language words can have different semantic meanings and connotations that can influence perceptions of gender roles. For example, some words may have more positive or negative connotations when applied to men or women, reproducing stereotypes about their characteristics or roles in society.

- Phraseology and expressions: Language phrases and expressions can also reproduce gender stereotypes. For example, the use of phrases such as "strong as a man" or "beautiful weak woman" can influence perceptions of gender roles and characteristics of men and women.

Examples of gender stereotypes in language

Professional: Some professions may be associated with a particular gender in language usage. For example, the word "doctor" is often associated with a man, while the word "nurse" is often associated with a woman. This can reproduce stereotypical ideas about the roles of men and women in the medical profession.

Sexual: Language can contain stereotypes about sexual attractiveness and the role in relationships between men and women. For example, the use of the words "pretty" or "attractive" may refer primarily to women, while the use of the words "strong," "good looking" or "handsome" may refer to men.

Role-based: Language may contain stereotypes about the roles of men and women in the family, society and public life. For example, the use of phrases such

as "strong as a man" or "delicate as a flower" may reflect stereotypical roles for men and women in relationships and society.

Grammatical: Some language grammatical constructions can reproduce gender stereotypes. For example, some languages have different forms of words for men and women, which may reflect stereotypes about the role of gender identity in society.

Gender aspect in language use

Language can reflect stereotypical ideas about the distribution of roles between men and women in various spheres of life, such as family, career, society, etc. For example, the use of phrases such as "women should be housewives" or "men should provide for the family" may reflect stereotypical ideas about the roles of the sexes.

The use of gender-dependent language can also reproduce stereotypical ideas about the roles of men and women in society. Here are some examples:

Professional titles: In many languages, professional titles can have different forms for men and women. For example, in English, "actor" is used for men and "actress" for women. This can reproduce a stereotypical view of the roles of actors and actresses in society.

References: Language addresses can also contain gender-specific forms. For example, some languages may have separate addresses for men and women, such as "Mr." and "Mrs." in Ukrainian. This can reproduce stereotypical roles and expectations of gender identity.

Use of the plural: In some languages, plural forms may differ depending on the gender of the persons in question. For example, in Russian, the word "друзья" is used when referring to a group of men, while "подруги" is used when referring to a group of women. This can affect the perception of the roles of men and women in group relationships.

Use of substitutes: Some languages have gender-specific substitutes that may differ depending on the gender of the person in question. For example, in French, the pronoun "il" is used for men and "elle" for women. This can affect the perception of gender.

Gender identity and its interaction with language and culture

Gender identity is a personal perception of one's gender, which may differ from socially accepted stereotypes and expectations of the roles of men and women in society. The interplay between gender identity, language, and culture can have important implications for how an individual perceives and interacts with the world around them.

Gender expression through language can play an important role in expressing gender identity. People may use linguistic means such as substitutes, addresses, and professional titles to express their gender identity, which may not conform to social stereotypes. For example, a person who identifies as a non-stereotypical woman or man may use alternative language forms to express their gender identity.

In turn, culture can also influence the expression of gender identity through language. Different cultures may have different linguistic norms, stereotypes and

expectations about the roles of men and women. For example, in some cultures, there are differences in language use for different genders that reflect cultural differences in roles and expectations of gender identity.

Use of language in the formation and expression of gender identity

The use of language to express gender identity: Language can provide a means to express one's gender identity. For example, people may use different substitutes (e.g., "he", "she", "they") to express their gender identity in speech. The use of appropriate language forms can reflect how a person identifies themselves, including their gender identity. Use of gender-specific language forms: Some languages have gender-specific language forms, such as word endings, that indicate the gender of the person speaking or being spoken about. This can affect the perception of gender identity and the formation of gender stereotypes. For example, in some languages, the use of different endings can correspond to different stereotypical roles for men and women, which can affect perceptions of gender identity. Use of language to express gender roles and stereotypes: Language can reflect gender roles and stereotypes, including what roles are considered "feminine" or "masculine" and what expectations about gender may be conveyed through language. For example, the use of certain words or expressions may be perceived as

Conclusions

Gender in language and culture is an important topic that reflects the interplay between language, culture, and gender identity. Language has various functions, such as expressing gender roles, stereotypes and identities. The use of language can influence the formation and reproduction of gender stereotypes, social roles, and the expression of gender identity. Misuse of language can lead to discrimination, stereotyping, and inequality between the genders. Conscious use can promote understanding of different identities and contribute to a more inclusive and equal society.

Understanding the gender dimension in language and culture can also help to implement policies and measures to promote language practices that are conducive to gender equality. Incorporating a gender perspective into language policies and practices can help ensure more equal opportunities for all gender groups in society. Overall understanding the interplay between language, culture and gender is an important aspect of building an equal and inclusive society where everyone can freely express their gender identity and be respected regardless of their sex or gender identity.

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OBSERVANCE OF GENDER CULTURE FOR CADETS IN INSTITUTIONS OF HIGHER EDUCATION OF THE MINISTRY OF INTERNAL AFFAIRS

State institutions of higher education of the Ministry of Internal Affairs must comply with the requirements stipulated in the Law of Ukraine "On Ensuring Equal Rights and Opportunities of Women and Men" and "On Education". In particular, they must provide equal opportunities for training and professional development for men and women.

One of the areas of development of higher education includes the formation of gender culture among students. Gender culture involves understanding and respecting the differences between men and women, as well as the differences in their needs, interests and capabilities. It also includes an understanding of the importance of equality, inclusion and respect for all people.

To achieve these goals, institutions of higher education of the Ministry of Internal Affairs can conduct various activities, such as lectures, seminars, trainings, discussions and other forms of education and development. They can also include issues of gender equality and gender culture in curriculum and teaching materials.

It is also important to ensure that cadets have the opportunity to express their opinions and experiences on issues of gender equality and discrimination. This can be done through the creation of forums for discussion, the involvement of student organizations and public organizations in working with gender equality.

Observance of gender culture by cadets in institutions of higher education of the Ministry of Internal Affairs can be singled out as key aspects of the problem.

The first aspect of this problem is insufficient attention to issues of gender equality and gender culture in curriculum and teaching materials.

The second, and no less important, is the insufficient number of measures aimed at the formation of gender culture among cadets.

The third aspect of the problem is the unsatisfactory understanding of gender issues and stereotypes among cadets and teaching staff.

The fourth aspect of the problem of this topic is insufficient attention to the issues of gender equality and gender culture in internal policies and procedures in institutions of higher education of the Ministry of Internal Affairs.

The conclusion of this topic is that the observance of gender culture by cadets in institutions of higher education of the Ministry of Internal Affairs is of great importance for the development of law enforcement activities in modern society. Institutions of higher education of the Ministry of Internal Affairs should ensure the appropriate level of education and training of cadets in matters of gender culture, which includes understanding and respect for gender differences, development of skills related to gender equality and ensuring dialogue and interaction between cadets and teachers.

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GENDER EQUALITY ISSUES IN LAW ENFORCEMENT

Gender equality in law enforcement is critical because the police, prosecutors and judiciary interact with citizens and must adhere to the highest standards of professional conduct and service.

One of the main reasons for the importance of gender equality in law enforcement is that women and men can be distorted by the respective stereotypes that affect their understanding of the situation and the decisions they make. For example, if a police officer believes that women are not usually violent, he may miss

some signals of domestic violence by women or not pay due attention to women who are victims of violence by their husbands.

Also, one of the aspects of gender equality in law enforcement activities is the provision of equal opportunities for men and women in all aspects of work. This means that women and men should have equal opportunities to occupy any position in law enforcement agencies, regardless of gender.

Women and men should have equal opportunities in all aspects of law enforcement, including senior positions, pay rates, opportunities for professional development and training.

Ensuring gender equality is also important to ensure community trust in law enforcement. If people do not trust that law enforcement agencies will act fairly and smoothly, they may not report crimes, cooperate with the police, and distrust other law enforcement agencies.

Gender stereotypes can also influence law enforcement responses to crimes, discrimination, and violence involving women. For example, if a police officer believes that women usually use weakness to gain an advantage, he may not take women's complaints of sexual harassment or violence at work seriously.

A large number of scientists paid due attention to the issue of gender equality, their research had great practical and scientific significance, which contributed to ensuring gender equality in law enforcement activities. In particular, V. Averyanov, O. Bandurka, V. Barko, A. Vasiliev, V. Grechko, G. Garbuz, S. Husarov, T. Ivanova, L. Kryvenko, K. Levchenko, N. Maksymenko, O. Martynenko, P. Mykhaylenko, V. Tsvetkov. However, in my opinion, very little attention was paid to the question of the historical origin, development and changes that were taking place. Ukraine adopted many legislative acts after independence. They prohibit discrimination, and they also have established principles of gender equality. It should be noted that not only in Ukraine, but also abroad, so in order to keep up with European countries, it ratified many international documents, namely: the Universal Declaration of Human Rights of December 10, 1948, the International Covenant on Economic, Social and Cultural Rights rights dated December 16, 1966, the Convention on Combating Discrimination in Education dated December 14, 1960, the UN Convention on the Elimination of All Forms of Discrimination against Women dated December 18, 1979, and others.

Therefore, gender equality in law enforcement is very important. Gender stereotypes can affect the perception and behavior of law enforcement officers, which can lead to deficiencies in the work of the police and other law enforcement agencies. In order to ensure equality for all people, regardless of their gender, law enforcement agencies should provide training and support for police officers on gender equality and ensure equal opportunities for women and men in all aspects of law enforcement work. The application of a gender perspective helps to ensure a better quality of work of law enforcement officers, a more accurate and effective assessment of situations and the adoption of more adequate decisions. In addition, gender equality is important to ensure the trust and legitimacy of law enforcement

agencies in society, which ensures more effective cooperation between the police and the community in preventing crime and ensuring safety.

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GENDER ASPECT IN LANGUAGE AND CULTURE

Language is a unique means of transmission, playing an important role in the functioning of human society and the development of culture. Language cannot exist outside of social interaction. Having certain rules, it creates and organizes experience and functions on the basis of the meanings accepted in a given society. At the same time, it synthesizes various aspects of life-social, cultural, historical, psychological, aesthetic, and others.

In recent decades, linguistics has been intensively developing new areas of research based on an anthropocentric approach to the study of linguistic phenomena. The emergence of this paradigm and theory is usually caused by the need to rethink the changed reality, when the old categories and methods of studying social phenomena are no longer applicable. Of particular interest are new linguistic methods and the possibilities of describing languages from a gender perspective.

Culture and language are permeated with gender relations, and gender as a socio-cultural superstructure over biological reality and as a system of social and gender relations reflects the internally contradictory and at the same time dynamic correlation of male and female substrates.

The search for convincing analogies between the structure of language and the structure of other aspects of culture is of great importance in gender studies.

According to F.K. Boka, all linguistic forms (morphemes, syntactic and morphological structures, etc.) constitute a subclass of a more general category - the category of cultural forms [1, p.82]. Following Redfield's definition, according to which culture is "a traditional community of understandings that realizes in action and artifact its material consequence" [2, p.132], Bock proposes to understand cultural form as a set of interrelated and partially arbitrary expectations, understandings, beliefs and agreements shared by members of a social group, which can be shown to influence or have influenced the behavior of some members of this group.

The understanding of cultural forms as linguistic forms influences the linguistic behavior of collective members in a predictable and significant way, usually remaining in the realm of sub- or overconsciousness. The regularity of this phenomenon is so great that we can build a description of the language structure based on a rather limited number of observations.

An adequate description of the structure of any language is a definition of a finite number of linguistic forms in terms of oppositions and a strict fixation of the potential possibilities of combining them in speech. We believe that the units and relations of other cultural forms can be described in a similar way in terms of gender studies, which function differently from speech behavior.

Like language forms, gender roles also form a subclass of cultural forms. Each role consists of expectations for the behavior of classes of individuals - men and women. These behavioral expectations that form gender roles are called the attributes of that role. In this approach, the linguistic analog of a gender role is a morpheme with its free and bound allomorphs and membership in distributional morpheme classes.

According to Bruner, morphemes are meaningful categories, and phonemes are their attributes [3, p.54]; it is the uniqueness of the selection and ordering of these attributes that defines each morpheme. According to most linguists, phonemes-attributes do not have meaning in themselves, they acquire it only in some traditional combinations.

The distinctive selection and ordering of masculinity and femininity attributes makes it possible to identify any role within a particular culture in terms of the theory of oppositions. In the structural approach, the manifestation of any one behavioral attribute can be regarded as irrelevant - it becomes significant only in combination with other attributes, qualifying gender roles in society. In other words, femininity or masculinity alone cannot form the entirety of gender roles separately. All this is analogous to the way phonemes, which have no meaning themselves, make utterances different from each other. Only when both sexes act in harmony does nature reach its highest perfection. Moreover, a person develops when the processes of socialization and individualization are complementary.

It is undeniable that the social nature of the phenomena and factors with which language interacts is essential for language itself. And yet, it is even more important to show something else: how the social nature of language determines the functioning of its system itself.

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GENDER ASPECT IN LANGUAGE AND CULTURE

The gender aspect in language and culture reflects stereotypical ideas about the role of men and women in society. It is reflected in words, phrases, constructions and language tools that are related to gender. For example, in most languages there is a distinction by gender of adjectives, pronouns, verbs, as well as nouns, which can have different forms depending on the gender.

One of the features of gender in language is that it can influence society's perception of the roles of men and women. For example, most often women work in women's professions, and men - in men's. Such stereotypes can cause discrimination and inequality in society.

Also, the gender aspect in language and culture affects the interaction between people, the formation of social identity and the creation of social culture. For example, using stereotypes about gender roles in language can influence the shaping of stereotypes in society and contribute to discrimination.

The problem of gender in language and culture is that stereotypical ideas about gender roles can be embedded in language and reflected in culture, which promotes discrimination and gender inequality. For example, the language often uses words and phrases that are associated with certain stereotypes about women and men.

One of problems is that in most languages there is a gender distinction between adjectives, pronouns, verbs and nouns, which can lead to stereotypes about the roles of men and women in society. For example, in Ukrainian language there is a special suffix "-к-" or "-чк-" for women's professions, which can lead to the fact that women's professions become "less valuable" compared to men's professions.

Another problem is the use of stereotypical phrases and statements that emphasize the role of men and women in certain situations, or on the contrary - discredit the role of one of the sexes. For example, the phrase "women are not meant for higher mathematics" emphasizes the stereotype of women as the weaker sex in scientific disciplines.

The gender aspect in culture can be manifested at different levels, for example:

- Social norms and stereotypes: culture can shape and maintain stereotypes about what women and men should be, what roles they should play in society, and what behavior and character traits are characteristic of them.

- Language: Gender can manifest itself in language practices, including the use of grammatical forms that reflect gender, the choice of words that have gendered connotations, and in speech styles that may be defined by gender stereotypes.

- Art: Gender stereotypes can influence the choice of themes, images, roles and characters that appear in literature, film, music and other forms of art.

- Religion: Gender can be reflected in religious dogmas, rituals and other practices that can define the roles and behavior of women and men in the religious community and in society in general.

- Politics: Gender can influence political processes and decisions, including elections, legislative initiatives and other forms of political activity. For example, discrimination against women and stereotypes about their opportunities can limit their participation in politics.

In conclusion, it can be emphasized that the gender aspect in language and culture is an important topic for research and discussion. It affects the perception and understanding of gender roles, defines stereotypes, in particular, in the way a language is used, and shapes cultural norms. This aspect has a significant impact on society and its development. There are positive developments in the direction of reducing gender stereotypes in culture and language, however, a lot of work is to be done to achieve full gender equality and eliminate discrimination. It is necessary to continue to study the gender aspect in language and culture, as well as to support cultural changes that will contribute to the development of society in a more gender equal and fair way.

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GENDER ISSUES IN UKRAINE AND IN THE WORLD AND WAYS OF THEIR SOLVING

Gender inequality is one of the most acute problems of modern society. This inequality manifests itself in many areas of life, from work to personal life, and affects men and women to varying degrees. In this essay, I want to consider the problem of gender inequality, its consequences and possible solutions.

Gender inequality manifests itself in various forms. For example, men are more likely to receive higher wages for the same job than women. Also, women are often limited in their choice of profession due to sexist stereotypes. In their personal lives, men and women do not always have equal opportunities to express their sexuality and interact with their partners.

Gender inequality has serious consequences for people's lives and for society as a whole. Women and children, who in most cases are the victims of male violence, suffer physical and psychological consequences. Moreover, gender inequality results in the loss of talented women and men who cannot achieve their full potential due to gender-based barriers.

To solve the problem of gender inequality, it is necessary to make changes in all spheres of life, including education, economy, law and culture. It is necessary to realize that gender inequality is a problem not only for women, but also for men, who also suffer from social restrictions associated with their gender.

In education, it is necessary to change the culture and stereotypes related to gender. This will help children and young people understand that gender should not limit their abilities. The economy needs reforms that will remove obstacles for women at work.

Gender inequality is a serious problem that remains relevant in many countries of the world, including Ukraine. Even though Ukraine has a progressive legislative framework that protects women's rights and recognizes gender equality, there are still many issues related to gender inequality [1].

One of the main problems is wage inequality. Women in Ukraine often receive lower wages than men for doing the same work. This is due to sexist stereotypes that believe that women are less efficient at complex tasks and less entrepreneurial than men.

Another problem is inequality in the political sphere. Despite the fact that women in Ukraine have the right to participate in elections and hold positions in

state bodies, their representation is still insufficient. Women do not have enough political mandates and are often left out of important decisions.

There is also the problem of sexual violence and domestic violence against women. However, victims of violence do not always receive support from the police and government agencies, which increases the feeling of helplessness and defenselessness [2].

To overcome the problem of gender inequality in Ukraine, it is necessary to take a number of measures. First, it is necessary to carry out information campaigns that can overcome sexist stereotypes and promote equal decision-making in all spheres of life. Secondly, it is necessary to improve the legislative framework that provides equal opportunities for men and women. Thirdly, it is necessary to strengthen the support system for victims of violence and increase access to social conditions.

Although Ukraine is moving towards achieving gender equality, there is still a lot of work to be done. It is important to continue efforts to raise awareness of the problem of gender inequality, create equal opportunities for men and women in all areas of life and increase access to support for victims of violence. Only then will Ukraine be able to achieve full gender equality and create a more just society.

Gender inequality is a complex and multifaceted problem that requires an integrated approach and efforts from the whole of society [3]. Here are some ways that can help address gender inequality:

Education: Ensuring equal educational opportunities and increasing literacy around the world can help close the gender gap in education. It is also important that education programs pay attention to gender equality issues.

Legislation: Governments should develop and enact laws that protect women from discrimination and violence and provide equal opportunities for all genders. This also includes the judiciary, which ensures that the laws are enforced.

Economic Independence: Ensuring equal work, earnings and equal rights and opportunities for women and men can narrow the gender gap in economic independence.

Information campaigns: Conducting information campaigns on gender issues and showing examples of positive behavior and role models can help raise awareness and understanding of gender equality issues.

International cooperation: Strengthening international cooperation to share best practices and experiences can help fight gender inequality and lead to a common international agreement on this issue.

Definitely, these are not all possible ways to address gender inequality, but these measures can become the basis for the further development and improvement of the situation of women and men equality all over the world.

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GENDER ROLES IN THE PROCESS OF SOCIALIZATION

The concept of gender includes a description of the sociocultural causes of gender differences. On the one hand, gender is the tool by which the individual, as well as entire cultural communities, perceive and evaluate the world of human relations, which is based on the story of the main couple - Men and Women. But on the other hand, the concept of gender changes along with economic, historical and socio-cultural development. In the conditions of current globalization, the understanding of the role, place and functions of men and women in the modern world is radically changing, old traditional attitudes are disappearing, stereotypes are breaking [2, c. 15].

The subject of gender research is ideas about the differences between men and women that exist in this society, and more precisely, ideas about the characteristics of men and women, their distinguishing features. These representations have received the designation of "masculinity" and "femininity", sometimes the term "femininity" ("femininity") can be found.

According to researchers, the formation of gender roles occurs in the process of socialization, from early childhood. As children, we learn ideas about proper behavior, about our inherent responsibilities and abilities that prevail in our cultural environment, and so on. According to Hofstede's theory, differences in gender roles depend on the degree of gender differentiation in cultures or the degree of masculinity or femininity of one or another culture [1, c. 10].

Hofstede conducted a social survey among employees of a multinational company. The survey was aimed at studying their professional values. Based on the obtained data, he identified 4 dimensions that described cultural differences among the participants of this survey. Hofstede included a scale in these measurements that he labeled MA (masculinity) [3].

With the help of this scale, I determined the degree to which this or that culture forms, preserves and encourages value differences between representatives of the male and female sexes. If the indicators of masculinity were high among

representatives of a certain culture, it was evidence that professional activity, as well as work at enterprises, was associated with the male gender [4, c. 23].

Although Hofstede's research was aimed at studying professional values, his results described the characteristic features of entire cultures regarding the difference between men and women. He found that in each culture there is a characteristic attitude towards these differences. Norms characteristic of a certain culture were established in the psychology of the representatives of this culture, which was reflected in their behavior in daily work, which involves and influences their ordinary everyday life outside the company [4].

Such influence manifests itself differently in different cultures: if in one, considerable attention is paid and emphasis is placed on existing differences in the social roles of men and women, then in other cultures there is a tendency to eliminate these differences. The following should be noted from the results of Hofstede's cross-cultural studies:

- in masculine cultures there is a high motivation to achieve success;
- representatives of masculine cultures see the meaning of life in work and are able to devote a lot of time and energy to it;
- feminine cultures with low power distance, for example in Denmark, Finland, Sweden and Norway, have individual-oriented families [1, c. 27].

There is a desire to learn equality between men and women. Gender, which is based on the archetypal opposition "Masculine - Feminine", has a double function. On the one hand, it is a tool with which both individual and collective consciousness perceives and evaluates the world, all the diversity of human relations in which is reduced to the history of the main couple - Men and Women [4].

On the other hand, in the course of historical and socio-cultural development, it is subject to the process of modeling, "breaking" old stereotypes and forming new traditional attitudes that reflect the understanding of the role, place and function of men and women both in a separate society and in the world community in general.

Since this field of linguistics is in the development stage, its study is quite promising. The presented work, in addition to highlighting this topical problem, provided a brief overview of general issues related to gender issues with access to the linguistic base.

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GENDER EQUALITY IN LANGUAGE EDUCATION

We contend that gender representation, identities, discourses, and practices are shaped or constructed by particular sociocultural norms and ideologies intertwined with other ideologies, such as socio-institutional ideology, political ideology, religious ideology, racial ideology, socio-economic ideology, and power relations. These dimensions make gendered discourse and practices and a line of inquiry into gender in language education more dynamic, flexible and complex. In other words, they contribute to (re)constructing genderness in language education from a critical perspective. Therefore, gender in language education should be viewed as two entities: a site of social practice and a line of critical inquiry.

Gender discourses and practices are inevitably inherent in the educational territory in general and in language education in particular. We define language education as an institutional space and discourse that embraces four educational practices: language education policy and planning, language education curricula, language pedagogy and instruction, and language education assessment and testing. We argue that social actors at different levels of education from primary education to higher education play a pivotal role in canalizing or imposing particular values (gender-related values: gender equality and gender responsiveness) through educational practices and documents [1]. Schools and universities are regarded as educational spaces that canalize or instil particular gender-related values due possibly to political, economic, and social forces in society and particular communities of practice. In practice, both teachers and students are producers and consumers of gendered texts that represent gendered identities, discourses, and practices.

Inadvertently or advertently, the issues of gender and genderness have seeped into educational territories, discourses, and practices. For example, policy makers may promote the inclusion of gender equity or equality in language education policy and planning documents. Language curriculum designers may put emphasis on gender issues when designing curriculum documents, such as syllabi, lesson plans, and textbooks. At a pedagogical level, teachers and teacher educators may teach gender issues in order to build a self-awareness of gender responsiveness. Another example of gender responsiveness is the use of gender-neutral language or texts in classroom interactions. Therefore, it is a must for policy makers, curriculum

developers, materials writers, teachers, teacher educators, and students to build and enhance their critical awareness of gender-related issues, such as gender responsiveness, gender mainstreaming, gender (in)equality, and gender stereotyping. This is because teachers and teacher educators not only teach language knowledge, skills, and attitudes, but they also build students' critical awareness of particular values, such as moral values, cultural values, and gender-related values. We are fully aware that whether such values may be prioritized depends on socio-institutional contexts because different countries place emphasis on particular gender-related issues, such as gender (in)equality [2].

Gender in language education has been a field of critical interdisciplinary inquiry. Over the past few decades, there has been a steadily growing body of research on gender and language education. In some literature, in this research area, work on sexuality and language education has burgeoned. Two approaches, the discourse turn in language studies and the performative turn in gender studies to gender and sexuality in language education have informed studies into gender and sexuality in language education. So far, there has been a myriad of studies into gender identities and language learning situated in language classrooms and educational institutions; narratives of the impact of gender and sexual identity positions upon learners' investments and agency in second language learning; and the gendered experiences of teachers in the language teaching profession. To continue this line of critical inquiry into gender in language education, this special issue presents what current research tells us.

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GENDER ASPECT IN LANGUAGE AND CULTURE: ENSURING GENDER EQUALITY IN EDUCATION

"Studendum vero et semper ubique" - you need to study always and everywhere - a rather clear and catchy phrase that inclines today's youth to give

preference to such a goal in life as obtaining an education and, if possible, a higher education. It is about the fact that at the current stage of the development of Ukrainian society, without excluding the events of today, which make certain corrections and force us to plan our future more deeply and thoroughly, the issue of education and obtaining a certain type of education is one of the priorities of preserving the cultural component of our people.

On this issue at the legislative level, our independent and free state adopted a number of normative legal acts, in particular laws, both on education and on the process of obtaining it, but at present this process has not stopped and continues rapidly.

Thus, first of all, let's turn to the primary source of the educational process, namely the law of Ukraine "On Education", where it should be noted the close, constant connection between culture and education, which is reflected in the "goal". Thus, the goal of education is the comprehensive development of a person as an individual and the highest value of society, his talents, intellectual, creative and physical abilities, the formation of values and competencies necessary for successful self-realization, the education of responsible citizens who are capable of conscious social choice and directing their activities for the benefit of others people and society, enrichment on this basis of the intellectual, economic, creative, cultural potential of the Ukrainian people, raising the educational level of citizens in order to ensure the sustainable development of Ukraine and its European choice [1].

It is at this time, in today's conditions, that attention should be paid to the relevance of the state gender and national education policy to ensure gender equality as an activity of state institutions aimed at realizing and guaranteeing equal rights, freedoms and opportunities for women and men, and establishing gender democracy.

Thus, the gender approach is focused on the formation and establishment of equal, gender-independent opportunities for human self-realization in all spheres of life [2]. Education is not an exception to this, because gender equality in the educational process occupies a central place in order to comply with this direction. Article 21 "Ensuring equal rights and opportunities of women and men in education and professional training" of the Law of Ukraine "On ensuring equal rights and opportunities of women and men" directly obliges educational institutions to create equal conditions for women and men when entering educational institutions , assessment of knowledge, provision of grants, loans to students; preparation and publication of textbooks, educational aids, free from stereotypical ideas about the role of women and men; fostering a culture of gender equality, equal distribution of professional and family responsibilities [3].

In particular, the embodiment of the state policy regarding the implementation of the gender approach in Ukrainian society is, first of all, the basic law - the Constitution of Ukraine, so Art. 24 of which proclaims the equality of the rights of women and men [4], as well as a number of accompanying laws - Laws of Ukraine "On ensuring equal rights and opportunities of women and men", "On principles of

prevention and counteraction of discrimination in Ukraine", "On prevention and counteraction of domestic violence", "On combating human trafficking".

As you know, our country has introduced annual reports of the Commissioner of the Verkhovna Rada of Ukraine on human rights on the state of observance of human and citizen rights and freedoms. It is natural that the problems of education, high-quality training, work, combining motherhood and career growth, overcoming violence, involving women in the processes of making certain decisions become goals, so to speak, of the first level, which perform an instrumental role in a global sense, as stepping stones to the global goal of reducing and overcoming poverty, improving living conditions, creating conditions for the comprehensive development of the human personality in the conditions of a democratic society.

All the mentioned areas of educational direction and the introduction of gender policy in the existence of Ukrainian society as a whole will provide a positive result for several decades, because like any large-scale direction of this type, this direction needs to be first of all reflected at the level of genetic information, a kind of component of the mentality of Ukrainians, which are best rooted for a long time.

Thus, at present, on the territory of the state, we have a number of current regulatory and legal acts of various directions, in particular, aimed at increasing the level of education of Ukrainians, among which the Decree of the Cabinet of Ministers of Ukraine dated December 20, 2022 No. 1163 was one of the last in the specified list. -r "On the approval of the Strategy for the implementation of gender equality in the field of education until 2030 and the approval of the operational plan of measures for 2022-2024 for its implementation", according to which the implementation of the principle of ensuring equal rights and opportunities for women and men in the field of education should be carried out in accordance with the concepts, programs, plans developed by the central bodies of executive power, with the involvement of leading scientists, independent experts, taking into account international experience [5].

Based on the above information, we come to the conclusion that integration into the European community requires a significant restructuring of all social institutions and processes on new, democratic principles, free from any form of discrimination, particularly on the basis of gender. This is the policy of the member states of the European Union, which have declared gender mainstreaming policy as a systemic strategy for creating equal opportunities for women and men, overcoming the asymmetry of ensuring equal rights and opportunities for women and men, and discrimination based on gender as one of the main means of democratizing society. gender in all spheres of society's life. That is why, in the context of the European direction of the development of Ukrainian society, the implementation of the principles of ensuring equal rights and opportunities for women and men in the field of education is of particular importance [5].

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WAYS OF INTEGRATING GENDER ISSUES INTO THE EDUCATIONAL PROCESS OF EDUCATIONAL INSTITUTIONS OF THE SECURITY AND DEFENSE SECTOR

The integration of gender issues into the educational process of educational institutions of the security and defense sector is an important task that will help ensure equal rights and opportunities for women and men in these areas. There are several ways to integrate gender issues into the educational process of educational institutions in the security and defense sector.

The first and the most important is the development and implementation of the gender strategy of the educational institution. This will help to ensure a systematic approach to the integration of gender issues in the educational process and to ensure that education meets the requirements of the modern world.

One more way of integration should be noted. It is the inclusion of gender aspects in security and defense courses. This may include analyzing gender-based crime statistics, examining traditional gender roles in conflict, and addressing gender discrimination and violence that may occur in these areas.

The involvement of gender studies teachers in the educational process is the third way of integrating gender issues in the educational process of these educational institutions. Inviting teachers from gender studies to the educational process of educational institutions of the security and defense sector, such approaches can be

used as: inviting teachers from gender studies to hold lectures and seminars in educational institutions of the security and defense sector, organizing trainings for teachers of the security and defense sector on gender issues equality and elimination of stereotypes about the role of men and women, inclusion of a course on gender studies in the curriculum of educational institutions of the security and defense sector, creation of joint projects and research with teachers of gender studies, invitation of teachers of gender studies to conferences, seminars and other events, related to the security and defense sector. They can help students understand the importance of gender equality and understanding gender stereotypes and cultural norms.

I cannot fail to mention such a way of integration as the inclusion of students in research projects on gender issues in the security and defense sector. This will allow them to learn more about the problems faced by women in these areas and contribute to ensuring equality.

Some numerical indicators of the development trend of the integration of gender issues into the educational process of educational institutions in Ukraine today:

- since 2016, the course "Gender Issues in Ukraine" was introduced in Ukraine for students of higher educational institutions;
- in 2020, more than 60 higher educational institutions in Ukraine included disciplines on gender issues in their training programs;
- in 2020, 23 master's programs in gender studies and gender education were already introduced in Ukraine;
- within the framework of the Erasmus+ program from 2014 to 2020, Ukrainian higher education institutions received more than 3.5 million euros for the development of gender education and equality;
- in 2019, the first Conference on Gender Education was held in Ukraine, where the development trends and problems of this field in the country were discussed.

In conclusion, it can be noted that the integration of gender issues into the educational process of educational institutions of the security and defense sector is a very important task that will help ensure the creation of equal conditions for women and men in these areas. To achieve this goal, it is necessary to ensure proper training of teachers and students in gender issues, to develop and implement special courses and educational programs, to conduct scientific research on this issue. It is also important to ensure adequate support and funding for gender education and equality initiatives in security and defense education institutions. This will help ensure the development of this area and make it more accessible and efficient.

In general, the integration of gender issues into the educational process of educational institutions of the security and defense sector can become an important step in ensuring gender equality and building a society that respects the rights and freedoms of every person.

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Артур ІСАЄВ

здобувач вищої освіти ІІ курсу

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GENDER ASPECT AND PECULIARITIES OF EXPRESSING RELATIONSHIPS IN ENGLISH PHRASEOLOGY

At the current stage of linguistics in general and phraseology in particular are characterized by staging new tasks, the solution of which requires an interdisciplinary approach. Yes, understanding the close relationship between language and culture determined the development in the second half of the 20th century. new directions in phraseological studies, namely linguistic and cultural studies, cognitive and gender phraseology. An important sociocultural category, which is directly represented in the phraseological meaning, is gender.

The terms «phraseology, phraseological unit» are interpreted as «the general name of semantically free combinations of words that are not produced in the language (as syntactic structures similar in form to them - word combinations or sentences), and are reproduced in it in a stable ratio of content and a certain lexical and grammatical composition» [2, p. 22]. Gender is understood as a set of norms of behavior that is usually associated with men and women in this society. Basically gender is based on the idea that "it is not so much biological that is important or

physical differences between a man and a woman, how much cultural and social significance society attaches to these differences" [3, c. 17].

Phraseological units of the thematic groups «character» and «intellectual abilities» represent a typical representation of the English language society of female behavior, mainly stereotypes that discriminate against women and speak of their lack of autonomy, testify to numerous female defects. Negatives prevail here qualities such as talkativeness and quarrelsomeness (old cat; common scold; woman hair is long, her tongue is longer; and a woman's tongue wags like a lamb's tail), fussiness and senselessness (meddling duchess; there was never a conflict without a woman; three things drive a man out of his house: smoke, rain and a scolding wife), extravagance (a woman can throw out the window more than a man can bring at the door), treachery (there are two kinds of women: those who take what you are and those who take what you have), capriciousness and emotionality (pretty Fanny's way; as great a pity to see a woman weeps as to see a goose goes bare foot). Stereotypes about men, on the contrary, highlighted by positive idioms emphasizing such «male» qualities, such as honesty and reliability (a man of honor), courage and endurance (a man of courage, a man of decision, a man of character), vola (master of situation, to play the master, a man of his word, a man of the world) [1].

In English idiomatics, a very contemptuous attitude towards the intellectual abilities of a woman is recorded. So, in phraseology woman's reason or woman's logic women act as persons of irrational thinking. Bright proof of this is the proverb when an ass climbs a ladder, we may find wisdom in a woman. In this proverb, donkeys are compared to a woman who cannot find the wisdom, like him, to accept the vertical position [3]. In other words, a donkey that could climb the stairs was as hard to find as a wise woman. Interesting use in proverbs, the verb may, which implies that even if there will be the first part of the statement is fulfilled, this is not a reason for the implementation of the second action.

Among the phraseological units characterizing the status of a man and women, there is a noticeable tendency to emphasize the presiding position of the man in the house (lord and master, master of the house, be your own man (to be have in the way that you want and to not let others people influence you)). To be a wife, housewife and mother is considered the natural destination of a woman (a woman's place, woman's work). Very often, a woman is perceived as property, which brings only sorrows and worries to its master. He that gets a ship or a wife will always have trouble. A fair wife and frontier castle breed quarrels. Three things breed jealousy: a mighty state, a rich treasury and a fair wife. The nice wife and back door rob the house.

On the other hand, popular opinion is addressed to the man as a representative of the human race. Many proverbs even warn men from all kinds of life troubles connected with a woman. Many wives, multiple poverty. Woman is a woe to man. Women are necessary evils. Woman's answer is never to seek. Conclusions. Speaking about the peculiarities of phraseological units, in the semantics of which there is a gender component, it is possible to conclude that due to its representativeness, the ability to manifest itself at all levels of the language system

reflects gender linguistic reality and national language culture. As the analysis shows, it can be concluded that the majority is gender of marked phraseological units humiliates and insults woman as a person, emphasizes the social inequality of women and men [2]. Phraseological units with a male gender component make up the majority, which, in our opinion, is a consequence the historically constructed dominant position of men in society [1].

The study of phraseological units of the English language with a gender component will never lose its relevance and perspective, since every year the phraseological fund of the English language is replenished, which reflects social and cultural changes in certain periods of society's development. Gender as a sociocultural category is the most vividly reveals the features of the concepts «man/woman», and also helps the phraseological means of expressing the language only to display, but also to record and transmit from generation to generation to the generation of cultural attitudes and stereotypes.

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Ілля КАЛЬЧУК

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GENDER ISSUES IN LAW ENFORCEMENT

You can estimate the low change that has been made for the rest of the decade by looking at the police activity and gender. A lot of national and institutional gender strategies have evolved from looking at the nutrition of women to looking at the same nutrition, as models of masculinity (socially constructed meaning of masculinity) exacerbate gender inequality.

A lot of people in gender equality analyze the links between gender and sexual orientation, gender identity and gender self-expression. In connection with this discrimination and violence, which are especially common among LGBT people, they are seen as a demonstration of the very dynamics of the of forces, which lie at the basis of gender nervousness. The CSA disking about the gender to the bilsh of

the important valuation of the - about the of the multiple forms of discriminating in, if the people, the same, relay, and the rolled factors, the rolled factors, the tributaries of fears.

The term “police” means the right-protection department, or the sovereign post-commander of the security services, the main task of which is to defend people and power for additional help, which is hoped by the power, law enforcement, control over evil and prevention of evil, and also the order of the community. A wider range of definitions that describe the numerical functions of the police can be found in: Goldstein, 1977.

Following are the following functions:

1. Warning and control of widely recognized as unsafe for life and lane (serious mischief);
2. help people who threaten physical insecurity, for example, victims of a malicious attack;
3. defending constitutional guarantees - such as the right to freedom of speech and elections;
4. transfer of people and transportation facilities;
5. Help those who can't talk about themselves - to persons who are trying to get drunk at the camp of alcoholic chi drug addiction; individuals who suffer from alcohol and drug abuse; persons with mental illnesses; persons with physical disabilities; to people like an older age, so young;
6. Solution of conflicts between human beings, groups of people
7. Identification of problems, which in the future may become serious for a particular citizen, police in a row;

The police are a solemn designation, as they are victorious for all sanctioned and/or controlled services by the power, on which the power has been placed the responsibility for maintaining the lawfulness of that huge order, that power has given the right force and/or special improvements for them.

A wider representation of different groups of the service of the middle police service, due to the gender analysis of the personnel warehouse of the police, as well as an understanding of how the police work looks for different gender groups growth.

Gender equality is one of the basic rights of a person, and also a method to exercise over the achievements of such a goiter were the orders of that international organization. Gender equality means that “the rights, obligations and ability of a person not to lie in the face of being born a man or a woman” (UN, Office of the Special Guardian

Secretary General for gender nutrition and empowerment of women. In the context of the security sector, it means that women and men have equal opportunities to participate in the security and management of this sphere and that the women, men, girls and boys in the security sector will need to be safe in the equal world. The choice of compensatory actions (also called “positive actions”) is one of the means to achieve real gender equality. Means living in active foreign visits for the sake of equivalence and diversity. The butts of positive action can be used as a whole

campaign with a set of supporters-women, as well as programs of mentoring, training and advancement in the service, specially developed for supporters of a woman's status. The activities of the institutions go further, "positive discrimination" - for example, setting quotas for increasing the representation of women.

Also, in Ukraine in 2018, the association of representatives of law enforcement agencies was created. Heads of the Association: improvement of the position of women in law enforcement agencies, ensuring professional development and career growth. In Ukraine, there is still a problem of gender equality in law enforcement agencies, but with the remaining fates, the situation begins to change more and more.

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Єлизавета КАСИЧ

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GENDER ROLE IN SPEECH COMMUNICATION

The nature of speech communication, its strategy, style, tonality largely depend on the gender or social status and communicative status of the participants of communication. But the gender aspect will play a very important role. The definition of gender includes social characteristics attributed to women and men; associated with femininity and masculinity are the social roles expected of women and men in a given society. Gender is most often associated with the genital structure, reproductive system, chromosomal set, that is, with biological characteristics. Instead, gender is not a biological, but a sociocultural category: an individual does not receive gender automatically from birth, but acquires it in the process of inclusion in social life.

The hypothesis of gender subcultures determined the concept of genderlect - a constant set of features of male and female women's speech. However, the works

of recent years convincingly prove what to say about genderlect incorrect [1, 265]. The role of the subcultural factor in this case is exaggerated. Differences in men's and women's speech are not so significant, do not appear in any speech act and do not indicate that gender is a defining moment of communication, as it was supposed to be at the initial stage of development of feminist linguistics. Study of communication of persons of the same sex, but of different social and professional status, also revealed certain discrepancies. However, today science does not deny the existence of some stylistic features characteristic mainly of men or mainly of women within a clearly defined framework communication situations.

Study of communication of persons of the same sex, but of different social and professional status, also revealed certain discrepancies. However, today science does not deny the existence of some stylistic features characteristic mainly of men or mainly of women within a clearly defined framework communication situations.

“In addition to linguistic differences, it goes without saying that there are speech differences of an anatomical nature. Phonetically more noticeable is that the pitch of men's and women's voices very different The fact is that the vocal cords men and women have different sizes (lengths). Actually, the presence of a caddis ("Adam's apple") is due to inventing an additional place on placement of voice communications. Voice scheme the connection is similar to guitar strings - if the string is shortened in length and tightened more tightly, the tone will be higher. From the biological point of view longer vocal cords are an evolutionary breakthrough for protection - the owner of the lower voice secretly appears larger in size and is therefore feared by other natural predators. Longer vowels connections and a low voice attracted women to men and scared away predators”[2].

So, summarizing all of the above, it can be said that it is impossible to clearly stereotype and distinguish between female and male speech or to consider any differences as purely male and female, because the choice of language forms is influenced by various factors: innate biological features, the process of socialization, uneven distribution of power in society and misunderstanding the intentions of the opposite article

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GENDER IN LANGUAGE AND CULTURE

Gender is a complex and multifaced phenomenon that has a profound impact on human societies. Language and culture are two critical factors that shape and reflect gender roles, expectations, and identities. The relationship between gender, language, and culture is a complex and dynamic one that has been studied and debated by scholars for many years. This paper will explore the ways in which gender is constructed and represented in language and culture.

One of the primary ways in which gender is constructed and represented in language is through the use of pronouns. In many languages, including English, there are separate pronouns for males and females. For example, in English, "he" is used to refer to males, while "she" is used to refer to females. This distinction is not always present in other languages. In some languages, such as Turkish, there is no distinction between he and she, and the same pronoun is used for both genders. This reflects the fact that gender is constructed differently in different cultures and languages.

Another way in which gender is constructed and represented in language is through the use of gendered language. Many languages have words that are specifically associated with males or females. For example, in English, "man" is often used to refer to a male, while "woman" is used to refer to a female. Similarly, in many other languages, there are specific words for male and female occupations, such as "waiter" and "waitress" or "actor" and "actress." This reflects the fact that gender is often associated with specific roles and responsibilities in different cultures.

In addition to language, culture also plays a significant role in shaping gender roles and identities. Gender is often constructed and reinforced through cultural practices, such as gendered dress codes, rituals, and traditions. For example, in some cultures, it is customary for men to wear pants, while women wear dresses or skirts. In other cultures, such as Scotland, men wear kilts as a symbol of their national identity. These cultural practices reflect the ways in which gender is constructed and represented in different societies.

Gender is also represented in cultural institutions, such as religion and politics. In many religious traditions, gender roles are clearly defined and reinforced through specific rituals and practices. For example, in many Christian denominations, men are often expected to be the leaders of the church, while women are expected to support and serve them. Similarly, in politics, women are often underrepresented

and marginalized, reflecting the ways in which gender is constructed and reinforced through institutional practices.

The issue of gender in language and culture poses several problems and challenges that need to be addressed. Some of these challenges are:

1. **Stereotyping and Bias:** Language and culture often reinforce gender stereotypes and biases, which can lead to discrimination and prejudice. For example, the use of gendered pronouns can reinforce the idea that men are more important or powerful than women. Similarly, gendered language can lead to stereotypes about men and women's roles and abilities.

2. **Exclusion and Marginalization:** Gendered language and cultural practices can also lead to the exclusion and marginalization of individuals who do not conform to traditional gender roles or identities. For example, individuals who identify as non-binary or genderqueer may not feel represented in language or cultural practices that only recognize male and female genders.

3. **Limitations on Opportunities:** Gendered language and cultural practices can also limit opportunities for individuals based on their gender. For example, gendered dress codes may limit women's opportunities to participate in certain professions or activities. Similarly, cultural traditions may limit men's opportunities to express emotions or engage in caregiving activities.

4. **Resistance to Change:** Changing gendered language and cultural practices can be challenging, as they are deeply ingrained in societies and cultures. Resistance to change can come from individuals or groups who believe that traditional gender roles and identities are essential and should be preserved.

5. **Intersectionality:** Gender is just one aspect of identity, and its intersection with other identities, such as race, class, and sexuality, can create additional challenges and complexities in addressing gender in language and culture. For example, individuals who identify as women and are also members of marginalized racial or ethnic groups may face multiple forms of discrimination and oppression.

When it comes to solving problems related to gender in language and culture, there are a number of strategies that can be effective. Here are a few examples:

1. **Education and Awareness:** Education and awareness are critical for changing attitudes and behaviors related to gender. This can include initiatives such as gender-sensitive education, public awareness campaigns, and training programs for educators, employers, and other community leaders.

2. **Policy and Legal Change:** Policy and legal change can be effective in promoting gender equality and eliminating discrimination. This can include laws and regulations that promote gender-neutral language in official documents and policies that promote equal representation of men and women in leadership positions.

3. **Representation and Participation:** Representation and participation are important for promoting gender equality and challenging traditional gender roles and expectations. This can include initiatives to increase the representation of women and other underrepresented groups in decision-making positions and in the media.

4. **Media and Popular Culture:** The media and popular culture play a powerful role in shaping attitudes and perceptions related to gender. Initiatives that promote gender-sensitive media and popular culture can help to challenge stereotypes and promote positive representations of women and other underrepresented groups.

5. **Grassroots Activism:** Grassroots activism can be an effective way to bring attention to gender-related issues and to promote change at the local level. This can include initiatives such as community-based organizations, social media campaigns, and public demonstrations.

Overall, solving problems related to gender in language and culture requires a multi-faceted approach that includes education, policy change, representation, media, and grassroots activism. By working together, we can promote gender equality and create a more just and inclusive society for everyone.

The experience of foreign countries in regards to gender in language and culture varies depending on the country and its cultural norms. Here are a few examples:

1. **Sweden:** Sweden has been at the forefront of promoting gender equality in language and culture. The Swedish language has a gender-neutral pronoun, "hen," which is used to refer to individuals who do not identify as male or female. Additionally, the Swedish government has implemented policies to promote gender equality, such as promoting equal representation of men and women in politics and encouraging non-gendered toy advertisements.

2. **France:** France has been criticized for its gendered language, which has been seen as reinforcing gender stereotypes and discrimination. The French Academy, which oversees the French language, has been resistant to change, despite efforts by activists to introduce gender-neutral language.

3. **Japan:** Japan has a highly gendered language and culture, which reinforces traditional gender roles and expectations. For example, women are expected to use polite and deferential language, while men use more assertive language. However, there are some efforts to promote gender equality, such as the use of gender-neutral titles in business settings.

4. **Canada:** Canada has made efforts to promote gender equality in language and culture. The Canadian government has implemented policies to promote gender-neutral language in official documents and has encouraged the use of non-gendered language in schools and other public institutions.

5. **India:** India has a complex system of gender roles and expectations, which vary depending on region and culture. There is a growing movement to promote gender equality, including efforts to introduce gender-neutral language and eliminate gender-based discrimination.

Overall, the experience of foreign countries in regards to gender in language and culture highlights the importance of cultural norms and policies in shaping attitudes and behaviors related to gender. It also shows that change is possible, but it requires a concerted effort by individuals, institutions, and governments to promote gender equality and challenge traditional gender roles and expectations.

In conclusion, gender is a complex and multifaceted phenomenon that is constructed and represented in language and culture. Language and culture play a significant role in shaping gender roles, expectations, and identities. The relationship between gender, language, and culture is a dynamic and evolving one that requires ongoing study and examination. Understanding the ways in which gender is constructed and represented in language and culture is considerable to promote gender equality and social justice.

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Вероніка ОСКЕРО

здобувач освіти

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Університету митної справи та

фінансів

FORMATION OF GENDER CULTURE AS A NECESSARY COMPONENT OF PERSONAL EDUCATION

In the conditions of adaptation to the European educational space, gender education can become one of the resources that will contribute to the development of Ukraine at the level of developed countries of the world. The implementation of gender-oriented education in our country is still mainly at the design stage.

A necessary condition for prosperity and socio-economic development of society is quality education, which is aimed at humanizing social relations and

individual personality development. And the educational space is an effective space for spiritual and cultural enrichment, professional self-improvement, and self-realization of modern youth. Teachers become a kind of guide in this space. The effectiveness of forming the personality of young people and forming professional self-awareness depends on their value guidelines, clear public position, qualification, awareness, and pedagogical skills.

Today, this issue remains relevant and requires innovative approaches given new gender realities: determining the leading role of the modern teacher in gender and educational work based on harmonizing social relations and improving his pedagogical skills.

Recently, tender research has become an integral part of pedagogical science. In this context, we consider it expedient to analyze existing main educational paradigms from the point of view of the gender component of education.

Gender is a characteristic of social belonging to a certain type of person, the idea of each individual about the role characteristics and behavioral characteristics of the group of individuals to which he belongs.

Gender as a multi-component structure is defined by four groups of characteristics: biological sex, gender identity, gender stereotypes, and gender roles. These characteristics affect the socialization of young people in society.

Gender culture is a set of values that have developed in one or another society, have become established, and to which each individual must comply, observing the norms for both men and women.

Gender culture is an important area of social life. It covers the upbringing, education, and spiritual creativity system, as well as institutions and organizations that ensure its development and functioning. Each era fills gender culture with new content that meets the needs and tasks of society.

It is a particularly effective means of establishing gender culture among young people in modern conditions there is a development of stability of views, values, positions, and flexibility in behavior that depends on the situation, timeliness of manifestations that are based on common sense, humane attitude towards other people, gender behavior that does not degrade the dignity of any of the partners, does not harm others.

The conditions for the effectiveness of gender education are the inclusion of this direction in educational institutions to form a holistic individual and professional self-awareness, taking into account the gender requirements of the development of society at the current stage; introducing gender aspects into the criteria for evaluating educational work; preparation of the permanent staff of educational institutions to carry out this direction of educational work; development of personal gender priorities of education subjects.

In the education system, the task of forming the gender culture of education seekers is still not theoretically justified and practically not solved, despite the positive experience gained in the integration of the gender approach in the educational process of educational institutions.

Modern society is at the stage of democratic development. Gender education plays an important role in this direction because without it we can not promote the development of harmonious gender relations among students.

Based on the analysis of the literature, the following recommendations can be offered regarding the spread of gender culture among education seekers: introduce gender terminology in the development of educational programs; in the presentation of the program, it is necessary to observe the gender symmetry of the language, which implies a proportional representation of the social and cultural roles of both sexes and ideas about them in various spheres of life; when developing the curriculum, focus on a personally oriented approach to education seekers; when developing educational programs, take into account the aspect of educating students in the spirit of gender tolerance; to expand the gender topic of the scientific work of education seekers (educational projects, theses, scientific reports).

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GENDER PECULIARITIES IN THE LANGUAGE COMMUNICATION PROCESS

Society imposes different roles on men and women, and society stereotypes these roles through language, which is the main channel for receiving sociocultural information. Based on the influence of language on gender identity, society's attitudes toward masculinity and femininity are shaped, with the result that gender stereotypes (mechanisms that ensure the transmission of gender roles from one generation to the next) are formed. According to T. Hovorun's definition, gender stereotypes are a set of conservative, generally accepted norms and judgments concerning the status of men and women, norms of behavior, and the nature of motivations and needs for action. Gender stereotypes reinforce existing gender differences and relationships [3]. The specific characteristics of male and female speech are manifested by the fact that there are no insurmountable boundaries between "male" and "female" speech. Thus, Herzler J.O. points out that the contact between the sexes is so constant and intense that significant speech differences cannot be maintained over time. L.P. Krysin [Krysin L.P.] emphasizes that ". As studies of 'male' and 'female' speech differences in specific speech societies have shown, these differences affect quite marginal areas of language and can hardly cause difficulties in communication." Gender specificity in the process of linguistic communication depends primarily on the psychological composition, professional

nature and social roles of the subject. According to experts, the special differentiated activities of men and women in ancient times - men, as hunters, were forced to be more silent, to think logically and navigate in space, while women, as housewives and childcare providers, played a relevant role, which required appropriate linguistic activity [1]. Thus, the peculiarities of perception in communication: males - primarily by the left hemisphere of the brain responsible for analytical thinking and its linguistic embodiment, and females - by the left and right hemispheres responsible for processing information expressed in symbols and images rather than in words [1]. The observation of the communicative behavior of men and women in monogamous and heterosexual groups makes it possible to identify some of the most stereotypical gender strategies and tactics, which depend on different types of interpretations of the world, reflecting the gender specificity of communicative processes [7, p. 22]. It is empirically proven that the vast majority of women adhere to a cooperative style in verbal communication, while men - to a competitive style, respectively, using specific communication styles: women generally adhere to the order of speaking, men tend to assert themselves and establish a dominant position. The main difference is the attitude towards feedback: it is believed that women perceive feedback more as a sign of mutual understanding than as a reaction to the message itself; men perceive feedback as information that may not be consistent with their understanding and is therefore subject to suspicion, etc. Gender stereotypes support the traditional public opinion that women's primary purpose is to please men, to be mothers, and to be the "keepers" of the family. At the same time, public opinion hardens the prejudice that women can only be happy if they realize that they are mothers, and that women cannot be a good manager, businesswoman or politician. As a result, women usually have lower social status and less power and income. They have lower levels of welfare and less personal freedom. As a result, there is gender discrimination against individual women. Gender stereotypes also contribute to discrimination against men, preventing them from being partners in family life and encouraging them to commit violence. Such attitudes discourage a new approach to men's role as fathers in the home. Thus, gender stereotypes prevent women and men from realizing their rich human potential, limit human rights and lead to gender discrimination - gender-based human rights violations. Constitutional equality of rights and opportunities for men and women does not completely eliminate the real problem of gender transformation. Significant efforts are also needed to overcome gender stereotypes in the public consciousness. Gender identity is formed at different socially determined levels, which shape the communicative behavior of individuals." Communicative behavior is understood as a set of communicative norms and traditions of an ethnic, age, occupational and other group" [14, p.106]. It is possible to reveal gender-specific features of the linguistic communication process through detailed description of communicative behavior according to certain characteristics, mainly friendliness of communication, emotionality, ability to maintain communicative contact, ratio of verbal and non-verbal communication, gestures, facial expressions, volume, rhythm of communication, etc. Thus, gender specificity plays an important role in the process

of linguistic communication, and the main criteria of communicative behavior are stereotypes about the communicative roles of men and women in the interlingual communication space. The overlap or mixing of different social and communicative gender roles is considered a threat to age-old social attitudes, a factor that undermines rigid hierarchical patterns or deviates from norms [4, p. 68]. The study of culturally labeled, individual-specific characteristics of human interaction is the most productive approach to gender. Such knowledge is particularly important in the modern cross-cultural space guided by globalization processes. At the same time, "it is important to identify the place of the concept of gender in the overall picture of the world, as well as to identify specific reflections of gender-related stereotypes in language" [3]. However, as the experience of intercultural communication shows, social processes and structures cannot overcome ancient traditions, which at certain stages manifest themselves in different ways in linguistic communication.

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FEMINITIVES IN ENGLISH

Feminitives are words used to refer to a woman in a professional, social, or cultural context. In many languages, such as Spanish, French, and Italian, feminine

forms are standard and common words forms. However, in English, feminines are less common and are often used as an alternative to masculine names of professions.

Some examples of feminine forms in English:

- Actress instead of actor
- Hostess (female host) instead of host
- Stewardess (female steward) instead of steward

However, in modern English, there is a growing tendency to use gender-neutral terms to avoid discrimination and promote gender equality. For example, the words firefighter and police officer are used to refer to firefighters and police officers without sexual connotations.

The problem with feminations in English is that they can create gender inequality and discrimination because they emphasize the role of women as an exclusive minority in some professions and also emphasize traditional gender stereotypes.

For example, using the word "actress" instead of "actor" may support the stereotype that women do not have the same opportunities as men and should be isolated in a certain category. In addition, some feminations are less clear because they are not standard forms and can therefore be perceived as inappropriate or unfair.

On the other hand, the rejection of the use of feminations can also be problematic, as it can lead to ignoring the problems related to gender inequality in various professions. For example, in certain fields, such as science and technology, women have faced stereotypes that associate these professions with men.

In many languages, including English, feminine word forms were created by adding a feminine suffix to the base word. Feminations in English were invented through a long process of social and cultural change that led to women becoming more active participants in public life and taking on more professional roles. Thus, the invention of feminations is the result of social and cultural development.

Regardless, the historical figure who helped invent feminism was feminist and journalist Maria Louise Reem. In 1848, she published the book "Woman's Worth, and Worthlessness", in which she first used the word "authoress" (feminine form of "author") to denote a female writer. She also suggested using the words "poetess" and "sculptress" to refer to female poets and female sculptors, respectively.

However, these feminations have become pejorative and discriminatory, so now neutral word forms of professional terms are used in most cases. Eventually, when it comes to feminations there should be an opinion for those who consider them to be offensive if they want to use them at all towards every individual in person.

The reaction of the population to feminations in the English language was varied. Some people welcomed the change in language that reflected the equality of the sexes and acknowledged the roles of women in society. Others felt that the introduction of feminations was unnecessary and unsightly, and that it might lead to an increase in the differences between men and women.

In general, the reaction to feminations was dependent on the cultural and social context, as well as on the personal beliefs and experiences of each person. For

some, feminations were a symbol of equality and involvement, while for others they were a sign of excessive political correctness.

Nowadays, some people feel that feminations are understandable, and they have become more acceptable in the English language. However, there are some cases where the use of feminine word forms may be perceived as inappropriate or redundant, and in such cases some prefer the use of the neutral word form though we cannot conclude that there should be given a preference to some of the above options, but it should be the matter of everyone's choice.

Feminations in English language play an important role in the designation of women and girls in some scientists opinion. They help to avoid stereotyping of professions, roles and functions in society, and also help in maintaining gender equality. The use of feminations increases the awareness that professions and roles can be performed by both women and men. This helps reduce gender progressivism and promotes a more equal playing field for both sexes. The use of feminations is a demonstration of respect for women and their contribution to society. They also help to ensure the acknowledgement of women in those professions where it was previously believed that only men could work. Though it is a matter of perception and mostly depends on many variables, such as: historical legacy, customs, etiquette, common within the society. So. The most fair decision to preserve the rights of all society members is to make it the matter of choice for every person in particular

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GENDER NEUTRALITY OF THE MODERN ENGLISH LANGUAGE

Language perceives all changes in society and reflects global trends. Sensitivity to gender issues, active women's movements aimed at fighting for equality and equal rights also found their influence reflected in language problems. The latest linguistic studies note a tendency towards the departure of "feminine" and "masculine" words from usage in official and business style. There is a focus on identifying such a phenomenon as the consolidation of gender-neutral vocabulary, which can correspond to generally accepted international norms. The purpose of using gender-neutral language is to avoid words that can be perceived as a manifestation of prejudice, discrimination, and normalization of certain gender behavior or belittling of representatives of certain genders. The goal of introducing and spreading gender-neutral language is to reduce the number of gender stereotypes rooted in traditional language and culture and to bring society to social change.

The spread and rapid development of gender-neutral language can be traced to the emergence and institutionalization of gender and feminist studies. Thus, in the 1980s, women's studies was recognized as a separate discipline and included in the curricula of higher educational institutions. According to feminists, women have become an independent part of the scientific community; their contribution to scientific work has begun to be recognized. In connection with this, the restructuring of the academic community began, including its language component, new gender-neutral and gender-binary terms were introduced.

Gender-inclusive, gender-neutral or gender-sensitive language became the subject of modern scientific research. All three terms mean the same thing - the modern way of speaking, the main thing the feature of which is the organization of speech in such a way as to avoid gender discrimination.

The field of application of gender-neutral language is mainly discourses related to official communication. In order to ensure official communication of ideas of linguistic impartiality during the last ten years ago, recommendations for the prevention of gender-based violence were developed. The example of such recommendations is the «Guidelines for gender-inclusive language in English» developed by the United Nations. They include a number of strategies to help United Nations staff use gender-inclusive language. Such practical rules and

recommendations are especially important for translations of official and business-related texts.

Origins of replacing gender-marked vocabulary with gender-neutral one recorded in the 80s of the last century with the appearance of Guidelines for Gender-Fair Use of Language by the American National Council English language teachers. Following the adopted document, the movement began for the implementation of norms of gender-correct language in legal discourse [1].

In 2008, the European Parliament first issued official guidelines on the use of gender-neutral language to avoid discrimination, emphasizing the importance of using appropriate language in publications and official statements.

In order to promote gender equality, tolerance and impartial treatment of sexual minorities in society, international and European (UN, WHO, European Commission) organizations recommend using the words without *man / woman* and offer the following alternatives: *a French person – for Frenchman; the French aão French people – for Frenchmen; staff – for manpower; political leaders – for statesmen; synthetic aão artificial – for man-made; advisory panel – for committee of wise men.*

If earlier the singular form was the pronoun *he*, now the pronoun *they* and its possessive pronoun *their* have become better. For example, instead of *the official shall carry out his duties* it's better to say *officials shall carry out their duties*. In some cases, the pronoun «*his / her*» can be allowed: *an official's salary is dependent on his length of service.*

The pronoun *they* has become very popular in the English language, and its reflexive pronoun is quite widely used in sentences like *Someone may unintentionally cause harm to themselves*. In such cases, you can also hear the still unrecognized neologism *themselves* instead of *themselves*. Alternatively, you can use *he* or *she* instead of *they*, but don't do it too often, no more than once in a sentence.

Traditional for the English language use of the word to denote gender (*man / woman*) increasingly recedes into the background and is replaced to its neutral alternatives *human being, one, person* both independently and in the composition of words to indicate professions, the functions of which a person performs.

Special attention is paid to the names of professions. In the English language, there are words that indicate the type of activity of both men and women: *doctor, administrator, ambassador, assistant, engineer, editor, director, interpreter, journalist, judge, lecturer, lawyer, manager, mayor, nurse, official, politician, prime minister, professor, teacher, speaker, technician, trainee, translator, writer*. But in some cases it is worth using substitutes. Example:

- *police officer* – for policeman or policewoman
- *chairperson* – for chairman, chairwoman
- *head teacher* – for headmaster, headmistress
- *firefighter* – for fireman
- *bartender* – for barman, barwoman
- *business person/executive*, in plural *business people* – for businessman, businesswoman

- *athletes* – for sportsmen, sportswomen
- *salesperson, salespeople* – for salesman
- *weather reporter /forecaster* – for weatherman

At the same time, there are professions for which neutral equivalents have not been found yet: *fisherman, midwife*. For the words *waiter, waitress* the following options are considered: *server, table attendant, waiter*.

These changes concern not only the type of employment, but also some aspects of social life. For example, when choosing the text of invitations for your event, choose «*Guests are cordially invited to attend with their partners*» instead of «*Guests are cordially invited to attend with their wives*».

Gender-inclusive, or gender-neutral or gender-sensitive language is a type of universal language that was developed in order to overcome gender bias in the language aspect of the official communication. Within the framework of the strategy of gender neutrality, a number of regulatory norms and rules have been implemented to prevent gender discrimination. Their common goal is to encourage giving due attention to gender sensitivity in all areas of language and interlanguage communication.

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GENDER STEREOTYPES IN POLICE: CONSEQUENCES AND ALTERNATIVES

Gender stereotypes in police is a significant issue that has implications for the way law enforcement interacts with communities and for the recruitment and retention of female officers. The stereotyping of men and women in policing perpetuates traditional gender roles and undermines the progress made towards gender equality in the workplace.

One of the key implications of gender stereotypes in police is the lack of diversity in the police force. Women are often excluded from recruitment and promotion opportunities due to these stereotypes, which perpetuate the belief that

women are not suited to policing. This results in a lack of diversity within the police force, which can lead to the lack of understanding and empathy towards diverse communities.

Furthermore, gender stereotypes in policing can also affect the way that officers interact with the public. Female officers may be seen as weaker or less competent than their male colleagues, which can lead to them being treated differently by members of the public. This can result in a lack of respect for female officers and a reduced effectiveness in their duties.

An alternative approach to gender stereotyping in policing is active challenge, breaking down these point of view. This can involve increasing the visibility of female officers in leadership positions, encouraging women to apply for recruitment and promotion opportunities, implementing training and awareness programs for both male and female officers.

In addition, police departments can also benefit from adopting community policing approach, which involves working with community members to identify and address local issues. This approach can help to build trust between the police force and diverse communities, increase understanding and empathy towards different cultural and social backgrounds.

Another alternative is to actively promote and celebrate diverse representation in law enforcement. This can be achieved through recruitment efforts that specifically target underrepresented groups, as well as initiatives that highlight the contributions and successes of women and minorities in law enforcement.

It is important to recognize that gender stereotyping in policing is not only harmful to those who are directly affected by it, but also to the overall effectiveness of law enforcement. By perpetuating harmful stereotypes and limiting diversity in the field, law enforcement agencies may miss out on valuable perspectives and insights that could help them better serve their communities.

In conclusion, gender stereotypes in police can have harmful implications for both officers and the community they serve. Stereotypes that associate masculinity with strength and aggression can lead to a culture of violence and toxic masculinity within police departments, which can result in excessive use of force and misconduct towards women, non-binary individuals and other marginalized groups.

Alternatives to gender stereotypes in police include promoting diversity and inclusivity in hiring and training, community-oriented policing strategy implementation, and providing education and awareness around gender and intersectionality. By challenging gender stereotypes and promoting more inclusive and diverse approach to policing, we can work towards creating safer and more just communities for all.

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GENDER STEREOTYPES IN LANGUAGE AND CULTURE

The gender aspect in language and culture is one of the relevant topics that attracts the attention of scholars, activists, politicians, and the public. It reflects the stereotypes, norms, and values present in society regarding the roles of men and women and has a significant impact on the state of gender equality and people's behavior. This study will examine the gender aspect in language and culture, determine its influence on society, and explore possible ways to promote gender equality and reject discrimination based on gender.

The gender aspect in language and culture reflects the stereotypes and norms associated with the roles of men and women in society. Language and culture are interrelated and mutually influence each other, shaping a certain worldview and perception of gender roles in society.

Language can contain stereotypes about the roles of men and women, for example, men may be portrayed as active and strong, while women are portrayed as weak and vulnerable. Such stereotypes can be reflected in the use of words, syntactic constructions, and stylistics of language. For instance, men may use more active verbs, while women may use more adjectives and pronouns that indicate their dependence and weakness [1].

Culture also influences the stereotypes and norms regarding gender roles. For example, in some cultures, men may have more opportunities and privileges than women, or women may be considered solely as mothers and homemakers. Such

norms and stereotypes can affect the behavior and opportunities of genders in society [2].

Simultaneously, the gender aspect in language and culture can be used as a tool to promote gender equality and reject discrimination based on gender. For example, by using more neutral words and constructions, it is possible to avoid the stereotypical perception of gender roles in language. Also, reflecting the diversity of gender roles in culture can contribute to a greater understanding and acceptance of different gender identities and expand opportunities for all people.

There can be various strategies used to achieve gender equality in language and culture.

Firstly, it is important to promote gender-sensitive language that avoids stereotypical perceptions of gender roles. Such language reflects inclusivity and respect for all individuals, regardless of their gender.

Secondly, it is important to ensure diversity and representation of different gender identities in culture. This can be achieved through expanding gender roles in movies, books, music, art, and other cultural expressions. Such cultural products can reflect the diversity of gender identities and promote understanding and tolerance.

Thirdly, it is important to implement policies and legislation that ensure gender equality in language and culture. This can be achieved through appropriate legislative acts that prohibit discrimination based on gender in cultural spheres, as well as through support for projects and initiatives aimed at expanding gender roles and raising awareness of gender equality [3].

In conclusion, the gender aspect in language and culture plays an important role in shaping gender equality and stereotypes regarding gender roles. It is necessary to ensure gender-sensitive language and representation of different gender identities in culture to promote inclusivity and respect for all people. It is also important to support policies and legislation that ensure gender equality in cultural spheres. Implementation of these strategies can contribute to achieving gender equality and building a society that respects and recognizes all people, regardless of their gender or gender identity.

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Наукове видання

МАТЕРІАЛИ V ВСЕУКРАЇНСЬКОЇ
НАУКОВО-ПРАКТИЧНОЇ КОНФЕРЕНЦІЇ
«МОЛОДЬ І СВІТОВА СПІВПРАЦЯ»

21 квітня 2023 року

Редактори, оригінал-макет –
Є. В. Коваленко-Марченкова, А. В. Сомотуга

Підп. до друку 15.12.2023. Формат 60x84/16. Друк – цифровий. Папір офісний.
Гарнітура – Times. Ум.-друк. арк. 10,38. Обл.-вид. арк. 11,13. Зам. № 20/23-зб

Надруковано у Дніпропетровському державному університеті внутрішніх справ
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Свідоцтво про внесення до Державного реєстру ДК № 6054 від 28.02.2018