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Молодь і світова співпраця

МАТЕРІАЛИ

II Всеукраїнської англійської
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Збірник містить матеріали II Всеукраїнської англомовної науково-практичної конференції, в якій взяли участь здобувачі вищої освіти з різних міст України. Тематика доповідей охоплює широке коло актуальних проблем міжнародної діяльності молоді, у тому числі перспективи та необхідність набуття іншомовної компетентності в умовах євроінтеграції України.

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

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PROBLEMS FACING INTERNATIONAL ECONOMIC INTEGRATION IN DEVELOPING COUNTRIES

Globalization has brought the world closer. In recent we have seen fast growth of the world economy. The growth in trade is the result of both technological development and efforts to reduce trade barriers some developing countries have opened their own economies to take advantage of the opportunities for economic development through trade. Further, International integration is an idea which countries have a greater number of financial transactions investments and interests outside their borders [3]. Integration into the world economy has provided means for countries to promotes economic growth, development and reduction of poverty. Over the past 20 years the growth of the world trade as averaged percent per twice as fast as the world output.

International economic integration is about the removal of all trade barriers among counties and to establish certain element of cooperation and coordination between them [2]. The result of economics integration has raised standard of living around the world. But the progress of integration has become uneven, progress has been good in some developing counties in Asia, Africa and Latin America making them to participate in global trade and also helping to attract foreign direct investment, but progress has been rapid for other developing countries especial in African and the Middle East Asia.

So, the question is this why is some developing countries still have challenges in economic growth despite being opened to economic integrations. In this article we will discuss about the problems facing economic information. The opportunities for integration of developing countries and limitations to such integration have not receive enough attention for discussion on the reform of international economic order. Developing countries has the capacity in economic growth but they face challenges of; inadequate political will and commitment; high incidence of conflicts and political instability; poor destiny and sequencing of regional integration arrangement; multiplicity of schemes; inadequacy of funding and exclusion of key stakeholders from the regional integration process are factors accounting for the ineffectiveness.

There is lack of vision and ability when it comes to services. Developing countries have tend to neglect the service sector and depend on a particular sector. Still the main challenge is lack of awareness in services, which is a diverse and fragmented sector. Many developing economies are already exporting services but small firms may not know they are exporting when they do business with foreign investors. But not just awareness, there also indicators that regulatory barriers that exists in services in neighboring and regional markets are key issues.

Another problem is dependence on already developed country markets. If developing countries continue to be dependent on the developed country markets, they are exposing themselves to possible pressure to undertake unwanted commitments. It is important for developing countries to have an access to developed country markets, as it is clearly a key element in developing countries productivity growth. Trade between developing countries is vital.

Port and custom quality is another problem affecting economic integration in developing countries; gaps in port infrastructure and customs procedures are an important barriers to maritime trade as they increase the cost of moving products across borders. However, inter-country comparison of the quality of port infrastructure are difficult due to measurement problems. Statistical gaps and the inherently subjective nature of such evaluations.

Figure 1. Quality of port infrastructure [4]

Figure 1 shows, there is considerable variation between Indian ocean economies in this area too, as more developed regional economies such as Singapore, United Emirate Arab (UEA), Malaysia, Australia and South Africa have better ports than less developed countries, particularly in Africa [4]. There is also a barriers to trade and investment.

Development gaps. Significant economic progress over recent decades notwithstanding development disparities and capacity gaps remain between developing countries. Developing countries face significant structural impediment to sustainable development and typically have lower per income than other regional economies. They are thought to be vulnerable to economic and environmental shocks and have low levels of human development

Trade diversion. Integration theory has shown convincingly that trade creation and trade diversion are misleading terms in the context of less developed countries and that trade diversion might be inevitable in a developing country, namely in the those circumstances where there are no practicable alternatives to trade diverting production; trade diversion can be unavailable and desirable in a case of integration between developing countries, if there are no alternatives for trade-diverting production [1]. Because of trade barriers, trade is diverted from non-member country to a member country despite the inefficiency in cost.

Economic poverty, hunger, high mortality rates, poor education system, corruption, crisis are also problems of developing countries in terms of economic integration.

In conclusion, there should be increase in productivity of small firms; there should improvement in infrastructure; there should be development in industrial policy to promote manufacturing; there should be environmental protection and also investment in education and health.

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STUDENTS` MOTIVATION WHEN STUDYING A FOREIGN LANGUAGE

The student's internal motives are related to the content of educational material: motives of cognitive activity, interest in the content of training, motives for mastering general methods of action, identifying cause-effect relationships in the studied educational material (educational and cognitive motives).

In other words, the student is interested in a foreign language as such, is interested in foreign language communication, and connects its intellectual development with knowledge of a foreign language.

Interest in the process of learning a foreign language rests on internal motives that come from the very activity of a foreign language. Thus, in order to maintain interest in the subject, the teacher must develop students' internal motives. At the same time, the key and decisive parameters are those that are inherent in a given individual: personal experience, context of activity, interests and inclinations, emotions and feelings, worldview, status in the team. This allows students to cause true motivation.

As a result, the teacher faces a number of tasks, the main of which are the use of interpersonal relationships and the creation of emotional well-being, which, in turn, will increase the effectiveness of teaching foreign language communication. Since motivation is a multifaceted phenomenon, the content of training should include a whole range of means to maintain it.

In the system of teaching a foreign language as a foreign language culture, first of all, the means to maintain motivation for cognitive, developmental and educational activities are important, which ultimately causes students to communicate communicatively.

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THE SPECIFIC FEATURES OF POLICE-RELATED SLANG TERMS

The relevance of this topic involves police officers the entire time meet dangerous situations in which there is no time to find appropriate words to describe quickly the situation, and there are slang terms to help. English law enforcement is an independent functional variety and a full-fledged branch of the English language for special purposes. Lexical elements are described lexically, morphologically, semantically and stylistically, and the general and specific features of this functional variety are defined. In support of the assumption that LEE(Law Enforcement English) is a separate linguistic field, more than 2000 specialized terms can be selected and defined, and lexical and semantic relationships between terms can be established within the framework of LEE and other lexical fields [1].

Until recently, law enforcement institutions have been insufficiently recognized as sources of specialized vocabulary or represented linguistically in dictionaries. The most developed and marked trait of a specialized discourse is the lexicon, with all its specific features, including a large number of lexical items used exclusively within a certain field. One main characteristic of specialized lexicons is *monoreferentiality*, the fact that in a given context only one meaning is allowed. This word-meaning link guarantees “conciseness, semantic uniqueness and highly specific occurrences” of lexical items, thus reducing ambiguity. Besides being monoreferential, words, as information carriers, have mainly a denotative function and lack any command of emotional and connotative meaning. Another feature of police-related terms is referential precision, or transparency i.e. the form, be it a word or an affix, immediately identifies a concept, which frees professional language from ambiguity and polysemy. Conciseness, which is another characteristic of specialized words and discourses, is assured by linguistic devices such as blending, specialization of words drawn from general language, the use of acronyms and abbreviations. Although it shares common ground with Legal English and Military English, due to their socially bound roots, LEE bears all the hallmarks of a specialized language in itself. The flexible conceptual boundaries of terms and the subjective interpretation of their semantic features, as captured by the definitions, make deciding on a precise corpus a difficult task. For example, a definition may reflect the stereotypical nature of a

technical concept but the blurred boundaries between various pairs or sets of concepts make them difficult to differentiate. One such example is the term blackmail meaning any payment extorted by intimidation or pressure (cf. Oxford English Dictionary – OED), but there is no strict demarcation between the concepts blackmail and extortion as one includes the other.

To characterize the LEE Lexicon we need to start with terminology which is represented by terms, defined as concepts, describing one or more activities and roles of an institution. To a certain extent, the inventory of English police terms reveals conformity to the criteria outlined above. Examples of monoreferential terms come especially from the highly technical area of police vocabulary, such as ranks (e. g. superintendent), means of transport (e.g. armed response vehicle –ARV) and personal equipment (e.g. stab vest). Terms with no connotative function denote departments (e.g. Metropolitan Police Service – the Met) or duties (e.g. interrogation of suspects) Instruments (e.g. luminal X-ray) and police officers (e.g. tracer, patrolman) have referential precision, while names of crimes (e.g. embezzlement), equipment (e.g. breathalyzer) and various neologisms (e.g. cybercrime, radar, taser) are instances of conciseness [1]. The case of law enforcement is rather heterodox, as the boundary between the common and specialized language is not clear-cut. On the one hand, one feature that specialized languages share with the general language is the use of “linguistic variation”. They, therefore, contain different dialectal manifestations, as with British LEE and American LEE, and different registers as with written regulations and police slang. On the other hand, apart from the two established categories of technical terms and general terms with specialized meanings, a third category emerges, that of words extracted from other related functional varieties, which overlap semantically with their counterparts or have further specialized meanings in the language of law enforcement.

Borderline terms. These terms can also be found in other specialized legal, administrative and military fields. Interdisciplinarity has a major impact on operations, as practitioners and experts are bound to collaborate. Identifying variables is correlated with the importance of the domain. For example, there is a significant transfer of terms from the language of law (e. g. act, jurisdiction, right), military language (e. g. sergeant, cannon, rank) and the international alphabet (e. g. Alpha, Bravo, Charlie, Delta). These are examples of supra-disciplinary concepts, which are semantically equivalent across the fields.

General lexemes. This category has common language tokens that have developed special meanings. These include tokens such as abuse, assault, felony, mistake, examination, photograph, question, certificate, service, signature and substance, as well as phrases such as substance abuse, fake signature and preliminary investigation. Their membership in the specialized field of LEE is confirmed by their high prevalence in specialized resources and dictionaries. However, a number of terms can be misleading to the laity, even though they give exact meaning among police officers, such as action, scene, intelligence, and affiliation. In the context of law enforcement, these terms refer specifically to Jan’s deed and crime scene, and intelligence refers to valuable information about the crime or the offender and to the person who provides assistance to the one who committed the crime. Most law

enforcement terms fall into this third category and can be understood in context. A subcategory of terms related to this category includes colloquial terms that reflect the relationship between the police and the public. Words such as dirt or a runner meaning a policeman and a cameraman, or a buzzer meaning a pickpocket, fall into this category.

Specialized terms. This is the most specific category comprising terms that are introduced into the field by the need to name new facts, objects and situations, such as ranks (e. g. *constable, chief superintendent*), pieces of equipment (e. g. *handcuffs, CS spray, truncheon, laser*) and codes. This category provides evidence for the existence of a specialized language and is the means of distinguishing it from other fields.

To summarize, slang terms appeared due to the urgent need for their use, since the use of other phrases taken from everyday life entailed dangerous consequences. Due to constant use, the dictionary of such terms is becoming more and more useful in emergencies to police officers. The versatility of these terms shows its high functionality and efficiency in combat conditions.

Література

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THE NEED OF FOREIGN LANGUAGE SKILLS FOR INTERNATIONAL COOPERATION

In today's world police should have to be able to react in any situation and assist everyone whether they are a citizen of our country or not. Knowledge of foreign languages by police officers has become one of the most pressing problems of today.

Therefore the Instruction on the Procedure of Conducting Police Appraisal was approved in Ukraine by the Order of the Ministry of Internal Affairs of Ukraine No 1465 of 17.11.2015 which stipulates that when passing a police appraisal the foreign language proficiency column is filled [1].

Law enforcement agencies should interact with the public on the basis of cooperation and mutual assistance. So, based on this, the question arises as to whether cooperation is possible without knowledge of foreign language by law

enforcement officers? Will such a law enforcement officer be able to cooperate with foreign nationals?

Therefore in order for every person on the territory of Ukraine to get help it became necessary to every law enforcement officer to speak foreign languages.

English is not only an opportunity for law enforcement to help foreigners but also to share experience with foreign colleagues. For example, in Lviv there is an active collaboration with a police representative of the Netherlands whose aim is to help build trust in the police through community engagement, public order, combating corruption and protecting human rights [2].

Also with the knowledge of foreign languages our law enforcement officers often cooperate with foreign counterparts to investigate and arrest criminals who violate not only our laws but also those of other countries. Thus cooperation with representatives of the Czech Republic has enabled our law enforcement agencies to arrest 12 foreigners for smuggling migrants [3].

An integral part of the work of law enforcement agencies is not only assisting foreign citizens but also investigating offenses directly related to them. According to statistics criminal offenses committed by foreign nationals are starting to increase. Therefore in order to be able to obtain the necessary information from the offender police representatives need knowledge of foreign languages [4].

Considering the fact that the knowledge of foreign languages by police officers is essential today a program for improving the level of knowledge of law enforcement officials was created [5].

Therefore improving the level of foreign language skills is very relevant for police officers in Ukraine today in view of international cooperation and familiarization with the experience of foreign law enforcement systems.

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SOLUTION OF PROFESSIONAL ISSUES BY MEANS OF FOREIGN LANGUAGE

Foreign language mastery becomes one of the determining factors in foreign language learning. Formation of a modern highly qualified specialist. For specialists on software the higher education, including economists, the knowledge of a foreign language becomes not only a means of obtaining information from primary sources, but also a means of professional communication. Employees of the economic profile should: communicate with their foreign partners, get acquainted with their principles, methods and procedures, exchange the experience. Pedagogical innovations in the training of specialists should be carried out consistently in all forms of the work with them and highlighting them as a general-methodological means of the educational process. Foreign languages are the formation of professional communicative competence based on linguistic knowledge, skills and abilities, improvement of all types of speech activity: reading, speaking, writing and listening. [3] A characteristic feature of modern times is the tendency to strengthen the communicative orientation of learning, its approach to real communication. The formation of the foreign-language communicative competence is a worldwide recognized common goal of learning all foreign languages for any practical purposes and in any type of educational institution.[1] Researchers of communicative competence recognize its multicomponent nature, although different authors bring into its composition a different number of components under different names. The most widely used and widely recognized is the structure of foreign-language communication competence, presented in the all-European recommendations on language education. According to the Recommendations, the communicative competence consists of linguistic competence (the ability to reproduce and understand oral and written speech according to the norms of the language system), sociolinguistic competence (the ability to reproduce and understand oral and written speech according to those cultural norms that exist in such linguistic and cultural community) and pragmatic competence (the ability to reproduce and understand oral and written speech according to personal goals and intentions, relations with other communicators, specific communicative situation). The all-European recommendations on language education determine the main directions of professional training of specialists, require the achievement of a sufficient level of foreign-language communicative competence in the professional sphere of communication.

In learning of a foreign language for professional communication, there should be formed a professionally oriented or professional communicative competence, focused exactly on professional communication [2]. Such competence, I preserve-

The materials of international scientific-practical conference or linguistic, sociolinguistic and pragmatic components as basic ones, cannot but have the additional components necessary exactly for professional communication. The organization and methodology of learning a foreign (English) language for special, i.e. professional purposes, depends on which components of professional communicative competence in their totality will be distinguished. It is impossible to speak foreign language on professional issues without knowledge of their subject content, so it is the subject content that should permeate the whole process of learning a foreign language. Modern communicative methodology requires an active implementation of non-standard methods and forms of work in the educational process. The evidence from practice shows, for the best retention of the material the following forms of work are quite effective: individual, paired, group and teamwork. The improvement of the effectiveness of classes depends on the selection and use of various, most appropriate to the topic of instruction teaching methods. The choice of methods is determined by the goals of the training, the content of the educational material and subject specificity, the progress rate and term of training, the level of pedagogical skill of the teacher, the didactic and material and technical support of the classes, the training level of the training group. Each training method has its advantages and disadvantages. There are no universal guidelines for application of methods. Foreign language teaching points that it is most appropriate to use methods that help to develop the desire to work creatively, productively, to strain after active actions, to achieve a success and motivate personal behavior, trying to improve behavior model that is very important for successful professional activity [4].

The development of international cooperation of the Armed Forces of Ukraine, the Ministry of Internal Affairs, the Security Service of Ukraine with the military and law enforcement agencies of foreign countries, the increase in the number of international contacts within the framework of the cooperation of representatives of the State Border Guard Service of Ukraine with such international organizations as: Organization for Security and Cooperation in Europe, North Atlantic Alliance, International Organization on Migration, European Union Border Assistance Mission to Moldova and Ukraine, European Border and Coast Guard Agency requires the possession of a special Border terminology that is an important component of foreign-language professional competence of the specialists in border control. [5]

As practice shows, the training of cadets-philologists at the National Academy of the State Border Guard Service of Ukraine named after Bohdan Khmelnytsky requires a mastery of foreign languages, in particular, the fundamentals of oral and written translation. New approaches to teaching of translational disciplines, in their turn, require bringing the content, forms and methods of the professional training of future translator into line with the modern requirements and the improvement of educational and methodological support. The educational and methodological support in the discipline "Theory and Practice of Special Translation" includes an information about the purpose, tasks of the discipline, its connection with other disciplines, methodical, didactic and information-reference materials, focused on the development of skills of monologic and dialogical speech of cadets, the improvement of skills in translation of texts of

law-enforcement topics make it possible to ensure the comprehensive and systematic repetition of what has been earlier studied, to continue the development of future border guard officers' skills, to apply in practice the knowledge gained and, finally, permits to establish the process of business communicative and translational interaction during the duty performance.

An important element of the aforementioned educational and methodological support is the training aid "Special Translation (English)", which aims at integration of different materials of international research and practical conference 16 and educational and methodological materials on military-political and military-specific translation and the basis for educational and methodological support for a new, professionally oriented system of translators training at the National Academy of State Border Guard Service of Ukraine and other Higher Military and Law Enforcement Institutions of Ukraine. The training aid is made in accordance with the New educational programs of training of cadets-border guards in the specialty "Philology".

The training aid is based on modern, scientifically grounded principles of study and consists of five sections, each of which, in its turn, is divided into separate topics, which contain special professional vocabulary, modern authentic texts for translation, and also a number of exercises for development of translational skills. [6]

The special attention deserve the topics of texts that are aimed at the development not only of the translational but also of the sociocultural competence of future translators in the sphere of law enforcement and military activities, such as: international political, economic and military organizations; world migration processes and fight against illegal migration, fight against contraband and illicit trafficking in human beings, peace-making efforts of international organizations, etc. The material on general characteristics and activities of the United States Coast Guard is highlighted as a separate aspect. Every topic has the tasks and questions, which makes it possible to carry out the control and the self-control of the learning material retention in the discipline. The Annexes to the training aid provide a glossary of basic lexical and terminological units.

According to the experience of use of the training aid, it is useful and effective for both teachers and cadets, since it ensures the support of the educational process with the relevant, modern educational materials, exercises and tasks that promote the development of professional translational competence.

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THE CASE OF VIOLENCE IN A LONDON STREET: THE MAIN JURIDICAL CONCEPTS

Our juridical-linguistic report is based on the criminal chronicle of *The Sunday Times*, February 2020. It informs that a very dangerous assault on Londoners took place in the centre of the capital. The situation was aggravated by the fact the time of the assault was lunch hours and the place was as usually crowded by shoppers and leisurely walkers enjoying their time. Besides, this London street, one of the central, that has a reputation of a respectable and safe place. So, the death crime happened very quickly and unexpectedly; it shocked by pointless violence. The police were in the place and shot the criminal within seconds.

There were all grounds to surmise that the act of violence had been planned. The unknown person had visited the shop from which he later instantaneously stole a knife approx. 20 cm long and used it for killing people in the street. Visiting the shop, the prospect assaulter evidently studied the place and the possibility of snatching the knife from its display above the till. The shop was the low price one, and the unknown did not behave as an interested customer, thus it was supposed that the case was of a kind of terrorist attack or the individual display of racial or other hatred.

For our professional development, we studied the case and paid attention to the evidence gathering, however it was unlikely that somebody could say anything about the crime. The most informative appeared the shop proprietor's brother who not only recognized the performer of the crime, but also described his behaviour on a previous visit to the shop. He revealed that evidently the man was not going to buy anything and looked suspicious. Unfortunately, then he could not find exactly anything to give information to the police about any illegal activities.

The key concept in this juridical-linguistic study becomes “murder” (умисне вбивство); by general thesauruses it is usually defined as “crime of killing somebody deliberately”. It can also be termed “homicide”(вбивство умисне та неумисне). In criminal law, the unjustified killing of one person by another, usually distinguished from the crime of “manslaughter”(неумисне вбивство) by the element of “malice aforethought”(злочинний намір). Penalties for murder may include capital punishment or life imprisonment, whereas the penalty for manslaughter is usually a maximum number of years in confinement.

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COMMUNICATION PROBLEM OF LAW ENFORCEMENT AGENCIES AND WAYS OF ITS SOLVING

So as work in the national police, one must be prepared not only physically but also morally. During his work, the police officer should be clearly aware of their actions, be confident in themselves, be able to analyze situations and communicate effectively with citizens and colleagues. But increasingly, this is a problem for national police officers.

The communicative culture of civil servants – is a composition of spiritual and practical creativity that encompasses social norms and the necessary professional connections developed in the field of communication, working with people, often using practitioners. Therefore, communication becomes an integral part of all aspects of the work of police officers – from planning to the final implementation of the decision [1, p.12].

Communication is necessary component in work of the police. But the “basis” relevance of the problem is the fact that not every policeman is able to express opinions correctly, use verbal and non-verbal communication. Researching this problem, it became known that the reason for this is professional deformation (a negative change that affects the moral and psychological traits of the character of employees, in their employment and off-duty relationships). Deformation can be separated in the following aspects:

- indifferent position to people;
- unprincipled behavior;
- dishonesty;
- negative principles of professional morality;
- low level of knowledge;
- malicious attitude to others;

- abuse of their own power.

Thus, it becomes clear that the corresponding process takes place in the mind of the law enforcement officer due to the specificity of the profession, physical and psychological overload. Great negative impact is the contact with criminals, the perception of images (different types) at their own expense. Because of this, there is confusion and a reluctance to improve professional skills.

Police communication is a complex process of establishing and developing contact with others in the performance of professional duties, which is the exchange of information, as well as necessity to the need for joint activities and understanding in the process between personal interaction [3, p. 5].

Success in solution the problem, initiator – a police officer- should take into account the following factors:

- human mood;
- human behavior;
- the purpose of the conversation;
- willingness to perceive information;
- circumstances;
- the category of citizen (this may be a child, an elderly person or citizen with disabilities).

The communication structure works on communication strategies that are created to improve the image, change confidence, maintain authority. Formation happens under the influence of social, cultural and psychological factors. During the communication, important to the interlocutor be the active side. There are times when a conversation needs to properly influence a person's consciousness in order not to cause him psychological harm. Every step of a law enforcement officer it matters to a person's life. The field of communication development requires high professionalism and constant development. In many European countries, communication units are formed on a professional basis.

In order to establish communication, it is necessary to encourage subordinates to creative thinking, to be interested in a non-standard approach to work. When establishing a contact, the views of both parties must be taken into account. Of great importance is the psychological preparation of the law enforcement officer for conflict situations, the creation of "immunity" against the influence of criminals.

Therefore, communication is of great importance in the profession of law enforcement. It is very important to have a good command of the language, to choose the right words and to avoid obscene language. Problems with communication in a police officer arise due to psychological fatigue, the connectedness of work with the criminal world or the unwillingness to improve their professional knowledge. It is important to avoid all the unsatisfactory moments and to improve. Law enforcement communication is an important part of a strategy for dealing with society. When a person relies on others, the result can be quite sad.

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THE CORONER: THE HISTORY AND MEANING TO THE WORLD

The coroner is public official in English-speaking countries, whose principal duty in modern times is to investigate any violent or unnatural death.

The notion was originally *crowner*, or *coronator*, derived from the Latin *corona* (*Eng. crown*). The service of coroners was founded in 1194 to maintain the financial interests of the monarch in criminal matters. Literally it means: «the representative of the interests of the Crown» (lat. *Custos placitorum coronae*). In the referential literature in our country it is noted the following explanation: «У Великобританії, США, деяких інших країнах спеціальний слідчий, в обов'язок якого входить з'ясування причини смерті, що сталася при незвичайних або підозрілих обставинах. При встановленні факту насильницької смерті коронер передає справу до суду» [1].

Sometimes the «coroner» can be confused with the other word «medical examiner», because it can somehow resemble the aspects of duties. To be accurate with this words, one should emphasize, that according to the Encyclopedia Britannica, *medical examiner* means «any physician, who is charged with the diligent investigation and rigorous examination of the body of a person, who has died sudden, unnatural, unexpected or suspicious death» [2]. Thus, due to the explanation from a 2003 workshop held by the US Academy of Medicine, «the major difference between coroners and medical examiners are embedded in the manner of their selection by electoral process versus appointment and their professional status. Coroners are elected lay people who often do not have professional training, whereas medical examiners are appointed and have board certification in a medical specialty» [3].

Nowadays, in Canada all coroners are appointed by a provincial order in council, signed by the lieutenant governor. As a judge of a court of record, the coroner is not liable in civil action for anything done by him in his judicial capacity if he acts indiscreetly or erroneously.

In the United States the office is usually elective, but in some states it may be appointive. About half the states have a coroner's system; in some of the others the sheriff or the justice of the peace performs his functions, while in still others the coroner's office has been replaced by a medical examiner. Roughly one-third of U.S. states use both the coroner and medical-examiner systems. In a few states the coroner's staff is composed of persons skilled in pathology, toxicology, and chemistry.

In some U.S. states coroners must be pathologists, but in others a layman may be authorized as coroner, with the power to employ a physician to conduct the autopsy. In most states the coroner has the power to issue a warrant for the arrest of persons who may have caused the death of another by criminal means and possesses all the powers of a magistrate to hear testimony.

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COMMUNICATIVE SKILLS TRAINING UNDER THE GLOBAL NETWORK

Theoretical issues of teaching foreign languages in the era of globalization and the "birth" of a global language are considered. Currently, the need for people from different countries and nationalities in intercultural communication is growing. In this regard, there are contradictions between the developing process of simplifying the English language and its culture, as well as between the process of penetration of English into the languages of other peoples, mixing cultures and maintaining the identity of national languages and cultures.

The teaching of foreign languages in secondary and higher educational institutions cannot remain traditional; there is a transformation of the education system as a whole, including language education. At the present stage of development of society, the process of intercultural communication takes on new

forms: a wide variety of electronic means of communication are widely used - email, skype, voice and video, social services and much more.

The teaching of foreign languages in the era of globalization has its own characteristics and problems: first of all, this is a change in the content of teaching a foreign language, teaching methods and means in accordance with the requirements of modern society. Based on the approach of I.L. Bim to the definition of learning content, the author of the article considers the content of teaching foreign languages in the modern educational information environment and the text as the main unit of learning content in the new conditions of the Internet.

In order to achieve the goal of teaching foreign languages and preparing students for real intercultural communication, teachers of a foreign language must take into account the features of intercultural communication, own modern communication and pedagogical technologies.

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DIFFICULTIES IN TRANSLATING LEGAL TEXTS

Contractual relations already went out outside Ukraine, now it is time to extend horizons and go beyond scopes and to adopt foreign experience. Every day agreements consist of foreign partners, the foreign is invited investor, Ukraine contacts with other countries. That obtaining to some aim is necessary to study, for example, to get along at a language barrier, with the differences of mentality and with the law at every country are different; there are problems with processing of documents, but more importantly it foremost to manage with difficulties of translation.

Legal translation is the interpretation of documents that regulate legal connections. It involves the translation of legal documents important for bringing various types of worldwide relations into practice as well as translation of legal texts for the sake of exchanging evidence and experience among law specialists of numerous countries. This type of translation is considered to be one of the most difficult as it does not only require the translator to have sound language skills, he/she also needs to have excellent knowledge in law, various legislations, and multinational standards. For this reason, it is important for the interpreted text must be reasonable from the legal point of view to achieve a precise and professional result.

What is the legal translation? To legal interpretations, take texts that touch a right and used for the trade of legal personality evidence between people that

articulate different languages. Legal translation, depending on the type of document, it is the translation: laws, legal acts, agreements, certificates, power of attorneys, constituent documents of legal texts. It is used in the sphere of constitutional, administrative and civil law, commercial, tax right, international law, and criminal rights. Carrying out the text of legal character translation a translator must clearly differentiate the features of the legal system of the country of the language of origin, so the legal system of the country into the language of that a document is translated. During translation, legal documents use easy principles: exactness, clarity is authenticity. It and not surprisingly well. The smallest mistake in translation can inflict serious consequence. Translating documents of legal character compel high qualification and experience from a translator, not rarely and additional education in the sphere of jurisprudence. The exactness of formulations, logic, and authenticity, is the basic requirements of legal translation. Socio-political characteristics of a country, its culture nearly constrained with the legal aspects of the different states that in turn does the legal translation, no easy career. Specialists of agency of translations are not the simple business is perceived as a call and with enthusiasm try to execute the set problem as good as possible.

Legal translation, like any other type of translation work, is the replacement of the source language with the target language. However, legal translation is different because the law is culture-dependent. It uses content and terms within the legal system prevailing in the country where the source document emanated. As the world becomes more globalized, the need for legal translation escalates. Aside from the language barriers, the differences in legal systems make legal translation very complex.

A lawyer-translator assumes the large moral and legal responsibility for the quality and rightness of translation in the field of politics, right, diplomacy, military business, ecological collaboration, commercial activity. False legal translation negatively influences the result of legal research. Cognitive information is contained first in legal terms. They own all characteristic signs of terms: unambiguity (absolute or relative), absence of the emotional coloring, system, exactness, and conciseness. Apart from them is known to not only the lawyers but also every native speaker, as an area of their application goes beyond the scopes of legal text.

There is a specific type of language in legal text and if a judge or a lawyer sees that wrong words were used, the entire translation may no longer be trusted. Moreover, the translator must fit the purpose of legal translation. There is a difference between legally binding legalese and legal translation for public consumption.

Anyone common will legal text understands that legalese is wordy. Legal English contains different subjects and the sentence patterns are usually compound and complex. The tone for legal English is very formal and it is usual for legal documents to be written in the passive voice. It can be challenging a translator to translate a passive voice to an active voice, as some foreign languages are.

To summarize, in the modern world it is necessary to contact the whole world. Therefore, you have to know all the features of legal translation and always remember that even little inaccuracy in translation can cause large troubles.

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THE ROLE OF FOREIGN LANGUAGE IN THE CONDITIONS OF GLOBALIZATION OF SOCIETY

Learning a foreign language in the modern world is one of the important components of the moments in the life of a modern, successful person. Knowledge of a foreign language is not just desirable, it is necessary. Today there are more and more people who want to know a foreign language, because this knowledge gives them new opportunities and makes their spiritual world wealthy.

Ideally, an educated, ambitious person should know several foreign languages, constantly grind and improve them, because learning foreign languages is not a monotonous process. This is a creative, exciting activity that develops a worldview, allows you to improve logical thinking, the ability to express your thoughts briefly and clearly.

While globalization is generally seen as a process of international integration involving businesses or organizations, this interchange of world views, cultures, and ideas has had a dramatic impact on education and the way people learn languages. Globalization has affected language around the world to develop a better understanding of how schools and educators can continue to serve an ever-evolving population - even as their learning needs change, too.

1. World languages Through colonization, more powerful, industrialized countries were able to force their languages on weaker populations. Since these countries were dictating the terms of any potential economic exchange, it was necessary for traders in other less-powerful regions to learn more widely-spoken languages like English or French in order to communicate and participate in this exchange. Thus these languages became the main for the written papers in the Europe. While this inevitably led to the loss of much smaller, regional dialects, colonization kicked off the start of the globalization process.

2. Local languages Countries that participate less in globalization, like smaller countries in Africa, have managed to retain their local languages much more effectively. With less to gain economically by learning a world language instead of their ancestral dialects, many of these populations continue to speak their local languages to this day. However, some ancestral languages have remained an important part of local culture even in areas of Asia like Singapore and Hong Kong – even though English is still widely spoken. It may be less important for future generations to learn these local dialects for the purpose of communicating on a global scale, but educators in these regions can benefit from having the opportunity to teach these languages well into the future for the appreciation and maintenance of a population’s culture and history.

3. Language loss Linguistics experts have debated the benefits of working to retain ancestral dialects, even as world languages like English and French become more and more dominant. Local languages are a valuable part of a population’s culture, but linguistic evolution follows cultural change. As regions were colonized and forced to adapt to a new language, speaking an ancestral dialect became less beneficial. Even today, people are discovering new ways to communicate around the globe – like emojis, which are easy to understand no matter what language you speak [1].

Also, we can say that the process of globalization observed by the whole world means the emergence of a hybrid world culture, the mixing of national traditions, the strengthening of cooperation between nations and manifests itself in the unification and unification of various aspects of people’s life – their worldview and outlook, needs and work skills, politics and economy, social life and production, science and education, culture and art, religion and language, statehood and lifestyle, ecology and demography, sports and crime, etc. Globalization covers almost all spheres of life of people on the globe, and, accordingly, its manifestations in each of these areas should be studied by all scientific areas that specialize in the relevant field of human life and activity.

Globalization and internationalization are two interrelated processes that lead to the transformation of society into new forms. Internationalization is based on cross-communication and exchange between divided Nations. By definition, the internationalization of education at the national, sectoral and institutional levels is understood as the process by which the goals, functions and organization of educational services acquire an international dimension. The concept of internationalization in higher education in international practice traditionally includes two aspects: “*internal*” internationalization and “*external*” internationalization, or

education abroad, cross-country education, cross-border education (education abroad, across borders, cross-border education).

Internationalization of education includes the following forms of international cooperation:

- individual mobility: mobility of students or faculty for educational purposes;
- mobility of educational programs and institutional mobility; formation of new international standards of educational programs;
- integration into the curriculum of international measurement and educational standards;
- institutional partnership: the creation of strategic educational alliances [2].

It should be noted that in detailed documentation and classification of population mobility, Castles and Miller (2009) emphasize the multifarious forms of human movement that characterize contemporary globalization. From their analysis it is clear that, over the past four decades, the directions of migration movement, the duration of population shift, and the participants involved in human mobility have all expanded. Today vastly greater numbers of people move than ever before: legally, semi-legally, and illegally, in all directions and from all directions; in many diverse social configurations: male-led and female-led, individual and family, chain groups or sub-national minority dominated; for varying durations: longer, shorter, permanent, or itinerant stays; and for increasing numbers of purposes: study and credentialing, settlement, romance, tourism, recreation, and crime. Nostalgia, memory, recreation, assimilation, or return are all nurtured in the increasingly individualized experiences of those who move.

This vast population mobility has converted most countries of the world into plural societies, so that the experience of community-level multiculturalism and multilingualism is now itself universalized. This is most dramatically true among traditional countries of emigration, such as Ireland, Italy, Greece, and Japan, which have been transformed into countries of immigration. In just one or two generations, such societies have changed from shedding large proportions of their working-age demography to hosting employment and refuge-seeking multiethnic immigrants, and now increasingly struggle with the co-existence of multiple languages, faiths, and ethnicities, demands for which they are unprepared [3].

Research reveals that language learners who are embedded in transnational and diasporic flows often invest in language practices that are not conventionally valued in the realm of education, including language associated with popular culture and truncated communicative repertoires, rather than national, standardized varieties of languages. Heritage language learners contest monolithic representations of their heritage languages as located in their parents' or grandparents' countries of origin, and learners of English as an international language who study in center nations challenge native-speaker norms. On the other hand, Indigenous language educators and learners express a strong attachment to place as a means of self-preservation and local epistemologies in the face of globalization [4].

So, knowledge of a foreign language is now becoming one of the conditions of professional competence. Knowledge of foreign languages, especially English as a language of international communication, is relevant for all young people who want

to find a good job, to get in touch with the outside world, to improve their cultural knowledge. It is almost impossible to imagine the life of a modern person who does not know a foreign language, because most of the modern means of communication and communication are focused on people who in one way or another speak the language. Knowledge of at least one foreign language broadens the mind, allows you to learn more about the culture and customs of another people. Foreign language is not only a means of communication, but also a condition for successful interaction of both individuals and different countries in the world in terms of economic, political, military and cultural integration.

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A FOREIGN LANGUAGE IS ONE OF THE IMPORTANT MEANS OF COMMUNICATION

Unfortunately, the level of foreign language proficiency of future law enforcement officers is still quite low and their language (foreign language) training requires significant improvement.

This study considers the language training of future law enforcement officers as a process of formation of the knowledge, skills and personal qualities that are necessary for effective communication in the framework of professional activities [1].

Bringing the police of Ukraine to the best international standards should be carried out taking into account both global trends in human rights and the internal conditions of the country's development [2].

As practice shows, the realities of modern police activity require police officers not only to have an elementary command of foreign languages for communication

with foreigners within the frame of performing functions of the protection of public security, but also for law enforcement officers of the country to rapidly enter the international arena [3].

At the current level of functioning of law enforcement, the effective communication, both in native and foreign languages, becomes a prerequisite for the effectiveness of activity of a police officer. All types of communication become important, regardless of the circumstances: written or oral form, in a formal or informal setting.

The practice of foreign language training of future law enforcement officers indicates the presence certain contradictions in the learning process: between the content of the subject of foreign language at vocational education institutions and professional needs of law enforcement; between the process of implementation of language training and the realities of everyday police activities; between certain “incompatibility” of language (foreign language) training of future law enforcement officer and the possibilities of implementation of a continuous language (foreign language) training. It is possible to overcome these contradictions due to hard and intense work of the authors, who make textbooks and other training tools, the heads of departments, where language training will be carried out, the teachers and the future law enforcement officers themselves as active participants in the learning process.

The content of training should be analyzed in strict accordance with the conditions, particularities and content of the future professional activity of law enforcement officers. Only these factors can help to achieve a stable motivation for learning and increase the efficiency of the entire educational process.

The process of implementation of language training should be as close as possible to the future professional activity. Language and speech exercises should have a meaningful and procedural relevance to the professional context. Within the collective activity, the strategy of collective partnership and obtainment of a comprehensive result are optimal both for training of future law enforcement officers and working employees [4, p. 173].

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DEVELOPMENT OF APPLIED LINGUISTICS IN THE CONTEXT INTEGRATION OF SCIENTIFIC INDUSTRIES

The history of the development of linguistics as a science is characterized by overwhelming attention to fundamental theoretical studies. Modern pragmatic time has led to increased research into the practical application of the accumulated linguistic achievements and the active development of such linguistic science, which is applied linguistics. Today, the problem of language learning is determined by social order of highly qualified specialists in different spheres of public life which need to have the skills and abilities of professional communication in a foreign language with foreign colleagues in order to exchange experience and achievements in their industry and apply them effectively.

The development of language education in the world is driven by a number of factors, among which are the humanization of education; the growing importance of foreign languages as a result of globalization and the expansion of international contacts; dependence of business negotiations on successful communication, etc.

Also noticeable is the positive impact of learning a foreign language on the development of mental and creative abilities of the individual.

Applied linguistics is a full-fledged section of linguistics, aimed at solving practical problems of different fields of science and technology, daily life of man, society on the basis of theoretical refinement of studies of language and speech. Russian researcher A. Baranov presents the definition of applied linguistics as "the activity of applying scientific knowledge about the structure and functioning of language in non-linguistic scientific disciplines and in various spheres of human practical activity and theoretical understanding of such activity"[1]. The object of applied linguistics is practical tasks that require the acquisition of linguistics, and the subject is ways of solving them.

Linguists offer two criteria for involving the subject area in applied linguistics. First, it includes those areas of human knowledge (not only theoretical, but also practical, such as skills, experience), in which specific applied problems are solved with the appeal to scientific knowledge of language (to the material of fundamental linguistics). Examples of such areas are translation (its theory and practice), teaching of foreign languages.

Secondly, applied linguistics involves areas of human language knowledge that reflect it in a particular aspect, thus providing a basis for addressing a range of applied issues. Such areas are psycholinguistics, terminology, sociolinguistics[2].

One of the most common areas of applied linguistics is the traditional direction of natural language (both native and foreign) in the process of human communication. The strengthening of international relations has intensified the

development of areas of applied linguistics, such as interlinguistics, which studies international languages as a means of international communication and translation, within which the issues of verbal transcription, transliteration, etc. have become relevant[3]. Practical use of linguistic data is also relevant in stylistic diagnostics, stylometry, in the automation of certain processes (such as publishing), which have become interesting areas of modern applied linguistics.

Summarizing, the importance of applied linguistics directly in modern society is difficult to overestimate because language is the most important means of communication in society and is closely linked to thinking and consciousness. The technologicalization of society, the expansion of its language functions, the emergence of new possibilities for the use of language knowledge in non-linguistic disciplines and various spheres of human activity lead to increased attention to the professional training of future specialists in the industry of applied linguistics.

It is well known that the foundations of the professional skills of a future philologist are formed during the study of all disciplines in a higher education institution. However, the leading role in the system of training of the linguist-applicator belongs to the applied disciplines of the linguistic cycle.

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ISSUES OF LEGAL LINGUISTICS

As a result of comprehension of the totality of legal and linguistic knowledge, scholars have focused on the subjective nature of law and legal reality, which is considered as a sign system. A significant contribution to the development of the system of legal and linguistic knowledge has been made by foreign scholars whose research is aimed at highlighting the language as a factor in the separation of legal systems, as well as the peculiarities of the relationship between language and law.

In recent years some specific terms have finally been formed on a given topic, bearing various volumes and contents: legal linguistics, linguistics, legal linguistics, legal linguistics, judicial linguistics, linguistic criminalistics, the grammar of law, judicial recitation, etc. All this provokes the necessity for separate science, the object

of which would be a junction of language and law. The generally accepted object of jurislinguistics and linguistics is the relationship between language and law: the relation of language to the law is studied by jurislinguistics, and the law to language is studied by linguistics; the legal aspect of the language, in this case, will be the subject of jurislinguistics, and the linguistic aspects of law will be the subject of linguistics. The legal aspect of the language is those natural linguistic manifestations that “in themselves” contain elements of law, in each of which one can see certain potentials of legalization. Speaking about the legalized manifestations of the natural language, we primarily mean language norms, both spontaneous and especially codified. ³ In this case, great importance is given to the convenience of understanding of the legal language and its use by legal entities by analyzing certain articles of the law. This is what speaks of the need for the formation of a new specialized concept - linguistic ecology. The jurisprudence includes the laws of the natural language that lie in the text of the law; in many respects, they determine both its creation and its application in legal practice.

Recently it has become necessary to expand the list of theoretical foundations for the linguistic examination of bills, namely: to apply not only logical and normatively stylistic criteria for evaluating the text, but also the provisions of general linguistics about reference. Nowadays most of the works on jurislinguistics are devoted to the degree of “legalization” of the language of regulatory legal acts. However, despite all the theoretical and practical significance of the existing complexity of determining the specific nature of the legal language, it never became an independent object for study in linguistics. Therefore, it is logical that this essential linguistic problem is solved (or rather forced to solve) by lawyers. The imposition of the spheres of action of language and law is a subject long known for jurisprudence and linguistics. It is studied from linguistic positions formulated in the legislative technique and the interpretation of laws.

In linguistics, it is generally accepted that legal language is one of the sub-styles of the literary language, along with other sub-styles, therefore, the linguistic approach to the legal language is to bring it to literary normativity. In conclusion, I would like to note that jurislinguistics is a relatively young branch of linguistic science, which is currently undergoing a period of active development. The problems that jurislinguistics deals with are multifaceted and complex. Some of them require both legal and linguistic competence, while others require a deep and theoretical understanding and practical development. Respect for the uniformity of terminology in the text of laws requires more and more close attention in recent years, primarily due to an increase in the number of laws on amendments and additions to existing laws. The increase in the number of such laws occurs for two reasons: the first, objective, is associated with a rapid change in the political and socio-economic conditions in the state, the second, subjective, is due to the haste of adopting a number of laws and, as a result, insufficient work on their text. The level of quality, and at the same time, the effectiveness of normative legal acts, to a large extent depends on how accurately and comprehensively all factors currently existing at the moment are taken into account when preparing and publishing them, and how objective reality is adequately reflected in them.

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THE CASE OF POLICE SHOOTING AT A CHICAGO TRAIN STATION

The current juridical-linguistic research is into the circumstances and their description in the recent reportage by Nicole Chavez, Artemis Moshtaghian and Brad Parks, CNN. The information is supported by the video from a bystander that has caught the moment of the police trying to restrain and handcuff a suspicious man. The whole situation, as reproduced by police reports and the official comments on CTA Red Line, develops within several minutes beginning with a stranger's appearing in a dangerous place and "moving between two train cars", which act is qualified as "a city ordinance violation".

The suspicious man resists the police and does not obey the command to subdue. After the voice order "Shoot him", one of the officers uses Taser to immobilize the offender. Two shots reach the man. Currently the wounded is in hospital in a critical but stable condition after the surgery on his back.

The reasons for detention were complete; it was technically justified by transportation regulations. The specific issue is that the place of the conflict is crowded (Chicago receives approx. 65 million visitors a year) and in constant commotion. The unprofessional video, evidently for sensational purposes, catches the most dramatic moment disregarding the possible drama of the train crashes that the police offices are on duty to prevent.

The two officers are currently free from patrolling for temporary doing office paper work; the case is closely investigated by the corresponding services. The Mayor of Chicago reacts as informed. And the public that is worried by the mere look of the randomly recorded fragments is gradually appeased. The police, patrolling near the transportation facilities and in extremely crowded places, encounter their specifics as well as notoriously chaotic it is the behavior of the crowd at the sight of danger. The American police have all regulatory documents and follow the established practices for the similar cases. Moreover, in that country people at service and at rest

remember well their Constitution which begins with words: “*We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*”

The key concepts in this juridical-linguistic study become “Taser” (Taser™: a gun that fires darts that give a person a small electric shock and makes unable to move for a short time), “ordinance violation” (violation of an order made by the government), “crowd control” (patrolling of large number of people gathered together in a public place).

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STUDY OF FOREIGN LANGUAGE AS A MEANS OF INTERCULTURAL COMMUNICATION BY MODELING REAL SITUATIONS

The subject «foreign language» occupies special place in the cultural preparation of young people for life and activities in society. This is only subject that is included in the plans for all subsystems of education. This item exists not only for the sake of knowledge, but for the formation of skills, because it has huge potential of opportunities for comprehensive personality development. Mastering intercultural communication skills is the core around which is formed the professional competence of any activity.

Knowledge of a language – it is knowledge that contains internal spirit, logic and, the main, culture. Language should ensure dialogue between cultures. For achieving efficiency in intercultural communication is not enough to acquire speaking skills, you need to learn how to use them in this language. The police are increasing their language skills by learning a foreign language their level of culture; they form a willingness to facilitate debugging intercultural and scientific relations.

In order to learn speaking, you must have communication skills, namely have a language practice. Many people fill scary when they need to use another language. Should be noticed that it is not only from ignorance but also from afraid to make a mistake or to be misunderstand.

Police officers really need to know how to use English, because in practice they often have experience dealing with foreigners. The police officer must be a good psychologist and in each individual case try to find the cause of such a barrier when communicating in a foreign language. Overcoming the language barrier is not enough to provide effectiveness of communication between representatives of

different cultures. For this you need to overcome the cultural barrier. In the passage below, interesting research by I. Markovina and Y. Sorokin are presented the national-specific components of cultures, that is, what they create problems of intercultural communication: «In the situation of contact of representatives different languages (linguistic and cultural communities) the language barrier is not the only one an obstacle to understanding. Nationally specific features of various components of communication cultures (features that make it possible to implement these components ethno-differentiation functions) may complicate the intercultural process communication».

Teachers play a major role in overcoming the language barrier, they should teach the young law enforcement officer to learn and use a foreign language, not to be afraid to make mistakes, to believe in their own strengths and abilities. Of great importance is the training program, the relevance of the level of educational materials and methods of its presentation. However, it has a large number of gaps, such as a narrow subject specialization. We consider it necessary to study a wider area, not a specialized one, but a general one. For example, real-life situation modeling enables the police officer to pursue his or her interests and acquire conversational skills. Situational modeling is part of interactive learning technologies. Interactive learning is a special form of organization of cognitive activity, which has a specific intended purpose - to create comfortable learning conditions, under which each student feels his success, intellectual ability.

The essence of interactive learning is that the learning process is only due to the constant, active interaction of all students. It is co-teaching, co-teaching (collective, group, collaborative learning), where both the student and the teacher are equal, equal subjects of learning and understand what they do, reflect on what they know, know and do. Organizing online learning involves modeling life situations, using role-playing games, collaboratively solving a problem based on an analysis of circumstances and the relevant situation. This enhances intellectual activity, expands the vocabulary, practical application of the learned vocabulary and grammar. In addition, memory is improved; communication skills are improved, as students learn to work in pairs and groups. You need to pay attention to the right choice of situations. It depends, of course, on the professional orientation of the foreign language and the program. Situations, cases provide students with concrete examples for ideas and generalizations, provide a basis for a high level of abstraction and thinking, demonstrate human feelings and emotions, interest students and capture their imagination.

It should be noted that simulation of real communication situations is possible only if a positive emotional atmosphere is created in foreign language lessons. The task of the teacher is now not endless correction of mistakes, but creation of a positive atmosphere of joint search activity, organization of role-playing games, training with use of group and paired kinds of work, competitions, competitions, etc.

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DIFFICULTIES IN TRANSLATING NEOLOGISMS

Our life changes very quickly. Every day something happens in the world: scientists make important discoveries, engineers create advanced equipment of the new generation, builders design projects of modern buildings. Significant changes are taking place in all spheres of life, which are reflected in our language. One of the most famous philosophers of the twentieth century, Ludwig Wittgenstein, believes that language is a «labyrinth of paths». Indeed, language reflects the diversity of our lives. This is the most dynamic system in which all areas of knowledge are intertwined. Researchers dealing with modern language do not cope with all the scientific discoveries that need new names, so even in the most modern dictionaries, we may not find many concepts and definitions.

Neologisms are new words that have not been added to dictionaries, or new meanings of words that have already existed in the language but have not been added to dictionaries yet.

Work with neologisms requires special professional skills from the translator. Words related to this group – neologisms – can also be found in the scientific literature. For example, thanks to the development of computer technologies, a large number of new lexical units related to this science have appeared in the language.

In modern English, there are many ways to form neologisms. The main techniques include value expansion, prefix and suffix formation of new words, conversion, justification, adjectivation, etc.

The main difficulty in translating neologisms is to understand the meaning of the new word by the translator. Actually, the translation of a neologism, the meaning of which is already known to the translator, is a simple task, and it is solved using various methods and techniques of translation, depending on what type of words this neologism belongs to. There are no special techniques for translating neologisms. When working with neologisms, the translator has two options for translating these lexical units into another language:

- use the equal equivalent offered by bilingual dictionaries (if available);
- offer your own translation option (if there is no translation written in bilingual dictionaries) [2].

Let's look at some examples:

Deskfast – breakfast eaten at one's desk at work.

Phubbing – is a behavior where we do not pay attention to others, but pay more attention to a mobile phone or other electronic devices than to a person.

Responsive website design – website design which allows for optimal viewing irrespective of which device is being used to view the site.

A large number of neologisms do not correspond to dictionaries and have become the object of the author's translation:

WikiCell - a type of edible food packaging.

Chiplet - a very tiny electronic circuit.

Avozilla - a very large avocado.

The main problem of the translator is to transfer neologisms that do not have correspondences in dictionaries. Here we will focus on the main difficulties that arise when working with lexical neologisms. Neologisms based on a particular image create considerable difficulty for translation. An example of this is the following neologism:

Bank of mom and dad (a person's parents regarded as a source of financial assistance or support). Based on the interpretation of neologism in the English dictionary, we proposed the following option: parental support (the case when parents help their children). Despite the fact that the proposed version deprives of imagery, it, in our opinion, solves the problem of the adequacy of the translation, since it conveys the meaning inherent in English neologism [3].

So, the main difficulty in translating neologisms is to understand the meaning of the new word. Translation of a neologism that meaning is already known to the translator is a very simple task, and it is solved using various methods and techniques of translation depending on what type of words this neologism belongs to. Let's highlight the main recommendations for translating neologisms.

1. Try to reveal the meaning of neologism. Disclosure of the meaning of neologism is carried out through: use of a dictionary. Try to find the meaning of the word in the English-English dictionary. As you know, Webster's dictionary and some other English dictionaries have special sections «new words» (New Words Section) [1]. At the same time, it is worth trying to use a dictionary published in recent years, since the neologisms section is usually updated during reissues. Some new words can be found in dictionaries and slang sections; understanding the meaning of neologism from the context. Most often, the translator has to take the meaning of neologism out of context, using already known techniques. It is especially important to check the use of neologisms in context. Sometimes, to understand a neologism, you need to take into account the history of its origin, various literary and factual associations associated with the new word; analysis of the neologism structure to find out its meaning. New words in the language do not appear from scratch, they are created based on existing words and morphemes, often by analogy. Analysis of the meaning of these words and morphemes can be of great help to the translator in understanding the meaning of neologism. To be able to analyze the structure of a new word, it is important for the translator to know the basic ways to create words in English.

When we decipher the meaning of neologisms in a language we should find out the meaning of a word from the context, also take into account its etymology, various literary and factual associations, and structural and semantic features.

2. Check the proposed version for possible use by other translators and authors. This check is possible in any Internet search engine. At the same time, it is important to put the proposed translation of neologism in context.

So, there are no special techniques for translating neologisms. The translation features of each new word depend on what type of word it belongs to (terms, names, synonyms for words that already have matches in speech, etc.).

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LANGUAGE LEARNING WITHIN THE CONTEX OF INTERCULTURAL COMMUNICATION

Human being is a social creature. We live in a society and we need to communicate with each other. Thus, communication plays a very important role in human's life. Without communication there is no society, without society there is no humanity.

According to Wikipedia [4], communication is an act of conveying meanings from one source to another. Maryam Azarnoosh said in his book “Communicating in a Second Language: A Matter of Teaching Communication Strategies” [2, p.3-11], that communication is the main purpose of successful foreign language learning. He also considered it to be the main challenge for those who learn a foreign language. If a person learns a language, but cannot communicate, then it has no sense.

Volodymyr Tupchenko in his article “Foreign Language Study, As Means Of Intercultural Communication” [1] said, that language is the main tool of communication. Language forms an individual. However, language is impossible without culture. Language is a part of the culture. Today, learning other languages and cultures is an important part of our life. Foreign language proficiency has not only spiritual value but economical either.

According to Volodymyr Tupchenko [1], bridging the language barrier is not enough for effective communication between people of different cultures. They must bridge the cultural barrier.

Due to Yuriy Shepel [3], nowadays we can observe changes in society that bring changes in demand for qualified professionals. Moreover, there are new

requirements for them. The necessity of foreign language proficiency is one of them. In Ukraine, foreign language (mostly English) is taught in every university of any speciality. Students of different faculties study different kinds of English necessary for their profession. For example, future lawmen study Legal English with special terminology and rules. There are even special courses in Legal English in Ukraine. There you can learn this difficult type of English. It can be useful for lawmen and translators of legal documents. In my opinion, teaching a foreign language, especially English, is the right decision. Every foreign language class is like a cross of different cultures. Students study intercultural communication and develop their skills.

Foreign language proficiency has a special role in Ukraine's integration to the world community, in particular, to the European Union. European standards require qualified professionals with fluent English, especially in public institutions, law enforcement agency or touristic spheres. [3]

Thus, preparation of competitive experts requires good skills not just in communication, but in intercultural communication as well. It is impossible without learning a foreign language and acquaintance with other cultures. Knowledge of foreign languages by all specialists, regardless of their language profile, should become a must-have professional quality. Then, Ukraine will be able to develop to the world community level.

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PROBLEMS OF LEARNING FOREIGN LANGUAGES IN UKRAINE

Foreign language is a topical issue for today. Nowadays, foreign language has become the most popular language in the world because with the help of it we can communicate with technicians, citizens of other countries, tourists from different countries of the world. This is a factor for the economic, political, scientific and technological progress of society, so foreign language is a common language. Many people speak a foreign language, but not all of them are easily given. Knowledge of a

foreign language has become indispensable and there are many techniques and opportunities for studying it.

It would seem that there is everything for learning this language at this stage: teachers, tutors, books that will help you learn this language from all sides. But people are different, some say that it is difficult for them to learn based on a lack of talent for languages, and others do not want to learn a foreign language because of laziness, and therefore they find it very difficult to learn the language, to delve deeper. Therefore, modern education should focus on the cognitive development of the student. For this purpose it is necessary to increase the special approach and the interest of the person to learning a foreign language.

But, according to statistics, only 35% of Ukrainians who come to the United States speak English at a medium or high level. This percentage includes people with a degree in philology, translators, students who have purposefully studied the language for admission. Unfortunately, the other percentage are people whose language skills allow them to communicate mainly at the household level, or they do not understand English at all [1].

One of the problems is that we think in our own language and only then translate the words into a foreign language, say the sentence completely, so we must try to think and speak English simultaneously [2].

Knowledge of grammar and rules is not enough for learning a foreign language but for the skills to accumulate requires practice. Trying to communicate with other people, watch movies, listen to music and many other ways to learn English is a better practice than learning grammar and rules every time without knowing how to change them. That is why we need to find an approach to deal with difficulties and problems. A well-known translator Kato Lomb stated that in order to succeed in learning a foreign language, one needs an interest in languages and in life, playfulness; optimism; lively temperament and desire to discuss various topics; the ability to find and enjoy the language learning process itself; the courage to apply the knowledge acquired in live communication, even if making the mistake of not being afraid to make it and to realize that through correcting mistakes, one becomes able to speak, write correctly; not be afraid to be inquisitive, because that is what is necessary in the process of learning this language; desire and ability to express, read, learn, ask, seek answers, because the more we learn, the deeper we realize how much we do not know; uncertainty tolerance (the process of learning a foreign language is complex and success always comes as a result of hard and long work) [3].

Thus, learning a foreign language requires a lot of effort but learning foreign languages expands brain power and helps know more about new innovations in science, technology, education, teaching, management, offers an opportunity to take part in foreign conferences and meet interesting people from many countries.

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WOMEN AND POLICE CAREER

There are many opinions rejecting women as police officers, but I believe that the police exist for both women and men. They are police officers. For example, women in the UK police have been playing very important role since being eligible for police service. Women began to serve in British police in the 19th century. Can you imagine this? However, their number have been limited in police personnel for a long time. The number of female police officers has been growing since 1970 and today it is about 30-40%. Currently, Cressida Dick is London Police Service Commissioner; she is one of the most famous police officers in the UK.

Recall a bit from history: Matrons were the first women in British police. In 1883, the Metropolitan Police Service invited one woman for the service and over six years the number of women was increased to 14 people. Their task was to protect women and children. In 1915 the first female police officer appeared, who had the right to arrest criminals, her name was Edith Smith. In our days, police work has been considered exclusively a male profession. Many women work in different police units and some of them show better results than the men. In the most events, police currently have a gender labor division. For example if women work in the sphere of investigation and inquiry, they are engaged in more “paper” work and men are real fighters against crime. There is a myth that the men are rarely interested in work, which demands sitting, making in order the papers, analyzing everything. The profession gender unity was eroded for various reasons. One of them was a shortage of men. Here, as already mentioned, UK women were called to the police during the First World War because men went to the front. In addition, there was the idea that the police needed a moral reform, so-called “beautiful and tender” presence of women. However, women in the UK became full-fledged police officers only in 1944 and in France - in 1935.

Nowadays, some people consider the woman work in the police to be truly, rescue work. Nevertheless, if this is a patrol they face some kind of danger and crime every day, try to protect others and themselves from various troubles and risk their lives. I believe that women also have the right to work in law enforcement. They

are strong in spirit, they live by the same daily routine, play the same sports and have the same education. Despite the profession difficulties, women can combine their responsibilities concerning children upbringing and maintaining peace and love in the family. Both in the service and at home, police officers - women have an inherent responsibility, sensitivity and charm. Women in investigator profession reveal more crime than men, but they may not be as strong as men in the field of criminal police or patrol one.

In law enforcement, unlike in other areas, women do not feel discrimination. Some are aware of leadership qualities and successfully compete with male colleagues. Others call for professional feminine dignity, gentleness and the ability to find contact with people. In any case, women in the police find a suitable niche that allows them to show variety of abilities. In our world, the profession of female police officers is demanded and respectable.

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THE REPEATED FENDING OF TRIALS FOR MORE THAN TWO DECADES

Our juridical-linguistic study is based on the article in *The USA Today*, March 2020, entitled “I’ve been dying for 25 years’: How a cop has stalled his child sex abuse trial for decades”. The case can be described as long as almost one-third and sometimes a half of human life. The subject of the case is former detective who has been living for decades an enjoyable retiree’s life, as the newspaper says, “collecting boats, taking vacations, flying regularly to New-York”, and having a “waterfront home” and “at least seven vehicles registered in his name”. And with this comfort and pleasure, he remains away from the state that is indicated as his permanent residence.

The matter is that this satisfied with life former detective has been charged of molesting and child sex abuse for about 25 years. But throughout all this time he informed the court of being fatally ill with no chances to survive the trial, which was supported by health certificates. The latest communication achievements, for example the phone etc., also change nothing in this case.

New and new teams of Vermont judges and court officials are skeptical about successful finalizing the process. The last of them even “have sent sarcastic congratulations to each other for inheriting the case.” So far they have been “unable to order the suspect back to the state to face the trial, which the prosecutor has estimated would last two days”.

As anecdotal as this case is, with a 78 years old charged, it shows a deep trust on the part of juridical institutions in authenticity of medical evidence; moreover, it reveals the unquestionable respect of the individual right for being undisturbed by trial while unhealthy, which, as the article implies, is shamelessly overused by some people.

The key concepts in this juridical-linguistic study become “stall the trial” (перешкодження судочинству); “fend off the trial” (ухиляння від судочинства:); “request for a health-related delay” (заява про відтермінування судочинства через стан здоров’я); “updating on the case” (поновлення розгляду справи); “child sex abuse” (статеві правопорушення щодо неповнолітньої особи); “molesting” (статеві пропозиції щодо неповнолітньої особи); “medical professional testifying under oath” (професійне медичне свідчення під присягою).

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FEATURES OF LEGAL LINGUISTICS

The problem of legal linguistics in Ukraine is actual and urgent. The correctness of the legislative terminology depends on the decision to apply theoretical dilemmas, which means solving specific life situations on which the fate of the citizen depends. The role of terminological research is crucial for the theory and practice of criminal law. It is in this area the price of a word, sometimes even a letter or punctuation mark is extremely high. The scientists were unanimous that it was time to summarize the achievements of Ukrainian and foreign scholars on the problems of legal linguistics. This was the impetus for the development of this direction. Legal linguistics has a high status, namely as a science.

The main task of legal linguistics is to define the conceptual text of the law. If we analyze the list of scientific specialities, legal linguistics should be attributed to the philological sciences. Other sciences that are related to legal linguistics are philosophy of law, legal psychology, and legal science.

Purposeful process of knowledge of the law, which is subject, is characterized by external processes (historical situations, cultural conditions) and internal factors (outlook, consciousness, emotions, feelings), which are closely related,

interdependent and affect each other. It is also important to note the means of cognition on which depends on the result of awareness (comprehension) of law.

Considering the linguistic aspect of cognitive activity aimed at legal reality, in the context of covering the main characteristics of the subject of cognition, it is necessary to take into account several factors that influence the formation of the specified characteristic:

- 1) the existence of separate levels of cognition – sensual and rational;
- 2) features of legal outlook – the subject of cognition (stereotypes);
- 3) a quantitative indicator of the amount of legal knowledge concerning a particular field, their fundamentality or fragmentation, reinforcement of practical experience;
- 4) the subject's affiliation with a particular professional and social group (layer);
- 5) the level of consciousness of the subject of knowledge;
- 6) the type of law school and the type of legal reasoning that governs the subject of knowledge.

The first three factors are decisive for conducting legal linguistic research in the context chosen for the subject of the proposed article because they allow us to take into account the most objective factors that fill the characterization of the subject of cognition [3, p. 256].

The object of legal linguistics is the interaction of language and law, the legal aspect of language. Researchers note that legal linguistic studies the relationship of language to the law. Instead, linguistics law, as a separate area, studies the relation of law to language (linguistic aspects of law). First of all, the legal aspect of language is a language with elements of the law. In this regard, scholars have noted the relevance of an ontological understanding of language as an object of legal protection [1, p. 87].

Jurisprudence deals with such problems of the regularities of language, which underlie the text of the law, determine its creation and practical application.

Thus, two fundamental, related problems are the basis of jurisprudence research. The first problem is the problem of correlation of language laws (norms) with legal laws regarding the level of jurisdictions. The problem of the correlation between natural and legal language is the second. Law is at the forefront of the study of legal linguistics.

In this case, they speak of a set of historically legal laws and traditions that have already been formed, and legal language is seen as a system that, to some extent, seeks greater autonomy from natural language. The main purpose of linguistics is to study the social interaction of people on a linguistic background through the lens of law. The purpose of legal linguistic is to study the changes in language norms that occur as it approaches legal practice.

The methodological specificity of jurisprudence, according to scientists, should be considered taking into account the following linguistic parameters:

- 1) natural – artificial,
- 2) reflected (concerning the language) – conditional (about language),
- 3) spontaneously sensory – rational-logical,

- 4) conservative-static – creative-dynamic,
- 5) continuous-discrete [2, p.54].

Thus, it can be concluded that there are obstacles in the process of communication between a lawyer and a person who is not a specialist in the field of law, this is reflected in a misunderstanding of very specific terms. To address barriers in communication, scholars have decided to actively research the institute of legal linguistics. Revealing the linguistic aspect of knowledge of law, aimed at understanding the legal reality, it is necessary to take into account some factors that influence the formation of the characteristics of the subject of cognition, which include: the existence of separate levels of cognition - sensual and rational; peculiarities of the legal outlook of the subject of cognition (stereotypes); quantitative indicator of the amount of legal knowledge in a particular field, their fundamentality or fragmentation, reinforcement of practical experience; the subject's affiliation with a particular professional and social group (layer); the level of consciousness of the subject of knowledge; the type of law school and the type of legal reasoning that governs the subject of knowledge. Factors of negative origin should be called fragmentation of knowledge in the structure of legal consciousness and some cases the presence of stereotypes as features of the legal outlook of the subject of cognition. An important role in illuminating the linguistic aspect is the use of communicative theory, the idea of legal communication, where the language is the primary means, is through which it seems possible not only to maintain and develop legal relations and thus to ensure legal interaction but also to know certain phenomena of legal reality.

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FEMALE POLICE OFFICERS ROLE IN LAW ENFORCEMENT

Since the time of women rights implementation, policewomen have proved to be extremely effective and essential part of law enforcement, facing inequalities along the way. While recent advances in equality have been made, law enforcement is still seen as a male-dominated field. If we oversee further progress in the equivalence of the sphere, it is important to continue to work for gender equality in national policing

institutions. "It is often said that a woman must do a job twice as well as a man in order to get half the credit." This is particularly true of women in law enforcement. Women have been involved in various forms of policing for the last 100 years, but it wasn't effective until the Equal Employment Act of 1970. It claimed that women could move from the job of meter maids to patrol and detective work. Now only 1% of all top-level cops are women and the significant obstacles in the women career paths in the force structures have remained yet. The book "Police Women: Life with the Badge" by Alt Betty L. looks at the women police officers history and provides women at every first-hand account level, including those who drops out. It addresses discrimination, competition, lack of mentoring, differential treatment and sexual harassment, examining what issues play into the decision to stick it out or leave. It also takes in account family values, considering that these women return home at the end of the day and have to be emotionally persisted. Unlike other treatments of the subject, Alt and Wells show how women have turned the police work into a more community oriented model of policing, reduced police violence, served as a strong force to promote more effective response to domestic and made better community-police relations. With first-hand account combination, careful research and lively analysis, the authors are able to convey the actual women experience. "These women have made their careers behind the shield." - said Alt Betty L. in her book "Police Women: Life with the Badge".

Policewomen must be in our world because they more capable working in law enforcement. For example, scientists distinguish them from men qualities marking: hardworking, kindness, honesty, desire to help and different other.

America today is utterly accustomed to the look of all women going from work. Wives and mothers have made their choice to combine job and family life. More than the third of working age women are jobholders and they make up the third of the labor force. The more education woman has the more advantages she gets at work. More than half of the women- college graduates are employed.

Legislation has allowed women to make significant gains in broadening their opportunities for employment; however, prejudices still block the advancement in some fields of employment.

Throughout the 21st century police work, there were women who distinguished with their heroism and courage. Why is it so? Therefore, women, unlike male officers, show love for everybody and everything around them due to their nature and have more natural instincts to help other people, despite the political, social and material status and situation. I believe that the decision of women implementation to the police structures is one of the most successful in our country.

Drawing a conclusion, it is worth saying that women are still more resistant to service both morally and physically. Therefore, I consider it is necessary to employ women in the police service. They can also manifest themselves not only as officers, but also as psychologists, service organizers, advisers and in a word, are able to decide and realize.

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UKRAINE AS A PARTICIPANT IN THE FOSTER CARE PROCESS AND ITS COOPERATION WITH INTERNATIONAL FOSTER CARE ORGANIZATIONS

Article 20 of the UN Convention on the Rights of the Child declares that a child who is temporarily or permanently deprived of his or her family environment, or who in his or her best interests cannot remain in such an environment, is entitled to special protection and assistance from the State.

At the moment Ukraine has been declared a priority in state social policy, but at the same time we see a large number of disadvantaged families and growing child homelessness. Thousands of families cannot provide sufficient and high-quality care for their children. Perhaps many of us are used to this, but children are our future. In my opinion, there is a direct link between the upbringing of children and the formation of a society that could support Ukraine as a legal, democratic and socially developed state. The rise in crimes committed by disadvantaged children once again confirms the fact that we must use the international experience that has long ago occupied an important niche in many countries' social policies.

Foreign experience in countries such as the United Kingdom, the United States, Germany, Poland, and others indicates that the Foster Care and Child Care Institute is the most successful form of combination of a state-wide family care system.

Speaking in the language of scientists, foster care or foster care is the care of a child who is provided by persons (not always relatives) on a permanent or temporary basis through an institution recognized by these persons. Simply put, foster care is a substitute care for children that cannot be brought up by parents. Foster care may be performed temporarily in situations related to the illness of the parents (for example, HIV infected mother and / or father requiring ongoing hospital monitoring); with their imprisonment or in crisis family situations.

The International Foster Care Organization in the Netherlands (IFCO) is an international organization that exchanges information and experiences in foster care. Along with this organization is the International Agency for International Child Development Initiatives (ICDI), which provides legislation and programs at the international level. Thanks to these organizations, the world community supports those families who want to help children whose parents can not only provide them with an atmosphere of mental comfort but also provide them with everything they need.

The advantage of fostering is that the child does not break ties with his biological parents and can return to his family at will. This is especially important when relatives do not relinquish responsibility for their children, but under certain

conditions cannot do so. Basic child protection in the form of boarding schools has many negative features that deform the child's psyche.

Therefore, Ukraine must ensure a high level of social protection for children, not only because every child has the right to parental education in the context of national law. Ukraine on the road to European integration must fulfill a list of conditions that will allow it to become a truly highly developed social state. This is the way Romania went through as it sought to join the euro area, with the request to improve its policy on children, reaffirming the fact that children's problems are global problems.

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INTERACTION OF MULTIPLE CULTURES AS NECESSITY IN NOWADAYS WORLDWIDE COMMUNITY

Learning is always the key. Needless to say that people tend to evolve in their life in various spheres. For instance, it is hard to deny that people have to communicate in accordance to actualize their needs (both mental and physical demands).

The term “culturally diverse” is often used interchangeably with the concept of “multiculturalism.”

Sociologist Dr. Caleb Rosado, who specializes in diversity and multiculturalism, described seven important actions involved in the definition of multiculturalism:

- recognition of the abundant diversity of cultures;
- respect for the differences;
- acknowledging the validity of different cultural expressions and contributions;
- valuing what other cultures offer;
- encouraging the contribution of diverse groups;
- empowering people to strengthen themselves and others to achieve their maximum potential by being critical of their own biases;
- celebrating rather than just tolerating the differences in order to bring about unity through diversity [3].

Discussing as well as disputing are the aspects which define success of cooperation in small or large communities. Especially when we talk about language competence (system which includes certain ways of communication). This means that ability of sharing information and experience gives an advantage over ones that

haven't done the same due to their own preferences to stay aside discussion or cooperation.

If we talk about language, we must consider human consciousness. It is clear that without certain formed thoughts, attitude, and principles people won't be able to interact with each other in order to reach common goals. Whether it's business activity or simple work routine.

Typically, a group-differentiated right is a right of a minority group (or a member of such a group) to act or not act in a certain way in accordance with their religious obligations and/or cultural commitments. In some cases, it is a right that directly restricts the freedom of non-members in order to protect the minority group's culture, as in the case of restrictions on the use of the unacceptable vocabulary at official establishments [4].

Back to the very beginning first thing we observe, while talking or representing ourselves to others as members of specific social group, someone's else appearance (in this context – combination of our actions, facial expressions, and accents). But not of all people become thoughtful about the way they act and behave among the public. Which is wrong, because exactly manner of speech is an important aspect of communication between individuals in society not only at the workplace, but in general.

If we talk about multiculturalism as a specific way of interaction, this definition involves not only claims of identity and culture as some critics of multiculturalism suggest. It is also a matter of economic interests and political power: it includes demands for remedying economic and political disadvantages that people suffer as a result of their marginalized group identities [4].

Therefore, with the increase of tension in the intercultural relationships here appears the problem of finding ways to soften and overcome that issue of potential disagreements. This means that takes place necessity to prevent conflicts as a result of ethical, political, and religious differences between various cultural representatives. In my opinion, providing possibility to develop adequate methods (for example, compromising and thoughtful consideration of topics) in interactions of numerous groups would determine achieving satisfactory option for both (or more) parties.

Since intercultural dialogue is one of the most effective methods approved in this interaction (subject to performing it properly in accordance with the treaties and customs of the international community). By the way, international organizations (the Council of Europe, the European Union, the OSCE) pay attention to the intercultural dialogue's ability to build a system of tolerant relations in a multinational society by organizing roundtables, seminars and conferences regularly. In addition, if reservation of diversity may lead to solitude and isolation from the global community, then the dialogue between cultures would guarantee an essential basis for further development [2].

Scientists classify corporate philosophies as follows: they can promote technologies; they can centre on new markets and the utilization of distribution channels; they can be concerned with regional expansion, entry into new market

segments, corporate mergers and the quest for market leadership, or they can aim to secure leadership in quality, service or cost [1].

They can also focus on outdistancing, or catching up with a competitor and finally, they can be concerned with the well-being and the development of the staff. Not only the variety of communicative purposes and corporate philosophies can as vary depending on the company and its corporate culture, but also on the company's country of origin [1].

National conventions and values, especially those connected with specific communicative activities such as business meetings (e.g. the nature and relative importance of setting arrangements, and preferences for formality– informality), play a role in one way or another [1].

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THE ESSENCE OF TEACHING LEGAL REASONING AND LEGAL WRITING TO FUTURE PROFESSIONALS

‘Legal Reasoning, Writing, and Research’ is one of the most important courses you will ever take in law school, or use in your future law practice in many foreign countries. It may also be one of the most frustrating and time-consuming law school courses for many students. This is because the student is required to learn new and different approaches to legal reasoning and legal analysis; new legal writing techniques and a new legal citation format; and new systems of researching legal precedent as mandatory or persuasive authority. These techniques must be mastered, however, in order to become an effective attorney – and one's frustration and time-consumption will lessen as one's expertise grows with practice [2].

In today's world, knowledge of English language as a unified tool for intercultural communication is extremely important for professional practice of lawyers. Globalization processes, their rapid changes, that also affect the professional

activity of the lawyers, require from a future law specialist not just acquired special knowledge, but also formed competencies, including vocationally-oriented English communicative competence, a special feature of which is reasoning, i.e. ability to prove their legal position and refute the other party's position.

Given the fact that English speaking is an integral part of the work of a lawyer, the ability to state reasonably your position on the letter is crucial to learning English reasoned writing of future legal professionals in higher legal educational institutions. The reasoning of written language is a distinctive feature of the lawyer's speech. Ability to substantiate their position, prove the fidelity of their judgments or the refutation of their opponents is crucial for the future lawyers. In a broad sense, a lawyer's job is in the implementation of this particular ability to think in the legal plane in verbal and written speech. The existing connection between thinking and speaking indicates to the fact that speech is the material shell of thought. Thus, understanding and apprehending the content of logical reasoning, compliance with its key rules serve as a foundation for teachers of legal English in the process of teaching reasoned English, revealing its content in terms of reasoning and performing one of the most difficult tasks in preparing a law student – to teach him/her to think as a lawyer and to formulate his/her thoughts accordingly on the letter [1].

The purpose of teaching English reasoned writing to law students is to form professional communicative English competence in reasoned writing speech.

Based on these goals and objectives it becomes apparent that the types of written texts such as essays, reports, writings are ineffective in achieving these goals. Moreover, teaching of the future lawyers, including reasoned writing, should develop students' skills that they will be able to apply in the future professional practice, and therefore should be based on kinds of legal texts that lawyers work with. Namely:

- 1) Notarial documents: contracts, licenses, power of attorney, will;
- 2) Procedural acts: plea, petitions, orders, rulings and decisions of courts;
- 3) Legal documents: legal acts, supporting documents of bills;
- 4) Legal correspondence: memorandum, letter of advice, letter of request, letter of intention, letter of warning, letter of analysis.

As part of my research I see for necessary to consider specific features of Legal English:

- Use of professional terms that for the most part is unclear to non-professionals and the use of familiar words in another sense;
- Latin usage. Just like in Ukrainian, lawyers in English are often using Latin words and phrases in the original without translation;
- Use of doublets and triplets. The practice of combining languages to indicate a single phenomenon in legal English started back in a medieval period when lawyers used Latin, French, and English languages at the same time. To avoid inaccuracies lawyers combined words from different languages. Nowadays the trend to use doublets and triplets remains, however only as a tradition, as a particular feature of the legal English language;
 - The use of archaic terms;
 - Use of pro-forms, such as the same, the said, the aforementioned, etc.

Undoubtedly, all these characteristic features of legal language are important while learning English reasoned written language and require in-depth attention from the teacher by developing a cycle of exercises aimed at training and improving the vocabulary, syntax and legal style of English language. Awareness of these features is also important because it affects lawyer's written speech depending on the recipient of this text.

Thus, this study reveals the content of learning English reasoned writing of students of legal profile, distinguishing its features in terms of reasoning and creating the necessary basis for further research, particularly in the aspect of developing new methodological models of teaching English legal reasoning and legal writing.

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PROFESSIONAL ORAL COMMUNICATION OF POLICE OFFICER

The culture of communication of police officers is determined by the fact that they are polite in different situations related to their activities, should be tolerant, maintain exposure, not be rude to roughness when conflicts arise in communication [1].

One of the pressing problems of increasing public confidence in the police is the problem of professional communication of police officers with different categories of citizens.

Oral communication is a form of realization of speech activity with the help of sounds, which is a process of speaking.

When dealing with individuals, the police officer must understand what they want to tell him and differentiate between dialogue, monologue and polylogue, since all these types are forms of oral communication. During the dialogue dialogue is exchanged between the participants of the conversation. During the monologue, the expanded utterance consists of a series of sentences that are consistent in meaning and grammatically.

Polylogue is a form of communication between several individuals, where each participant has his or her own distinctive point of view.

Oral speech is widely used by additional means of expression, namely:

1. intonation (the basic structural, communicative and expressive means of speech);

2. gestures (body movements that accompany human language to enhance its expressiveness);

facial expressions (motions of the facial muscles that express a person's internal state of mind), which also carry information about the speaker's personality, about his attitude to the content of what has been said [3].

It should be noted that the perception of the oral text depends on the length of the sentence (the number of words in it), the length of the word (the number of multi-compound, long words), the number of personal pronouns (which can be heard more easily than impersonal).

Oral repetition requires meaningful repetitions to emphasize headline, emphasizing the key, and enhancing your impression of the said [2].

The police officer when communicating with persons should be present clarity of messages, brevity, consistency, persuasiveness, logic and clarity of explanations and arguments, clear pronunciation, normal and average tempo of speech clearly, the correspondence of the voice of the situation, the ability to change the tempo, make them their situation with which they ask for help lacking overconfidence.

It should be remembered that the content of communication must be constructed in a certain way. At the beginning of the speech it is desirable to indicate the goals, perspectives, assumptions about the results, and at the end - the results are summarized, the retrospective and the degree of achievement of the goals are shown.

The police officer must understand that each person's oral speech indicates the level of their education and culture. But first and foremost, do not mislead yourself and other police officers by creating a misunderstanding of the translation when speaking.

Therefore, professional oral communication is characterized by the presence of different features of speech culture, as well as by their linguistic features. In order for a police officer to be able to properly communicate with different categories of citizens (including colleagues, management and media), he needs knowledge of these components.

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SOME ASPECTS OF INTERCULTURAL COMMUNICATION

Intercultural dialogue dates back to ancient times, since there was a need for close cooperation between people in order to learn from the experience and to learn new aspects of social life. This issue does not remain relevant today, as the achievement of information development has eliminated any obstacles to intercultural communication.

Notwithstanding recent technological advances: the World Wide Web - the Internet, social networks, digital gadgets, etc., there are problems in the process of learning foreign languages, in particular, in the key to their direct use in the speech process among speakers. Discussion and study of ways to improve the state of intercultural communication were reflected in the works of: V.P. Kostomarova, E.M. Vereshchagina, V.V. Vorobyova, P.V. Donets, A.P. Sadokhina, G. Krumma, F. Guinecamp and others.

First of all, the term "intercultural communication" is understood as a science that studies the peculiarities of verbal and non-verbal communication of people belonging to different national communities, and the subject of its study are ways of avoiding misunderstandings on the cultural basis in dealing with foreigners [2, p. 248]. Important is the fact that there is a direct complementary connection between the study of a foreign language and the process of intercultural communication, because of the applied nature of each stage of acquiring new knowledge, that is, a peculiar way of acquaintance with another culture through its main carrier - language, which is a direct reflection of the language culture, traditions, perceptions of the world, everyday behavior and things.

The communication process uses a large number of codes (gestures, facial expressions, kinesics, symbols, etc.), the most important of which is crazy (verbal). The linguistic aspect of communication, in particular, concentrates around it, in the sphere of intersection with the factors Activity, Situation, Text and Thesaurus. The language code can be interpreted as a complex multilevel semiotic system of verbal signs (primarily lexical ones) in the direct meanings of the latter, as well as the rules for combining them in other words [3, p. 158].

Let us consider the interpretation of words in English and Ukrainian on the example of the word "happiness": unlike in the Ukrainian sense, its English equivalent of happiness does not contain the share of " ". According to etymological sources, the token of happiness is derived from Middle English "happ" and from Indo-European "kobb"-performing the magical action associated with the future, in modern English the words "happiness" and "happy" convey the meaning of contentment with life in general and are applied to a person in a state of a certain

welfare. On the other hand, the Ukrainian "happiness" is understood "not alone" and represents the meaning of life. The British word "happiness", in its turn, has a special emotional and semantic evaluation and is quite commonplace, everyday [1, с. 16].

Thus, the concept under consideration reflects not only nationally peculiar values, but also feelings and experience of native speakers. It expresses a special style of thinking and a distinctive way of being a national linguistic personality, which is revealed in communication. Therefore, one of the conditions for achieving mutual understanding in intercultural communication is the comprehension of those value bases on which the linguistic consciousness and consciousness of native speakers developed.

So, we come to the conclusion: there is an urgent need to develop intercultural competence based on a holistic (<language - language - discourse>) conception of a foreign - language "dialogical life". This makes it relevant to formulate, along with linguistic and speech competence, discursive competence, which develops the ability to engage in dialogue in accordance with the national characteristics of the discourse. Of particular importance here is the knowledge of the conventional style and register of communication, non-verbal means of communication and the acceptable degree of influence on the interlocutor. This can be facilitated by an immersion in current intercultural practice and familiarity with its peculiarities.

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THE ROLE OF FOREIGN LANGUAGE IN PROFESSIONAL ACTIVITY IN THE CONTEXT OF PAST APPROACHES TO ITS STUDY

Language is a means of communication and, in its essence, a bridge between a person as a "reptile" and a modern man, who, through this medium of communication, was able to reconcile many processes that in turn created favorable conditions for the further development of the individual in a single sense and society

in general. So, with the gradual development of transport between countries and further between the continents, the importance of understanding the language spoken by the peoples of that time became a painful place in the development of those lands and the creation of civilization there. However, even then, people understood the necessity of learning languages, and this gave them incredible benefits in achieving success in their personal and professional lives [1].

Nowadays, in most countries of the world, especially in Europe and America, knowledge of 2 or more foreign languages is the norm, while in Ukraine, knowing at least one of the languages is considered a huge achievement. Unfortunately, this situation narrows the range of professional opportunities within the borders of one's country. Only one-time monitoring of job sites is enough, in order to understand how much fluency in foreign languages extends the range of professional opportunities. At least 7 out of 10 vacancies require knowledge of at least one foreign language. Thus, according to the Magazine, it is practically impossible to achieve career success in the following professions without knowledge of English [2].

1. The head of the company. It is a person who directly performs all operations on behalf of an enterprise, institution or organization. The manager should understand that there are not enough resources to provide income growth and to make more profit in the modern internal market, hence, it is a vital condition to communicate with foreign partners in their language, Firstly, translator services are not always possible, often it may cause some misunderstandings, and secondly, using one language builds trust of a foreign business partner to a manager who cares about the prosperity of his company.

2. Journalist. A good journalist must have at least 2 foreign language certificates since their activity is directly related to information, the main source of which is foreign agencies, websites, representatives of foreign countries and so on. Of course, being a journalist is possible without knowledge of a foreign language, but it shackles them and puts them in a "cage" that limits his career.

3. Freelancer. In essence, freelancing is almost impossible if the person does not speak at least Russian since the Ukrainian market for free-riders is not developed and the main clients are English speakers or persons who speak Russian.

4. Sales Manager. Their main task is to sell the maximum number of products to customers, and the range of these customers is determined by the professionalism of the manager and how much skills of professional comparison, presentation, and belief in the product or service he/ she has. Nevertheless, without the involvement of foreign clients, the full realization of the enterprise's potential in the interests of which it operates is practically impossible.

5. Programmer. Ignorance of English for a programmer is the same as if the economist does not know what the economy is, and the police officer does not know the regulatory framework on which their activity is based. This is because virtually all programming language is based on the English language, so this is not about preference, but an opportunity to be a programmer [3].

These are professions that began to develop in the late 20th and early 21st centuries and are still developing rapidly. At the same time, the claim that there are professions that do not require foreign language skills is somewhat incorrect, since

such professions are low-paid, physically difficult or dangerous. By this time, the stereotype had already taken hold, saying, "I have succeeded in professional activity without knowledge of the language, and therefore it is not necessary." The truth of the matter is that such people acted solely within their own country and do not understand what opportunities they could gain abroad if they exchanged experiences, attended seminars or webinars there, and thus made a significant contribution to the development of a particular field of activity.

With regard to the profession in law enforcement, after the collapse of the USSR, there was an opinion that knowledge of a foreign language in this profession is not a necessary condition for the success of police officers or other officials, but this statement became irrelevant. This is explained by the fact that after the collapse of the USSR there was a sharp deterioration of the educational process in Ukraine, the quality of learning and command of foreign languages deteriorated sharply. This situation has led to the fact that only 18% of Ukrainians speak English at an average level, although 89% have studied or are studying English. By comparison, more than half of EU residents speak at least two languages, of which 38% speak fluently. The best results, according to the EF English Proficiency Index, have been fixed in Sweden (70.94%), the Netherlands (70.58) and Denmark (70.05). According to Speaking Ukraine, interviewed residents of Ukraine understand that knowledge of a foreign language opens new horizons for professional activity and success in life, but they are not ready to spend enough effort to study it [4].

So, in order to succeed in one's profession, to speak at least one foreign language is a necessity, which is interpreted by modern realities. Previously, post-Radian society in most cases did not care that they did not know even one foreign language, but today it is a restriction that does not allow a person to fully develop and enjoy all the benefits of the modern civilized world, from rest to politics, even English on the average level unleashes hands and gives confidence in their professional activity. And one of the conditions for success is knowledge of at least two foreign languages, which with the right approach can significantly influence the fate of a person who wants to improve and invest in the development of society.

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TRANSLATION PECULIARITIES IN MASS MEDIA

One of the most significant intangible needs of humanity is need for information. Due to globalization process every day we get access to more and more resources, foreign too. Nowadays the Internet and mass media have the greatest demand among people as source of information. In addition, they influence the most. Therefore, the problem of foreign mass media texts translation is actual. The right translation is the key to correct understanding. In this article we will try to highlight the main translation aspects in mass media.

In any translation lexical, grammatical, stylistic, and other features of the language play the great role. The translation of media texts is not an exception, because translation from one language to another is a complex process of the translator's mental activity and adequate reproduction of the text by certain language means. Nowadays, translation of media texts has become not only important but also an everyday occurrence of the world community's life, therefore much attention is paid to the role of texts/messages in the life of society. So, studying the peculiarities of translating newspaper texts is very actual because of development international relations in the fields of politics, culture, religion, finance, economy and so on. Translation of newspaper articles differs from the translation of fiction or technical literature. Thus, among the genre-thematic diversity of media texts, it can be distinguished the following types of texts:

- news stories (events chronicles);
- comments;
- interviews;
- promotional materials;
- analytical reviews on various topics (economics, politics, finance, social life, social problems, science, art, culture, and more);
- sports news and reports [1, p. 60].

The nonfiction style has a significant place among the functional styles in modern language. It is characterized by socio-political orientation. Its goals are to inform the reader about the most important events and facts of life in our country and abroad accurately, easily and clearly, to inference the reader, to cause certain reaction to the facts and events reported, and sometimes to induce certain actions. It is characterized by the following stylistic features [4, p. 7]:

1. Strict logic. The publicist tries to convince the reader of one or another assessment of social phenomena. This stylistic characteristic shows itself in the genre of article that differs in depth of fact analysis.

2. Factography, imagery. The publicist looks for how to influence the reader's ideas, his or her feelings. To achieve this goal, publicist turns to the figurative reflection of the world, to the bright descriptions of events, people's behavior, circumstances, thoughts of depicted people. However, unlike a writer, a journalist must follow strictly the facts.

3. Emotionality. Strictly logical statement of material in mass media is combined with revealing the emotional author's attitude to the things described. Publicists make extensive use of spoken words for emotional impact, and often in the immediate neighborhood of literary words.

The process of translating the mass media texts can be divided into some parts. There are some moments which should be paid attention to:

1. The title. It can be identified 4 main ways to transfer headers:

- authentic reproduction (transmission of the title in the form in which it existed in the original language):

Faux pas [The Washington Post: March 21, 2013]

"Dolce Vita" [Sunday Mirror: Apr. 03, 2010]

- full equivalent translation:

«*Seven wonders of the world that may soon disappear*» [Daily Mirror: Aug. 10, 2013] - *Сім чудес світу, які незабаром можуть зникнути.*

«*Web Censorship in China? Not a Problem by Says Bill Gates*» [The Guardian: Jan. 26, 2010] - *Веб-цензура у Куні? Не проблема, вважає Біл Гейтс.*

- partially equivalent translation:

«*British mum Maxine Marin shocked after giving birth to Spain's heaviest ever baby*» [Daily Mirror: Aug. 09, 2013] - *Британка Максін Марін в Іспанії народила дівчинку вагою понад 6 кг.*

The Highest Skyscraper Built in Dubai [The Guardian, March 15, 2010] - *У Дубаї закінчилося будівництво найвищого у світі хмарочоса.*

- complete replacement of one title by another during translation from the original language into the native language:

«*Can the Leopard Change His Spots?* [The Daily Telegraph: Feb. 18, 2010] - *Природу не змінити.*

Being a Good Golfer! [The Financial Times: Jan. 26, 2010] - *Що означає добре грати в гольф!* [3].

1. Special terminology. There are many vocabularies that contain the number of terms and can help while translating.

2. Idioms. The translation of idioms in English-language articles is also quite complex. In order to adequately translate them, the content of the article must be carefully considered, and it should be refused formal vocabulary in favor of functional accuracy.

«*Volcano emission just a drop in the ocean*» [Sunday Mirror: Nov. 30, 2010] - *Виверження вулкану: лише крапля в морі.* This idiom is not difficult to translate, as it is quite common and has a Ukrainian equivalent, fixed in the dictionary.

China Growth: Still Up in the Air [Financial Times: Feb. 22, 2010] - *Економічне зростання Китаю: все ще велике питання.* In the Ukrainian language, the phraseology "up in the air" can be replaced by the words: «*вилами по*

воді писано», «поживемо-побачимо». Because of the colloquial nature of these expressions, they cannot be used in translating. Therefore, the idiom "up in the air" must be translated as "big question" [3].

1. Neologisms. In the modern scientific literature, many researchers have identified the following main ways of translation of neologisms:

- transliteration and transcription;
- tracing;
- descriptive method;
- direct inclusion;
- approximate translation [5, p. 144].

1. Spoken and low words, slang and profanity. They express a certain attitude of the author of the material, and create a certain image and stylistic effect [2, p. 639].

2. Quotes and allusions. In order to translate allusions and quotations, it is necessary to have background knowledge, to be able to recognize them as quotes, and to have the skills of refer to classic translation sources. The translator must compensate the lack of such knowledge by intuition, linguistic sense, and constant recourse to dictionaries and other references [2, p. 641].

In conclusion, we want to sum everything up. During translating mass media texts it is so important to take into consideration every detail. In order to save the sense and style of text, it is necessary to do everything step by step, check the truth of the facts, look into the dictionary from time to time and not to forget about emotional content. Knowledge of stylistic features and orientation in mass media sphere will help with translation without problems.

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PUNCTUATION IN THE LIFE OF MODERN SOCIETY

The problem of predicting the ways of language personality development by punctuation is not new. It is represented in the works of the following national and world scientists: O. Potebnia, B. Grinchenko, V. Simovych, I. Vygokur, I. Ogienko, S. Yefremov, I. Boduen de Courtenay, L. Shcherba, M. Shumylo, I. Synytsa, R. Dub, V. Polishchuk, T. Panko, V. Sukhomlynsky, Y. Apresian, N. Kholmsky, U. Sheif, L. Krysin, U. Lobov, S. Erwin-Tripp, Ch. Filmor. The importance of punctuation marks have tirelessly persuaded to all generations of pupils by their teachers at schools, to students by lecturers at universities. It would seem that everything is very simple: you should study the rules and use them in your practice. However, the accelerated pace of modern life with its technological innovations requires some adjustments. Unfortunately, even those speakers who are well-versed in punctuation, can ignore it. What is the reason?

Nowadays we often write emails, SMS messages, or just transcribe on social networks. This is a natural process of the development of our society. It is extremely fast. Therefore, to keep pace, people without special agreement began to shorten words and phrases to avoid punctuation. It is quite convenient, but it is the kind of “mass illiteracy” that causes a lot of misunderstandings.

Probably, everyone knows the phrase “you cannot be pardoned,” in which the meaning of the sentence depends on the comma. There are many similar variations: “you can’t wait to act”, “you can’t say nothing” and others.

English writer Lynn Thrass wrote the book “Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation”. The raisin of the work is a joke in which an unnecessary comma changes the English word “shoots” (vegetable shoots) to the verb “shoot”.

However, the problem of ignoring punctuation has gone beyond public discussion and is a common occurrence in the texts of journalistic materials, official appeals, lawsuits, and even in public trials. There are various examples. Recently Volodymyr Hunchyk, the head of the Volyn Regional State Administration, asked journalists of online publications to place punctuation marks in publications on ATO correctly. According to the head of the region, incorrectly placed comma can sometimes change all meanings and values. In fact, for the families of the fallen soldiers all the points, even the punctuation, are important.

The Genuis website, which publishes lyrics, has accused Google’s search engine of copying material without permission. Google ignored this appeal, but Genius caught the hot search engine with non-standard apostrophes: it began to alternate in its texts as usual (‘) and as a comma (’). As a result, Google search engine began to publish texts with the same apostrophes. EU fined Google for \$ 1.7 billion.

Unfortunately, there are so many other similar cases of ignoring principles of punctuation. One of the events, which happened in 2008 but still has not lost its relevance, is a report by the Institute of Media law about the unnecessary comma in the new version of the Law of Ukraine “On Advertising” (Article 5). There was not it in the previously discussed project of the document. Lawyers expressed fears that everyone might treat this comma differently. Moreover, in the branch of law it is dangerous.

Sociological surveys and experiments on determining the role of punctuation in modern life indicate that the older generation explains the absence of punctuation marks or other errors in modern text messages by author’s illiteracy. Young people, on the contrary, believe that the absence of punctuation marks and some mistakes made by the author intentionally give the text emotional color; they are the means to express certain feelings. In addition, the dot at the end of the message is distracting to some readers. However, the first place in the ranking of “suspicious” punctuation marks is the exclamation mark. The youth find it too aggressive.

Therefore, it is an undeniable fact that punctuation was, is, and will be important for texts of any type and for society as a whole. It cannot be ignored in any way. So, all of us should learn to use the punctuation marks intelligently in the conditions of the “Internet” present, and not avoid them. In this regard, it is worth agreeing with Konstantin Paustovsky, who figuratively compared punctuation marks with the note state in music, noting that they hold the text firmly and do not allow it to crumble.

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THE BASICS OF THE DIALOGUE POLICE’S PROFESSIONAL COMMUNICATION IN UKRAINE

The rapid democratic path of Ukraine’s development and its orientation to European standards are based on active cooperation of the population with representatives of the National Police in which effective professional communication is one of the important areas of their professional activity. Communication plays a significant role as a regulator of the police-citizen relationship.

Article 11 of the Law of Ukraine "On the National Police" establishes the principle of police cooperation with the population on the basis of partnership, according to which police activity is carried out in close cooperation and interaction with the population, territorial communities and public associations on the basis of partnership and aimed at meeting their needs [2].

Within the process of reforming the National Police of the Ukraine new structural units are constantly being created and staffing is being upgraded.

More than eight new units of the National Police were set up last year which are communication police or dialogue police. The main tasks are establishing communication between participants of mass events, de-escalation of possible conflicts, stopping the aggressive citizens through communication. Dialogue police often perform their duties during large-scale events (protests, football games, religious events, etc.) where the primary purpose is to establish correct speech behavior as well as to establish dialogue with the organizers and participants of such events using their communication skills. An integral components of dialogue police's communication activities are explanation of the current legislation, negotiations with the organizers of actions, removal of tension between people, the role of an active listener. One of the basic principles of this unit is the principle of communication. Employees of the unit are constantly in touch with participants of the mass events and communicate with them before, during and after the event.

The professional communication work of the police officer implies the presence of a high level of speech culture the components of which are a certain set of knowledge and skills that ensure the effective flow of communication. The communicative competence of a police officer is: personal qualities that allow him to solve successfully communicative tasks (establish and maintain psychological contact with different categories of citizens, listen carefully, clearly explain, to structure and objectively evaluate the information received); knowledge of social norms that allow you to navigate the situation of communicative interaction; skills in understanding social and cultural problems [1, p.4].

Effective communication of the police with the public requires the realisation of verbal forms of speech behavior, namely a form of dialogue. Dialogue is one of the forms of communication in which the exchange of expressions takes place directly between the participants of the conversation. The police officer should build his communicative model based on the following principles: correctness (compliance with orthoepic, spelling, lexical, morphological, syntactic, stylistic, punctuation norms); content (deep understanding of the topic and main thought of the statement); consistency (logic and conciseness of thoughts); accuracy (depends on the depth of knowledge and erudition of the individual, as well as on the active vocabulary); expressiveness (expression of one's own attitude to the subject of speech); relevance and expediency (assessment of communication situation, status, mood of the addressee). Dialogue type of communication is aimed at solving common problems, allows to reach a deeper understanding, facilitates finding a compromise in conflict situations. The transition of a police officer to a dialogical communication requires a more attentive attitude to the questions that the interlocutor may ask. It is necessary to follow the rules of asking questions and avoiding mistakes [3, p.23-24].

Therefore the police unit of preventive communication is a new unit within the structure of the National Police of the Ukraine whose task is to prevent provocations during peaceful actions and protests. The police are obliged to communicate to the public that any conflict or incident can be resolved through language and communication without taking coercive action.

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THE MODEL OF SPEECH BEHAVIOR OF POLICE OFFICER AND ITS FORMATION BASED ON PRACTICAL TRAINING

Communication is a basic form of understanding of a particular individual with others in a society in which various social relationships are realized every day. Communication is expressed through the exchange of information and knowledge that leads to understanding and compromise between people.

During the reforming of all spheres of public life in Ukraine the main goal is to achieve a common result that can only be obtained through constant communication with one another.

The activities of the National Police of Ukraine are a drastic step in the reforming of the law enforcement system but unfortunately such reforming has not reached its final result and needs further improvement in terms of changing the level of public trust in the police. It is possible to increase this level through the professional communication of police officers with representatives of various layers of Ukrainian society. Professional communication of Ukrainian law enforcement agencies is enshrined in legislation: the Law of Ukraine “On the National Police”, the Disciplinary Statute of the National Police of Ukraine and other normative legal acts.

Policeman is involved in public relations and is an arbiter in conflict situations. One of his responsibilities is to adhere to a correct and dignified model of speech behavior that can only be worked out through the systematic development and improvement of his or her communication skills [2].

Nowadays an effective means of working out a model of speech behavior is practical training. Practical training is a special form of learning during which a person acquires the most knowledge, gets new skills, revisits his own values and

priorities, adjusts, refines and develops certain qualities and properties of his personality, selects for himself those forms and methods of behavior that are appropriate to the situation and personality. Effectiveness of acquiring new knowledge through practical training reaches over 90 percent. The end result is the acquisition of new knowledge and the formation of more successful models of speech behavior. Today there is a large list of methods used during the practical training: discussion methods (group discussion), game methods (business, creative, role playing), a method of sensitivity training (non-verbal exercises aimed at empathy towards communication partners).

Scientists offer the following examples of practical trainings that contribute to working out better speech behavior of police officers:

- perceptually oriented practical training of sensitivity which aims to increase sensitivity to non-verbal manifestations (facial expressions, poses, distances) of a communication partner;
- affiliate training the content of which concentrates on building the skills of effective partnership;
- training interaction in an aggressive environment aimed at acquiring the skills of self-control and behavior in the situation of conflict of interest, attitudes, thoughts, unmotivated aggression [1, p.12–13].

Today the communication departments of the National Police Chief Offices of the Ukraine in collaboration with various domestic and international organizations carry out a large number of various training sessions for police officers.

Thus the National Police headship in 2018 conducted a practical training “Effective communication” for the operators of “102” service. The purpose was to increase communication and speaking skills in the conditions of rapid and competent response to the applicants’ appeal. Within the training the following topics were covered: telephone communication skills (training of skills of active perception of the information and maintenance of dialogue with the applicant, so-called active listening), skills of non-verbal communication during a telephone conversation (training of speed, rhythm, intonation), struggle with monotony of an operator (developing the ability to maintain a high concentration at work in the face of monotonous tasks), communicative techniques of conflict resolution (diagnosis and management of conflict situations) and others.

Another example is the two-day training “Effective Communication of Police with the Community” with the support of the UNDP in 2019 in Luhansk Oblast. The participants of the event mastered the communication strategies, their mechanisms and algorithms which will improve the dialogue with the society and the quality of police services.

Last year, in Vinnytsia, with the support of the NGO “Parostok” a sign language training for 60 police officers was conducted and a mobile application was created – a dictionary of the Ukrainian sign language for police officers. This training included the need to cover the principles of inclusivity while communicating with different categories of Ukrainian population. Police officers learned the gesture language and gained new knowledge that will help every citizen feel safe and receive quality services.

Therefore police officers interact with a wide range of people (victims, witnesses, officials, colleagues) in their service activities during which it is necessary to find common ground with each person and reach a compromise solving important issues. Communication and speech behavior are the main tools in these situations. Choosing the right model for such behavior is the key to resolving the conflict. Practical training is a basic and effective form of acquiring the new communication skills that are necessary to communicate with others.

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MECHANISMS OF ACTUALIZATION OF INTERTEXTUALITY AND PRECEDENTIALITY

Mechanisms of actualization of intertextual relations interest researchers of different branches of science for a long time. They are being learned on materials of different discourses, including poetic, which illustrates relation between texts quite originally. Linguistic interest to the question of intertextuality fulfillment caused by the fact, that one of the main explorative directions is an analysis of text on all of its structural semantic levels of organization. There is a diversity of intertextual studios, based on a particular aspect of research among the modern linguist`s thoughts. In spite of diverse approaches, the most topical in the theory of intertextuality is the idea of the “another`s” text, comprehension of intertextual elements inside of text, which give the text supplementary energy charge and make relations between appointed and previous text and social or personal context of the author`s life. Intertextuality is viewed mostly in terms of means of fulfillment in actual texts (S. Hurbanska, N. Kondratenko, O. Perelomova, L. Statkevich, P. Torop, M. Tukhareli, N. Fateeva, Y. Shvets and others).

Diversity of available intertextual concepts assisted to the appearance of broader and narrow interpretation. Among them researchers distinguish an interpretation of intertextuality through the lenses of dialogical correlation, when each new text consists the link on previous texts. Whereas there addressee has to decode the author`s intention, perceive proposed text in its dialogic correlation.

Difference in interpretation of intertextuality makes producing of the common fundamentals of classification impossible. The main criterion of classification of intertextual interspersions is the nature of relation of different texts, the degree of change of the original text (word-for-word using or not), amount and structure of intertextual element, appearance of markers.

Diverse mechanisms of actualization of intertextuality (quote, allusion, reminiscence and so on [1; 2]) are specific signs of modern artistic discourse, which is pierced through by polyphonic nature. Built up textual space always demonstrates dialogic correlation with Ukrainian and foreign literature, biblical, mythological, folkloric other plots and motives. Relevant plots and motives illustrate not intertextuality only but also precedentuality, which are related as general and partial: everywhere, where are presidential units, intertextuality actualizes at the same time too, but not always, when there are intertextuality there are precedentuality too.

As known, precedentuality shows up through the direct correlation of precedent phenomena with significant occurrences of cultural and social life of certain society (compare: “precedent phenomena – phenomena, known well for all representatives of national linguocultural community; actual in cognitive and emotional terms, appeal to which is always renewed in speech of representatives of particular national linguocultural community” [3, p 159]). The precedent phenomenon is an example and similar situations are modeled on its basis. Most scientists share traditional position, that among precedent phenomena we should distinguish precedent names, precedent uttering, precedent texts and precedent situations as units of the system of verbal precedent phenomena.

Precedent phenomena are polyfunctional, are appropriate signs, perfect examples, they have certain number of differential signs, which cause actualization and correlation with a source text. So they are those means, which actualize intertextual relations.

Now it's obvious that researching of intertextual forms is not enough, but is very important, because using a specific language tools, what actualizes precedentuality and through this intertextuality, requires reader's appropriate background knowledge and erudition, and in such a way lifts Ukrainian fiction literature to the world level.

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YOUTH PARTICIPATION IN THE DEVELOPMENT OF STATEHOOD OF MODERN UKRAINIAN SOCIETY

Youth participation in the development of modern civil society has not yet been the subject of special consideration by scholars. The active life position of the young generation as the beginning of civil society should be the subject of philosophical and legal reflection. In particular, the socio-philosophical rationale requires the study of the nature of modern youth. The manifestation in the society of discrimination against young people and violation of their rights to education, work, professional activity, limitation of individual rights requires legal evaluation.

The social nature of the younger generation lies in the desire to move from the overwhelming opportunity to be the object of social influence to the opportunity to be the subject of social and transformative activity. The acquisition of high levels of socially positive links and relationships by young people depends on many factors, among which the most important are the level of justice and legal culture, strengthening political and economic stability, increasing the effectiveness of youth self-government, and overcoming manifestations of crime and extremism.

In the context of a radical transformation of society and the formation of civil society institutions, the role of young people is greatly enhanced. This is due to the fact that young people, less than other generations, are adapted to the political and socio-economic system, which is obsolete in its development. In addition, they not only copy the proposed patterns of adaptive behavior and interaction, but also introduce new content into them under the influence of changing living conditions. Thus, the peculiarities of the development of Ukraine are largely determined by the political and legal situation of young people [3].

The new generation of youth performs special, non-substitutable and not implemented by any other group of population social functions:

1. youth master the already achieved level of development of society and the state;
2. young people, as they enter into work and social life, are the main objects of education and upbringing, socialization and adaptation;
3. the young generation is the main subject of social displacement and economic mobility, it is fully integrated into existing socio-economic and political relations;
4. young people have the function of social reproduction, responsible for the lives of previous generations, for the preservation and continuity of social development.

The implementation of these functions shapes the innovative potential of the young generation. The younger generation can be a factor in both the acceleration and the slowdown in society. In the process of realization of the basic social functions, becomes formation of youth subjectivity and its influence on society. It is related to overcoming certain internal and external contradictions. In the desire to gain independence, the young generation is forced to overcome internal contradictions as the product of manifestations (openness and seclusion, nihilism and fanaticism, etc.). External contradictions arise in the process of interaction with society, in the face of its harsh demands [4].

The experience of recent years shows that a large part of the population, especially young people, has been able to quickly absorb the ideas, views, values of a market economy, to adapt to modern socio-economic and political realities, is actively involved in the process of building a new society, its protest potential is growing, in particular, it manifested itself through the Revolution of Dignity. Experts note the lack of social immunity among young people in relation to the activities of various groups promoting ethnic and religious-political extremism.

Numerous researches started by scientists show that reforms can only be effective if young people are actively involved in the process. It is necessary to expand the social base of transformation, to prevent the rejection of a large part of young people, to unlock the creative potential of young people, and to consider its social resource as one of the most important foundations for the formation of both political and non-political institutions, institutions of civil society, modernization of Ukraine as a whole.

At present, as never before, it is necessary to increase the attention to the youth from the state, to show political will to gradually resolve its pressing problems. This requires a systematic, thoroughly validated, scientifically sound and long-term plan of action, the results of which would be tangible in the near term [2].

Society should consider youth as the most important strategic resource among raw materials, energy, financial and others resources. The importance of youth as a social resource of society increases with the increase of the role of the human factor. This circumstance dictates the need for constant attention of the state to the youth, which should be realized in a certain set of measures of the state youth strategy, the allocation of youth policy as a priority of the state policy, the realization of which should serve the revival of Ukraine as a great state.

The overall purpose and social effectiveness of state youth policy, as well as other areas of domestic state policy, is to revive Ukraine as a state, play a constructive role in the world community, and provide its own national security and a decent life for its citizens. Reforms in the economic, social, political, spiritual and ideological spheres are being undertaken to achieve this goal. Unfortunately, they have not always changed the basics of human life in a positive way, and have led to structural changes that transform the level, quality, style and lifestyle of every citizen. The reforms implemented are likely to produce results in the medium and long term.

Forms of state youth policy should be determined by both state authorities and local self-government bodies. In the case of the dominant importance of the state, an important element of youth policy should be the social component, the activities of

the youth public associations themselves. Naturally, in order to optimize them, it is necessary to involve non-governmental organizations and thus create conditions for the formation of youth non-political institutions of civil society [1].

The main priority for us, young citizens of modern Ukrainian society, is education. Not for nothing do they say "live and learn all the time". It is necessary to study foreign languages, cultures of other countries, but also not to forget the customs and traditions of the Motherland. Prospective and purposeful young people can dramatically influence all spheres of society, starting from environmental, which is currently one of the main problems of the planet and Ukraine in particular (we choose eco products, replace plastic and polyethylene, choose the most environmentally friendly transport) and end with cultural (young directors create Ukrainian-language films and series, young writers write contemporary Ukrainian literature). This is all done for one big purpose - to make our state prosper and change only for the better! But you need to start making changes first of all!

As future police officers we are responsible for our own destiny and the fate of others, society and the state as a whole. We cannot waste our time complaining and waiting for change, we are changing ourselves and the world around us. We strive to do our job well because the fate of our citizens depends on it. Through synergies with the same as us, the results of our work are improved. We love our people and our country and try to make it better. It is necessary to adequately address the negative phenomena that occur along the life path and to manifest in an effective struggle (for example, respecting human rights and freedoms) or in passive resistance (for example, the primary means of counteracting corruption is a complete personal refusal to bribe). The future is happening today!

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STUDY OF FOREIGN LANGUAGE AS MEANS OF INTERCULTURAL COMMUNICATION FOR LAWYER TRAINING

The relevance of this topic is determined by the needs of the modern civilization development, strengthening international relationships in various fields of science and culture and its integration, the need of communication between different peoples. The continuous development of international contacts and relations in politics, economy, culture and other fields determines the orientation of the modern methods of teaching foreign languages in real conditions of communication. Its scientific and practical significance is increasing because of constantly changing social conditions, the concept of improving education, theory and practice of teaching foreign languages, including in the direction of improvement of speech culture. Analytical and methodical work in this direction is partially implemented as in monographic publications, textbooks and manuals and scientific articles. The purpose of this article is to highlight the main aspects of formation and development of speech culture of students – future lawyers in the process of learning a foreign language on a lexical and terminological basis of the jurisprudential content. It is generally accepted that verbal creativity have an important place in the development of the individual at all stages of life. Is no exception and in this period of University studies and acquire a profession that will determine the most active and long-lasting phase of human life. Meanwhile, the international relations of Ukraine and determine the need for specialists who are capable in speech and its special training for professional foreign language communication, that is unable to carry out successful cooperation with foreign interlocutors in different situations and at different levels, depending on the goals or contingencies. Thus, the modern educational paradigm reflects a new perspective on the relationship of effective teaching foreign language communication taking into account the dialogue of cultures and communication features of representatives of different cultures [1]. One of the most important aspects of this problem is the establishment of a specialist, which is the speech level has a basic knowledge of intercultural communication, which involves the establishment of mutually agreed action with a carrier of great culture. Teaching law students basic skills of professional intercultural communication, English language should be considered not only as a subject of study, but also as a medium of exchange future professionals important professional information and jurisprudential direction. Despite the fact that in modern scientific literature mainly developed methodical approaches to formation and development of speech culture of students in the process of professionally directed training of future lawyers, yet that is not enough detailed description of similar and distinctive features of the implementation of domestic and

foreign lawyers, professional communication, whereas the comparative analysis of this nature would improve the ability of specialists to intercultural communication.

Therefore, the development of future lawyers the skills and abilities of professional English-language communication should be based on the formation in the minds of students legal picture of the world in the interrelated process of learning the English language and legal system of the target language. We also share the opinion of A. Tokarski about the fact that in linguistics, psychology, ethics, legal ethics communicative effectiveness of the interaction of lawyers and individuals who enter into legal relationships, considered in General terms as language-etiquette manifestation of the verbal behavior of the interlocutors. In her definition of communicative activity of employees of law enforcement agencies is “the intellectual-verbal and non-verbal actions aimed at consensual interaction with persons of different age, gender, professional and cultural-ethnic groups, which mostly show (for adverse conditions) negative reaction for the protection of the rights and freedoms of citizens, unlawful encroachments on their life and health, state system and public order” [4]. Indeed, in the legal activities of the development of these elements occurs in the process of communication workers of law enforcement with other members of social groups. Through linguistic norm, which ensures communicative effectiveness of the interaction of lawyers, communicative activity is a constituent component of a national communication culture. According to I. F. Lastovo, which also stands out as an innovative, recently in the scientific revolution of researchers have included new approaches to the description of the relationship of language, culture and education. She believes that go crazy is not information about the country, taught in a foreign language and a special course of foreign language teaching, in which students receive regional information, not only for the solution of educational tasks, how much to expand the scope of background knowledge (in our case – law) that ensure successful communication in foreign language speech [2]. Each nation in the course of historical development acquires a great number of characteristics, which do not penetrate the others, even genealogical kinship of the nation. Certain words and phrases represent the folk customs, traditions, holidays, administrative, legal and political systems [3]. As practice shows, it is very important to distinguish between such realities or painted units of the national lexicon for understanding the meaning of the phrase or text in General. In addition, the concept of reality is closely related to the phenomenon of intercultural communication. This communication of people belonging to different cultures. It can be extremely difficult through different concepts about when, why and how to use the language. Thus, intercultural communication is an extremely important factor in understanding and correctly reproducing a language.

In forming the lexical-terminological basis of the communication activities of legal professionals, it is important to provide legal entities with information about the political structure of the country, peculiarities of the functioning of the judicial branch of power, tendencies in the development of branches and institutions of law (constitutional and municipal law, administrative and civil law, etc.), specifics duties of various representatives of the legal profession.

All this largely determines the nature of the tasks for the development of speech training to some proposed fields of activities of a future lawyer. For example, the consideration of complex criminal cases, with the corresponding lexical and terminological definition, the UK is in a Crown court, whereas less complicated cases are heard in the Magistrates' courts. In the US the majority of everyday disputes (family, household etc.) is considered in state courts (state courts), however some more serious cases reach the Federal courts. Thus, a feature of the English legal system is the work of the individual types of lawyers: solicitors who prepare business customers for consideration in court, and barristers, directly representing the interests of persons in court. In Ukraine and the United States no such division. Another example of the differences between Anglo-American and Ukrainian litigation can be called the decisive role of the jury in English-speaking countries, while in the Ukrainian legal system, this practice is not widespread. However, the development of law students Anglomania appropriate skills in this area is important given the judicial reform in Ukraine and the introduction of jury trials in the Ukrainian judicial practice. From the point of view of legal linguistics at the present stage of formation of speech culture of future lawyers using the capabilities of foreign law experience means homocline, it is necessary to strengthen the relationship of language and law, more active use of language means of expression of legal concepts and categories monostyled resources in the field of legal communications, with a gradual withdrawal to the international level.

Summing up the above, we note that in this case a kind of language policy law implies, on the one hand, the expansion and improvement of speech culture on their own lexicology linguistic basis, on the other hand, the objective necessity of the use of the modified system of Ukrainian lexical terminology related to international legal action.

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THE PROBLEMS OF TRANSLATION AND EDITING OF THE SCIENTIFIC TEXTS

Today the development of the science and technology is impossible without the exchange of special information, which appears in different countries in scientific periodicals, special bulletins, patent literature, etc.

Translation is the communication of meaning from one language (the source) to another language (the target). Translation refers to written information, whereas interpretation refers to spoken information. The purpose of translation is to convey the original tone and intent of a message, taking into account cultural and regional differences between source and target languages. Translation has been used by humans for centuries, beginning after the appearance of written literature. Modern-day translators use sophisticated tools and technologies to accomplish their work, and rely heavily on software applications to simplify and streamline their tasks. Organizations around the world, encompassing a multitude of sectors, missions, and mandates, rely on translation for content as diverse as product labels, technical documentation, user reviews, promotional materials, annual reports, and much, much more.

As a translation is the transmission of the content of what has been said, it is not only the words, grammatical constructions or other means of the original language that are translated, but also the thoughts, the meaning of the original. According to translation theory, there are no untranslatable materials – there are difficult texts to translate. Difficulties in translation are related, firstly, with insufficient knowledge of the original language, secondly, with insufficient knowledge of the subject matter, and thirdly, with insufficient knowledge of the language to be translated, or with the lack of ready-made correspondents in this language what has already been expressed in the original language.

The form of translation is divided into oral and written. Oral translation is used for the exchange of information during personal contact of specialists in the process of contracting, at exhibitions, international scientific and technical conferences, during lectures, etc. Unlike of oral translation, written translation is done immediately without being able to use the reference literature.

The translation can be sequential or synchronous. The sequential translation has been known since ancient times. It is an oral translation of a message from one language to another after listening to it. It is important for the translation to be paused after logically completed parts, so that the context in which a word is used is clear.

The synchronous translation is done by a professional translator almost simultaneously with the receipt of an oral message.

The method of translation distinguishes between direct and adequate translation. The direct translation is perhaps *the* most common pitfall among translators and often happens when a translator is fatigued or in a rush. For example, when the source language is mirrored, sometimes word for word, into the target language. If a text is translated like this, although each word may be translated correctly, the overall meaning of the original text is, quite literally, “lost in translation”. For example: *Ваш проект самый интересный.* – *Ваш проект самый цікавий* (correct – *найцікавіший*). *Я считаю, что Вы правы.* – *Я рахую, що Ви праві* (correct – *Я вважаю, що Ви маєте рацію*). The adequate translation it is a translation in which transposition and recoding go through the analysis and synthesis stages, preserving the peculiar interrelations between expression and content plans of a given text. For example: *Клиент проживает по адресу...* – *Клієнт мешкає за адресою ... Предоставленные бумаги к делу не относятся.* – *Подані папери не стосуються справи.*

The following are the main types of translation. 1. Basic or General Translation. These are types of translation that do not require absolute accuracy and that give the translation a lot of flexibility. The source text is usually non-technical and in simpler vocabulary. The simplicity makes the translator’s work much easier, as it is easy to translate vocabulary, phrases, and sentences. Examples of these types of translation would include letters, relatively simple business pieces, such as employee manuals, and a lot of website content and blog posts. 2. Legal Translation. This is a far more complex type of translation, for it requires a deep knowledge and understanding of legal terms in both a native language and the target language. Most translators who work in legal specialization have a legal background themselves – it’s just necessary because of the absolute need for accuracy and correct terminology. One slip or mistake can alter the terms of a treaty, an international contract, or an agreement between a company and foreign workers. Legal translations require human, not machine, translation, and a professional translation service will only use humans for these types of translations. 3. Medical, Scientific Research Articles. This is another area that calls for lots of specialization and human, rather than machine, translation. Terminology is complex in these areas, and translators who have or have been trained in such terminology. Today, medical and scientific research has a global reach and studies are translated in a wide variety of languages, so that scientists can collaborate. 4. Localization. This type of translation is used by e-commerce businesses who want their websites and apps localized for target audiences. If it is only text that is being translated, much of this falls into the category of basic or general translation. However, when there are concerns with coding, obviously, a developer must be used. The other issue with localization is the cultural and societal customs of the target audience, and translation requires honoring those. Many businesses have made mistakes with literal translations that have gone wrong. Some of the types of translation in English as the source language can offend target language audiences or cause big misunderstandings. 5. Commercial/Financial Translations. Many of these will fall into other categories, specifically basic and legal. Depending on the documents, translators of all different levels of expertise will be required. There may be reports, correspondence, managerial and employee content/manuals, policies and

procedures, and more. Many will require expert translation to prevent misunderstandings. 6. Literary Translation. While many people think of this as a simple type of translation – novels, poetry and such – in fact it is quite difficult. Consider a book written in English. It has idioms, expressions, humor, sarcasm and other figurative language that cannot be literally translated into another language. Experts in both languages will need to understand the linguistic nuances of the target language, so that the same meaning and connotations are transferred to the target audience readers. The translation is a type of information activity, the need for which is increased annually by 15%, so it is relevant today to find rational ways to solve the problem of rapid and significant translation. Automated (other computer, machine) translation can solve this problem.

The idea of automated translation arose in 1924, and in 1933 Russian engineer, P. Smirnov-Troyan, was granted a patent for a machine for translation, which worked on the principle of mechanical comparison of correspondents from different languages. The machine translation in the modern sense of the term was first made in 1954 at Georgetown University. Many experimental and practical automatic translation systems have been created today, such as SYSTRAN, LOGOS, ALPS, METAL, GETA, EUROTRA, PRAGMA, PROMT, etc.

The benefit of machine translation is that it is possible to translate large swathes of text in a very short time. Sometimes, the general essence of a text is all you need from your translation. In that case, machine translation provides a perfectly acceptable translation alternative. If the machine gets it right, it produces astonishingly good translations. However, machine translation will never beat a professional human translation. It is important to know what machine translation can and cannot do, and when it should be used.

In the process of translation, the computer works at different language levels: recognizes graphic images, performs morphological analysis and translation of words and phrases, analyzes the syntax of text (phrases and sentences), performs semantic (semantic) transformations, which provides meaningful correspondence of the entered and received sentences, or text. Without understanding the “behavior” of a word in the text, without analyzing the context (environment) of a particular word and analyzing a sentence, there can be no translation. Translating text from one language to another is a difficult task for the computer, as it requires not replacing the words of one language with the words of another, but reproducing the thoughts in full, with all shades. Therefore, the problem of creating perfect machine translation systems is part of the problem of creating artificial intelligence.

Modern computer translation programs can be successfully used, but the translated text should be checked, paying particular attention to the translation of proper names, terms, linguistic realities (*гордіїв вузол*), words in indirect meaning and ambiguous, paronyms (рос. і укр. *луна*), homonyms (*английский смог* could be translated as *англійський зміг*), grammatical forms (*человек мог – людина міг*).

Thus it's indisputable that the translation and editing of the scientific texts is rather a difficult and time-consuming process as there is a good deal of language aspects which should be taken into consideration. Sometimes even a highly-

competent specialist encounters some difficulties while translating separate language turns of speech or scientific and technical literature terms. So training is the best way to improve scientific translation skills.

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DIFFERENT MODELS OF MULTICULTURAL COMMUNICATION COMPONENT WITHIN THE POLICING CONTEXT

Nowadays, considering a professional foreign language communication activity, law enforcement agencies require the installation and maintenance contacts not only with foreign colleagues but also with foreign citizens, representatives of different age, professional, cultural, ethnic, denominational groups, etc. In view of this, special training in the field of language and socio-cultural components should be an integral part of the studying process for cadets in higher educational establishments of the Ministry of Internal Affairs of Ukraine [1, p.257].

Modern scholars have defined professional foreign language communication activity as “the process of exchanging foreign language information between individuals by means of a common system of characters, signs or behavior for the purpose of implementation professional goals and objectives”[2, p. 429]. It is worth paying attention to the professional foreign language communication in any industry which characterized by using the specialized terminology and professional slang, understandable only to those skilled in the art. This is explained by the fact that professional knowledge of a foreign language, as noted by the Mexican scholar linguist R. Terborg, form a specific personality in the mind, a foreign language code available only to specialists in the field [4, p. 123–125].

The law enforcement profession belongs to a group of specialties at the level "person-to-person". It is defined by high speech responsibility, where the word is an effective tool to master, and it depends not only on the result of the work but also on individuals or even the whole of society. Modern scholars (G. Rickhight, K. Forverg, G. Strener) have defined communicative competence as a comprehensive concept that has internal and external structures. The external structure includes interconnected elements – efficiency, that is, the result of communication, and the appropriateness of the specific situations in social

interaction. The internal structure determines the link between practice and skills, knowledge, motivation, emotion and behavior. However, the origins of this theory can be traced to the Chinese philosopher Confucius. He claimed the internal component of communicative personality skills to be moral and ethical principles and values, while the external, the behavioral aspect was named the ability to put the above into practice principles and guidelines [3, p. 209–226].

American linguistic scientists J. Wimmann, M. Uzhnovich, M. Parks, and also British psychologist M. Argyle distinguish the following components that form the basis of the Western communication model: control – management interaction during a communicative act, namely, directing communication by aggressive self-confidence and manipulation of the right, profitable channel; adaptation – the ability of the communicator to change and adapt communication strategies depending on the situation; cooperation – the need to establish a positive atmosphere during communication for the achievement of own goals. Thus, “the principle of individualism that forms the basis of the Western result-oriented communication model is opposed to the collectivism of the Oriental process-oriented model” [5, p. 401–408].

Nigerian researchers (V. Aedun, J. Oba, K. Onwuber, K. Ofulu) propose a fundamentally new solution to this problem, namely, the combination of the basic principles of Eastern, Western and Middle Eastern communication models. Without denying the importance of the establishment of trusting interpersonal relationships, scientists focus on the need to control emotions during a communicative act, behave emotionally neutral. Considering that the addressee can manipulate the communication process by providing information, depending on their own communicative goals, it is important to analyze possible hidden content of this speech. Scientists also indicate that excessive eloquence during communication, which characterizes the Middle Eastern model, may result in loss of the message recipient.

General analysis of the different communication models gives an opportunity to conclude that in the process of preparing cadets in higher educational institutions of the Ministry of Internal Affairs of Ukraine for the implementation foreign language communication activities should not be preferred to the one or another model. Above all is the presence of identical foreign-language specialist codes that help to build constructive communication and guarantee the realization of professional communicative goals. In particular, law enforcement professional vocabulary consists of normative speech forms that are learned during professional foreign language communication training, the content of which should be built from taking into account the specific professional activity of employees of the Ministry of Internal Affairs.

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THE IMPORTANCE OF FOREIGN LANGUAGE STUDY FOR INTERNATIONAL COMMUNICATION

The need for specialists who speak a foreign language has especially increased nowadays due to the development of international contacts, the development of new technologies and the intensification of professional activities in close contact with foreign specialists. The new concept of teaching a foreign language in a non-linguistic university emphasizes that a foreign language is an integral component of the professional training of a modern specialist of any profile. The problems of teaching a foreign language in a non-linguistic university are given close attention by many educational researchers. For students of non-linguistic specialties, the subject “foreign language” is non-core, and therefore, in order to make the learning process more effective targeted, the teacher must clearly understand the role and place of a foreign language in the life and work of a future professional. For students of humanitarian specialties, the spheres foreign language application are: reading, education and research work, although in each case the features of the use of a foreign language are determined by the content of the student or specialist, the profile of the university. The content of the subject “foreign language” includes educational information about the aspects of the language (phonetics, vocabulary, grammar, stylistics), which forms the basis for the formation and development of skills related to mastering four types of speech activity – reading, listening, speaking and writing depending on the specific situation. The priority task is to teach a foreign language as a means of communication, the solution of which assumes that students have a complex of foreign language knowledge, speech and communication skills, which is the basis of foreign language cognitive potential. Proficiency in a foreign language as a means of communication requires the ability to navigate in a particular situation, find the most effective ways and means of solving problems, and forecast the results

of your educational and communication activities [1]. The foreign language should be considered as the development and transfer of individual knowledge and its transition into collective knowledge. Foreign language forms basic communicative needs of the person (briefly setting, informational, effective) and the stages of professional training. Business communication training includes two aspects: interaction language training; professionally oriented training in values and knowledge. Learning based on a dialogue can humanize the process of vocational education, introduces humanitarian, that is, human, grounds into it. At the same time, the teacher's influence on the student is replaced by their personal (and in this regard, equal) interaction. In dialogue with another, self-determination, self-development of both the teacher and the student occurs, a new type of relationship arises: relationship of cooperation in achieving common goals, mutual education and cooperation. Dialogue in learning is determined not only by the content of education, but also by the learning process itself. Studying a foreign language using the methods of critical thinking development provided not only the active cognitive activity of students in the search for information, but also creative activity: the ability to analyze, comprehend, evaluate, compare different points of view, defend, argue one's own, draw conclusions, suggest the possibility of solving the problem [2].

In modern society, a foreign language becomes a means of forming professionally important qualities of a student prepared for the upcoming foreign economic activity, active, creative, capable of making extraordinary decisions in a critical situation. This means that the goals of teaching a foreign language to such specialists should be considered in the aspect of the formation of special professional skills. The formation of these skills is possible by teachers of a foreign language, a number of tasks. These include: stimulating communication in a foreign language through the integration of theoretical knowledge and practical actions; increasing the motivation for learning a foreign language based on professional interests and needs; the formation of professionally oriented foreign language skills through the activation of the mechanism of speech and cognitive activity.

It should be emphasized that it is advisable to introduce a teaching model that helps to concretize the social activity of the student's personality and to avoid the narrowly pragmatic perception of the need to learn English.

In other words, the necessary element in education is the orientation in the university to the requirements of the labor market, the strengthening of its connection with practice, the specification of the goals and content of training, the approximation of education to practical needs in the economy. The qualifications must be flexible so that the specialist can easily be reconstructed in accordance with changing requirements and have the opportunity for continuous professional growth. It is necessary to distinguish between specific qualification elements (for a certain field of activity) and general education, which allow a specialist to evaluate the processes of social development and contribute to the expansion of his horizons.

We believe that the new orientation of education in developing methods for teaching English in a university can be defined by the concept of "socialization of education", and not in the generally accepted meaning (strategy), but in terms of the

content and goals of English lessons at a university in new specialties, which will ensure the social adaptation of the specialist to the real conditions.

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SWAT: TRAINING THE BULLETPROOF MIND

Special weapon and tactics originated in the city Los Angeles in 1960's during Watts riots; the father of this special force was John Nelson, who describes his idea to young inspector Darryl Gates. First time this section included only volunteers from different section of police department LAPD. They completed month training, after that members of this group served as «station defense team» for police officers during civil riots.

There are a lot of jobs in LAPD like Motorcycle Officers, Horseback Officers, Divers, Fixed-wing Pilots, Helicopter Pilots, Public Information Officers, K-9 Units, and Bike Officers and Special weapons and tactics and they require similar requirements such as special preparation, which include three levels of workout. For work in SWAT candidates must be advanced in workout.

Also SWAT team deals with numerous crime-fighting duties including solving major crimes, surveillance, providing counter-terrorism details and attending high-risk barricaded situations, such as a hostage situation.

One of the most important branches of skills for members of SWAT team are their mental training. Olympic gold medalist Lanny Bassham in his book “*With Winning in Mind*” describes the art of mental training performance; besides Saul Kirsch, author of “*Thinking Practical Shooting a Guide to Outstanding Performance*” emphasizes that there are three areas of mind, which affect us. Both authors go into great detail in reference to the mental aspects of performance and how to improve it. Even though their focus is not for tactical performance we can benefit by applying these three mental aspects of performance into our tactical thinking.

The Conscious Mind is the source of our thought and mental performances. The Conscious Mind can only have one image or thought at a time. For example if we were to say do not miss this shot, your mind will have an image of you missing the shot. We can manipulate the trigger properly. We'll still place too much finger into

the trigger guard on occasion, and still slap that bad boy when we should know better. We know how to do it correctly and actually can do it, but generally only do it when we consciously think of doing it or when an instructor tells us to do it.

The next aspect is *the Subconscious Mind*, the source of skills and power to perform. It includes repetition of the same conscious movement until it becomes automatically performed by the subconscious mind (pistol draw, moving focus to sights, picking up sights, obtaining proper sight focus, holding gun steady, and pulling the trigger). The last aspect to reach success in SWAT duties is *the Self Image*. The self-image is the total of habits and attitudes.

By applying the above concepts, SWAT team can tailor their weapons training to focus on mental preparation. Moreover, in 1984 over 2,000 hours of training per officer was invested in each operator in order to make this new concept a reality. During Los Angeles Summer Games SWAT worked twenty four on seven and their mental skills have helped them to complete mission without an incident.

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STUDY OF ENGLISH POETRY BY LAW STUDENTS AS AN ACTIVE METHOD OF MAINTAINING A FOREIGN LANGUAGE

Perception of English literature, like any other, begins with childhood. Therefore, it is not difficult for students to remember individual episodes of childhood poetry. First of all, it is important to understand that understanding poetry is not a one-sided process. We can not expect the poet to come down to us in the perception of the world, on the contrary, we should rise higher and higher to the heights of poetic art. The deeper we become acquainted with poetry, the deeper our own spiritual experience, the wider our outlook, the closer we become acquainted with the culture and traditions of the UK. It is necessary to teach young people to visualize the words and to see the visual on the poetic line. The listener must understand how the problems of the writer, the era and the image itself reproduce real pictures before him, as the imaginary and the surrounding becomes apparent. In our

view, the charm of English poetry is better conveyed by rhythm than rhyme. It is she who makes any English poetic work a song, unforgettable and charming.

Working with a poem begins with reading it aloud, then goes on reading about yourself. After that - working with the dictionary. Next, we invite students to give a brief analysis of a poem that contains at least a few suggestions: what is written about the work the author uses, or whether he or she is a lyrical hero, the means the author uses to achieve emotional impact on the reader. In particular, we think that law students are interested in the problems of honor, legitimacy, relationships and, of course, love. All of these topics are raised by the classics of English literature.

As an example, let us dwell on the works of R. Kipling and O. Wilde, acquaintance with which began at the end of the past - at the beginning of this century. However, their poetry was not the subject of a separate conversation, because critics (Z. Vengerov, K. Chukovsky, I. Yasinsky, etc.) were more interested in the worldview of these artists. However, individual remarks and precise judgments should not be ignored by us, they may serve as a starting point for further investigation. The magazine "Russian Wealth" stated: "Having closed the last volume, we can not exclaim:" What a dazzling rainbow of colors! What a wonderful master of language! His poems - music »[1].

The main contradiction of R. Kipling's worldview has long been known: he was a sincere bard of colonialism, on the other - a singer of honor, an artist not alien to humanism and democracy (at least where the British soldier was concerned). There was no tearful sentimentality in the Kipling ballads. However, if you remember the Ballad of Bolivar, the cult of the unusual, the glorification of the border tension of forces in an unusual environment - all this is inherent in the poet. The neo-romantic, by his aesthetic settings, he "inhabited" his ballads by active extraordinary heroes acting in exceptional circumstances. After reading and analyzing the ballads, it is recommended to discuss the problems of the heroes, and to our students' mental activity are encouraged by our creative tasks: offering solutions to the difficult situations of heroes works. Sometimes the hero is a victim of circumstance or evil, sometimes these complex relationships of the hero with the surrounding reality are a matter for his own hands. The creative tasks of such a plan stimulate the work of students, giving an opportunity to compare the experience of modern man, the similarity and difference of life problems, the means of solving them in the characters of classical literature, whose problems are relevant today. "The absolute ethical value of R. Kipling ascribes only to such human qualities as courage, energy, dedication, resilience, which are positively evaluated in any system of duty," - wrote A. Dolinin. It is here that we believe the secret of the poet's success lies with the broad reader [2].

It should be noted that, not without the influence of such classes, students try to create their own translations of their poems. For this purpose we outline several stages in the process of work: 1) careful reading, translation of the text; 2) determining the role of the author in the artistic context of his era; 3) identification of difficulties of further transfer; 4) translation; 5) checking the degree of conformity of the translation, critical analysis of it; 6) editing.

The innovative status of a foreign language teacher in the system of normative-developmental learning, namely the active regulator of the teaching process, gives him freedom of action in the methodological and didactic activity and in all his initiatives. All didactic initiatives are concentrated around the student's personality. The democratization of two-way student-teacher relationships aims not only at students' freedom of decision-making, but also at the teacher's responsibility in the process of examining the student's knowledge [3].

Thus, foreign language teaching methods help to unlock the creative potential of students and contribute to the development and self-improvement of the educational and communication process, the formation of conscious citizens of the world. And this guarantees Ukraine's accession to the European educational space.

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CONNECTION OF INTERCULTURAL COMMUNICATION AND CULTURAL LINGUISTICS

At present, it is not surprising to study such scientific disciplines as cultural linguistics and intercultural communication, because for the perfect communication between representatives of different cultures it is necessary to operate at the high level the above mentioned sciences.

In order to understand the connection between them and the features of intercultural communication and cultural linguistics, one must firstly define their concepts and basic tasks.

Thus, intercultural communication is a form of communication that involves the exchange of knowledge, thoughts and concepts between representatives of different cultures. In order to avoid all sorts of misunderstandings in communicating on a cultural basis, a vital need for intercultural communication has emerged, and in order

to achieve an understanding of intercultural communication, it is essential for speakers to know and be aware of other important components.

In general, language is a treasure trove of people's culture. It preserves cultural values - in vocabulary, in grammar, in sayings and proverbs [1].

Language is an instrument of culture, because only it is capable of forming a human personality, a native speaker, thanks to the language imposed on him and embedded in the appropriate conception of this world, of human relations and of man in general, that is, through the culture of the people who use language for verbal communication.

Knowledge of a foreign language is an important element of intercultural communication and the first step to establishing successful communication and mutual understanding between representatives of different nations and cultures. Failure to properly speak to a person due to a lack of knowledge of a foreign language can lead to a quick end to dialogue. Awareness in the system of metaphorical and symbolic meanings leads to differences in interpretations and linguistic comparisons, which are so rich in linguistic pictures of the world. Misuse of homonyms leads to incorrect interpretation of the words spoken by the person, and sometimes creates a comical situation.

So, we see that language does not exist outside of culture, on the contrary, language and culture are closely linked. Moreover, as a type of human activity, language is an integral part of the culture, conditioned as the totality of the results of human activity in different spheres of human life: industrial, social, spiritual. However, as a form of thinking and, most importantly, as a means of communication, language is on a par with culture.

As a branch of language science that is closely related to culture, cultural linguistics has become more widespread recently.

Cultural linguistics is a complex scientific discipline of synthesizing type that studies the interconnection and interaction of culture and language in its functioning and is reflected in this process as a holistic structure of units in the unity of their linguistic and cultural content by means of systemic methods and focusing on modern priorities and systems of modern priorities and cultural values [2].

At present, particular attention to cultural linguistics is due to the following factors:

- change of theoretical directions: from priority of universal, global - to dominance of specific; from ascertaining structural determinism to understanding the dissipative nature of language [3, p. 6].

- the discovery of a huge heterogeneous stock of specific related phenomena and facts that had not previously attracted close attention, at the same time, was evidence of the high degree of complexity and versatility of the linguistic material being analyzed and which did not fit into the traditional linguistic paradigm [4, p. 6];

- Analytical capabilities of new paradigms within linguistics that allow us to view the known from a new perspective, have great analytical and modeling potential.

Linguistics has no monopoly on the construction of a common language model

- the rapid globalization of world problems, the need to take into account the universal and specific characteristics of the behavior and communication of different peoples in addressing a variety of issues that need to know in advance those situations in which there is a high likelihood of intercultural misunderstanding, the importance of defining and accurately marking those cultural values, communication activities.

According to Khrolenko, cultural linguistics is a philosophy of language and culture. The object of cultural linguistics is language and culture, which is reflected in the roots of a complex term. Linguistic and cultural studies take place alongside linguistics and the science (sciences) of culture, different from their own subject. It focuses on fundamental issues related to the transformative side of the link between language and culture: changes in language and its units due to the dynamics of culture, as well as changes in structure and changes in the functioning of culture that have been caused by the linguistic realization of cultural content.

V.V. Vorobyov defines cultural linguistics as a complex scientific discipline of the synthesizing type that studies the interconnection and interaction of culture and language in its functioning and which reflects this process as a coherent structure of units in the unity of linguistic and colloquial content through systematic methods and with the orientation of modernity cultural settings [2].

Cultural linguistics is also closely related to such sciences as cultural studies, ethno-psycholinguistics, and intercultural communication.

Therefore, cultural linguistics does not exist outside of the other sciences, on the contrary, it is closely related to them. This is a science related to culture, but in recent times it has been gaining more and more attention and has received special attention of the scientists.

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MODERN YOUTH IS THE ENGINE OF SOCIAL DEVELOPMENT AND PROGRESS

Ukraine is now on the path of reforms and new generation wants to introduce them and is ready for its implementation today. Today's youth differs significantly in their preferences and interests from young people 10-20 years ago. This new generation has grown under new economic, social and political conditions. The political situation in the country cannot fail to attract attention, so there is a political consciousness intensification, which is reflected in the intense discussion of social problems. There are many different views on the same events that is why it is necessary to understand for yourself what is true and what is not. This may generate new interests and values. We can observe major trends in Ukrainian youth worldview. From the Sociological Survey presented at the All-Ukrainian Forum on Innovation and Youth Policy Reforms in 2015 [1], can be seen that the priority areas are youth employment and housing, talented youth support, promoting healthy and safe lifestyles. The interviewed Ukrainian citizens aged from 14 to 35 years gave exactly such answers.

Perhaps, the problems that new generation is concerned with are self-centered and personal in nature, but commonly speaking, they affect Ukraine macroeconomic status changes. Increasing the number of job, building new houses, opening sections for physical education, supporting youth centers that teach young people moral values, giving them the possibility to find employment according to their preferences, self-realization are the young people main requirements. Firstly, improving living conditions gives young people a sense of security and belief in the future. Thus, in a crisis, people will have more confidence in the government and keep hope for the better. Secondly, seeing a shift in pressing issues, the younger generation can rethink their plans for the future. According to Ukrainian issues, 17% of young people want to immigrate abroad. Solving urgent problems can help to revise youth travel plans. Therefore, if government starts solving the young people main problems, you can achieve greater returns in the form of a political working-age population consciousness increase and the talented youth growth.

The solution of the country problems and implementation of changes are not only required by our youth but is strongly supported by the whole society. Most of the respondents (81%) are proud that they are Ukrainians, 51% speak their native language. They are ready to defend the interests of Ukraine, even 39% are ready to take up arms if it is required and 17% consider this possibility. Emigration abroad has changed the most recently. In the wake of the awakening of the Ukrainian national consciousness, the number of young people who want to

emigrate from Ukraine has decreased significantly. For comparison, according to a survey conducted by the Gallup International Institute in 2013, respondents between the ages of 18 and 24 were asked "If you could easily choose any country in the world, in which country you would like to live?" only 22% of young people said they did not want to emigrate and 3% did not answer [2]. In 2015 82% of interviewees answered the question "Would you like to emigrate?" negatively. According to the State Statistics Service of Ukraine, 11 478 people left in 2013, and in 2014 the number of displaced persons was 11 190, aged from 15 to 29 [4].

The financial optimism indicators are not as impressive as the emigration data, but they also have a greater number of positive answers: 43% of the respondents answered the question of whether they would be able to achieve the desired financial position, positively, 39% said they did not see such prospects for themselves. Youth NGOs have played an important role in activating young Ukrainians recently.

According to the People's Academy of Ukraine Study [5], socially meaningful activity helps students to function and develop harmoniously in a changing society. Existing models of student self-government (parliament, senate, head of state, student rectorate, student deans, student councils, etc.) are the evidence of the sufficient mature and well-considered student's attitude to their role in modern society. Members of students NGOs are actively involved in the system of public engagement, work on joint projects, organize the work of sectors, associations and clubs of interest, make decisions at the level of councils, through asset schools and gain the skills of organizational work, self-government, development of their independence. According to the results of a sociological survey, the desire to develop quality of life, skills, knowledge (31.6%), a sense of public life involvement (24.2%) and circle of communication broadening (23.8%) are the main motives for social activity manifestations. At the same time, the attractiveness of social activity is connected with the development of the necessary connections for life success (18%), with the possibility to start a career and participate in management, to decide something (131%). It should also be noticed that when hiring, they now pay attention to the participation of candidates in public life and belonging to public organizations, which indicates the active position of the future employee, his progressiveness [5].

Examples of youth organizations operating in Ukraine are the FRI, AISEC, Rotaract, Studresublika. With the participation of active young people, new projects are created. There are Clean Cherries, Honestly, Studway. Everyone can find an organization to realize themselves and express their community initiative. Young people from the organization of FRI are engaged in self-development and charitable projects; Rotaract and AISEC are more specialized. Rotaract is involved in charitable projects: helping children from orphanages and the elderly from the homes of the elderly. AISEC gives its members the opportunity to participate in Global Talent, Global Entrepreneurs exchange and professional internship programs. Developed by young activists, the CESNO project gives an objective assessment of the actions of Ukrainian politicians by promulgating the results of their activities, aimed at stimulating openness of the authorities and responding to the demand for quality policy among citizens [11]. The Pure Higher Education Project is aimed at combating corruption in universities, informing students about combating corruption

schemes methods. In their social network sites, project executives outline laws that can govern student rights, while protecting their rights and publishing articles on the subject. The purpose of the Studway project is to motivate young people for personal and professional development, and this project publishes information on grants, announces performances, workshops and festivals, that held in different cities of Ukraine. Sometimes these ideas are not well thought out, for example, such as the introduction to the section eighth and ninth of the article 40 that requires prohibiting the higher education institution administration intervention into the students' self-government. This gives full discretion, but in my opinion, actions need to be coordinated with an administration that is more competent in organizational terms, better acquainted with the law, and can give wise advice. In some places, youth actions are provocative. For example, a KPI student created a petition to stop illegal trade near Art. Polytechnic Institute.

Therefore, from the above analysis of active life and problems of youth, we have proved that the younger generation is troubled about their homeland fate. Young people bring new ideas and have already started creating programs that will help the social and economic prosperity of the country. However, all these actions are experience that will further help to build a new strong Ukraine. The main thing have to be considered that the younger generation is the engine of country development, the progress initiator, and society guiding force. This intensive youth movement of ideas allows the state to move faster and become better.

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INTERPRETING SKILLS DEVELOPMENT RELEVANCE FOR PROFESSIONAL ACTIVITY

To interpret or translate means to speak at least two languages: native and foreign. This is only the first step, the foundation, without which translation activity is impossible. The importance of mastering your mother tongue should not be underestimated. Speaking native language from childhood, we automatically learn all the irregularities, dialectisms, and usually the idea that the mother tongue should be used, guided by the rules, we do not arise. In our daily lives, all of our natural knowledge is enough. When language becomes an instrument in our activity, we run into many questions about morphology, syntax, stylistics, phraseology and more. Moreover, a professional translator works with all layers of the language: different styles, professional languages and Argos, language of age groups, dialects, jargon. Add to this the use of words realities, neologisms, archaisms, phraseologisms and more. Ideally, the translator works in one direction.

Typically, each translation is a separate project, during which you need to learn a new specialty and become a different person. Translation will be considered qualitative if: the translation meets the requirements of the customer and meets the original text in terms of content, meaning, design. Translation is free of grammar, spelling and punctuation, the translation terminology corresponds to the branch of the original text; the translation preserves the uniformity of terms, names, symbols, abbreviations and symbols. High-quality interpretation must correspond to the oral speech of the speaker in content and meaning, be complete and adequate, do not contain grammatical errors; the terminology of the translation must match the origin of the original message; the translation should adhere to the uniformity of terms, names, symbols, abbreviations. Tariffs for written translations are set taking into account the following parameters: units of measurement of volume, term of translation, language and complexity of translation.

The complexity of the translation involves knowing the translator of the special terminology, as well as the time that you need to spend while working on the translation to study the specialized literature, and to consult with specialists in translation topics. The unit of measure of the translation amount is a line (62 characters including spaces) or a page (1,860 characters including spaces). A computer character-counting program can be used to count the number of lines or pages, which allows you to determine the number of lines or pages by adding the number of words and characters without spaces and dividing the amount by 62 or 1,860 characters. Character counting can be done by printed text. The translation practice of some countries uses a different unit of measure of the amount of written

translation, which is a word or 1,000 words of the original text. The fixing of tariffs and rates of urgency is directly related to the term of execution and the volume of the translation. The standard translation rate is 5 standard pages per day, which means that for translation up to 15 standard pages, the normal translation term is 3 working days. The beginning of the term of the written translation may be considered as the day after the date of receipt of the order for such translation. The standard time for interpretation is no more than 8 hours in one working day with breaks. On-site translator's work is considered as one extra working day for departure and arrival.

To ensure the quality of interpretation, it is important to have an adequate number of translators, which depends on the type of translation, the number of languages, the nature of the event, its duration and intensity, given that the quality of the translation is affected by the physical and mental fatigue experienced by the translators at work. When it comes to sequential translation, the minimum number of translators will be as follows: there are only one translator for talks, meetings, press conferences, etc. in two working languages; seminars, trainings, etc. in two working languages require at least two translators who must change each other at regular intervals; in exceptional cases (such as short duration of the event), one translator instead of two may be involved without compromising the quality of the translation and the health of the translator.

Ukrainian law does not provide for the legal liability of a business entity for selecting an interpreter for the preparation of foreign trade contracts and, as a general rule, the translator must provide quality services. In some cases, the legislation of Ukraine provides for criminal liability of the translator, in particular in cases where he or she is involved in legal proceedings. Criminal liability arises in case of refusal to perform their duties in court or during pre-trial investigation, as well as for knowingly incorrect translation, of which the translator subscribes. However, a justifiable refusal (for example, the translator concludes that he or she does not sufficiently know the language from which to translate, etc.) or errors caused by a false perception of events or facts (if all these circumstances are confirmed) do not entail such liability. Summarizing all of the above, we can conclude that awareness of the legal and regulatory aspects of translation is a prerequisite for any translator, as it ensures the quality of translation through its compliance with current rules, and also provides the translator with the opportunity to assert and exercise their rights. In view of this, this aspect should be a mandatory component of the professional training of future translators, and therefore we see the prospects for further scientific exploration in the construction of specialized training materials on the basis of selected information and their further testing.

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POLICE COMMUNICATION

The service activities of employees of the internal affairs bodies every day impose ever-higher demands on the professional skills and abilities necessary to carry out operational-service and service-combat tasks. Competent professional actions, the ability to make the right decisions in a short time in standard and non-standard situations act as a guarantor of protecting the rights, freedoms and legitimate interests of citizens.

The activities of employees of the internal affairs bodies often proceed in difficult and stressful conditions, it involves constant interaction with people, an understanding of the motives for their actions, the ability to influence the behavior of various categories of citizens. By the nature of the service, police officers have to deal with the most socially difficult contingent, which is characterized by the presence of antisocial attitudes, uncontrollability, aggressiveness, the latent nature of criminal activity, confrontation and an unfriendly attitude towards the authorities [1]. Carrying out daily duties, police officers also communicate with various categories of officials, leaders of various ranks. As a result of the analysis of professional activity, it was found that all actions of police officers are characterized by high diversity, are accompanied by many business and interpersonal contacts with people both inside and outside the organizational system, are characterized by a rapid change of events, and the variety of actions performed. Under these conditions, the possession by a police officer of such professionally significant qualities and skills as:

- the ability to win over people and arouse a sense of trust in them;
- the ability to quickly establish contacts with new people;
- the ability to quickly find the right tone, an appropriate formula, depending on the psychological state and individual characteristics of the interlocutor;

- the ability to defend their point of view, the ability to get used to the role, the ability to transform;

- the ability to listen and tactically correctly translate the conversation on significant topics;

- the ability to apply psychological techniques in order to obtain meaningful information, in the activities of each employee of the internal affairs body become important. The specifics of building interpersonal relations with citizens among police officers are determined by the special conditions of operational activity, the circumstances of varying complexity and situations that are not alike. In the process of performing official duties, police officers often have to deal with citizens whose actions do not cause sympathy and sympathy. Moreover, each employee understands that he must have the ability to interact with any person, regardless of his location to him, since the effectiveness of the whole work as a whole will depend on the ability to build communication [2].

One of the main conditions for mastering the culture of communication, in our opinion, may be the focused education of the evaluative attitude to the statement, which includes such stages as the speaker's awareness of the communication target, taking into account the situation, the conditions of communication, his place, addressee and predicting the possible impact of the statement on the interlocutor. Predicting or predicting the impact of the utterance requires specific skills in choosing language tools that are adequate to the goals, conditions, communication situation, optimal use of verbal and non-verbal means of communication in a particular situation. The most important component of professional activity, including the culture of speech, is also the ability to master the terminology of the professional field of knowledge, the ability to build monologue speech, organize professionally significant dialogue and manage it. A law enforcement officer constantly has to "translate" everyday language into special terminology and explain legal terms to citizens using a common language. The grammatically incorrect, undeveloped speech of a lawyer complicates his communication, causes a feeling of bewilderment and discredits him as a representative of the civil service [3].

In connection with the specifics of official activity, each police officer, in our opinion, should also have an arsenal of skills to relieve tension using speech means (the correct reaction to manifestations of negative emotions - fear, anger; calm, measured, fairly quiet speech, interest in the person), the ability to select and use the necessary, simple and clear words, speak with everyone in a language that he understands, speak in an even tone without irony, be polite, correct, restrain emotions even if psychologically their loads, observe the rules of argumentation as a way to find the truth. Based on the foregoing, it can be concluded that even in the aggregate, legal knowledge, possession of weapons, and high physical fitness do not contribute to solving problems of the internal affairs bodies constantly arising in the course of operational and official activities.

Of great importance in the performance of official tasks at a high professional level is the formation and development of communicative abilities, such as: the ability to establish emotional contacts with various participants in communication, possession of verbal and non-verbal means of communication, the ability to

understand the interlocutor's inner world, his psychological characteristics, behavior motives, skills of listening to the participant in the dialogue, the ability to cooperate, to reach compromises and agreements, especially among employees the Interior Ministry, whose activity takes place in full view of and in close contact with the population.

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THEORETICAL FUNDAMENTALS OF RESEARCH OF PRECEDENT PHENOMENA

The problem of the interaction between culture and language is one of the pressing issues in modern linguistics. Recently, the attention of scientists to the phenomenon of linguistic personality has been accompanied by the increased interest of researchers in the concept of “precedent phenomenon”. However, the term itself cannot yet be defined as clearly defined. Language as an element of the national idea embraces the spiritual, historical and cultural heritage and values of previous centuries of life of the Ukrainian people.

Contemporary Ukrainian linguistics is undergoing extensive research to address many issues of precedent. Among the pressing issues are the separation of functions and types of precedent phenomena. They were engaged by both domestic and foreign researchers: V. Azarov, A. Berestov, O. Boyarsky, T. Bublik, A. Budnik, D. Gudkov, O. Ilchenko, T. Kalchenko, Yu. Karaulov, Zh. Koloiz, V. Krasnykh, L. Merkotan, O. Nakhimova, Yu. Prokhorov, I. Sakharuk, G. Slyishkin, Yu. Sorokin, Yu. Velikoroda, and others.

The precedent phenomena are usually understood as having a super-personal character, relevant in the verbal (cognitive and emotional) terms [2]. Scientists urge that the bearers of a linguistic and cultural community should always have a common

understanding and understanding of a precedent phenomenon. Appeal to precedent phenomena is constantly renewed in the speech of representatives of the same ethnic community. Important differential characteristics of precedent phenomena should be considered as their ability to act as a standard of culture and act as a “generative model” for a whole class of objects; function as a convoluted metaphor that expresses an irrational but emotional appraisal; act as a symbol of such a phenomenon that cannot be adequately verbalized [1, c. 157].

Different approaches to the study of the phenomenon of precedent have been evidenced in the scientific literature, namely: proper linguistic, linguocognitive, functional, methodological.

Researchers resort to a number of differential features of precedent phenomena, among which are regular reproducibility, semiotic (sign) mode of functioning, the ability to act as a “generative model” for a particular class of objects.

In the same way, scientific achievements trace the diversity of views on the functional features of precedent phenomena. The latter are often associated with the following features: nominative, informative, evaluative, pervasive, password, entertaining, modeling, aesthetic and euphemistic [1]. Precedence serves as an original means of avoiding tautology, saving language, influencing the perception of events by the reader, revealing the commonality of the mental and verbal base of the addressee and the addressee, attracting the attention of the recipient, reducing the intensity of the text, softening the expression by embodying the necessary content in the form of nonagress.

The classification schemes based on different typological characteristics (spheres-sources of precedent phenomena, target areas to which the precedent phenomena in their secondary meanings, national identity of sources of precedent, etc.) are distinguished and varied. In addition, precedent phenomena differentiate by “breadth of coverage”: socially precedent, nationally precedent, and universally precedent. The most common is the verbal classification, which includes four main varieties: precedent name, precedent statement, precedent situation, precedent text.

Finally, note: precedent phenomena are systematized by precedent, initiator of development, and degree of mediocrity; source of origin; areas of cultural knowledge, etc. On the one hand, they reflect national stereotypes in the perception and appreciation of people and events, and on the other, they have powerful creative potential. In other words, by updating relevant phenomena within a given text and thus referring to the history and national memory of the people, the addressees have the opportunity to express their opinions more clearly, to evaluate certain social and social phenomena. The perception of precedent phenomena is conditioned by the presence of relevant background knowledge in the addressee, the specifics of the sign itself, the nature of its use in the text.

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DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH OF LAW ENFORCEMENT STUDENTS

The field of second and foreign language teaching and learning has been an issue of debate for a long time. Various theories and methods of language learning have been introduced. Grammar translation method occupied the field of foreign and second language teaching for many decades and is still of use today. The field has also been dominated by the behaviorist theory and the idea that language is nothing but a social behavior that can be learned as any other behavior through the process of habit formation. But which ability is required for that and how to achieve it have been questioned for both linguists and methodologist.

To define the notion «communicative «competence» we can delve into the two words that constitute it, of which the word «competence» is the headword. Competence can be described as the knowledge, ability or capability while the word «communicative» has the meaning of exchange or interaction. So we can say that communicative competence is nothing but a «competence to communicate» that is, having the ability that allows the person to communicate in order to fulfill communicative needs.

The term «communicative competence» was first used by Dell Hymes in 1966 in his lecture delivered in a conference on «Developing the Language of the Disadvantaged Children», then it was published as a paper entitled «On Communicative Competence» in 1972 and republished in 2001. Hymes points out that communicative competence doesn't only represent the grammatical competence but also the sociolinguistic competence. He has stated that «there are rules of use without which the rules of grammar would be useless» and defined communicative competence as «the tacit knowledge» of the language and “the ability to use it for the communication» [1, p. 54].

There are many learning strategies or activities that are usually selected for enhancing language learning. These activities that enhance language learning are usually communication-based activities and task-based activities. These activities usually play a big role in developing communicative competence and enabling communication skills in comparison to those strategies of imitations, memorization

and repetition drills that mainly concern about language and its structures rather than the use of that language [2, p. 307].

We made an attempt to sum up some activities of studying English as a foreign language which may help in developing students' communicative competence:

1. Oral conversation and dialogue in pairs or groups. Teachers should encourage students to converse in pairs and groups. These activities proved to be of high value in the cultivation students' communicative competence as they provide students with more opportunities for exposure and help them in building their confidence in their language and releasing language anxiety.

2. Teacher–student interaction. English as a Foreign Language teacher should play the role of a facilitator in his classroom in order to help language learning to take place. He should create a democratic and enthusiastic atmosphere and interact with his students. Researcher's observations as well as other studies have shown that teachers who encourage more interaction in their classroom achieve good results and produce competent speakers while teachers who spend their time lecturing their students while students passively listening and take notes often fail to cultivate the communicative competence of the students and produce students who are incompetent users of English [3, p. 175].

3. Using literature. Literature, whatever the genre drama, short stories, novels etc. is considered to be useful in developing English as a foreign language students' communicative competence as it provides students with authentic language inputs as well as equip them with English culture. If movies acted by Native English actors are shown to English as a foreign language students, it will help them to understand English pronunciation, manners of interaction and cultural aspects.

4. Simulation and role-play activities. Simulation and role-play activities are also effective for promoting students' communicative competence. The most important condition here is that students should consider themselves as much real as possible. Such activities proved to be effective in promoting communicative competence and making the classroom more interesting and interactive. A study by García-Carbonell, Rising, Montero and Watts on the role of simulation and game activities on communicative competence acquisition of a foreign language revealed that such activities are more effective than formal instruction in enhancing the communicative competence.

5. Computer-assisted classroom activities. Teachers should benefit from computer and modern technology in English language teaching. Today, there are so many English programs, recordings, videos that help students to learn English and develop their communicative competence. If the teacher employs such technology in his teaching, it will be very effective in enhancing English as a foreign language learners' competence and achieving language acquisition. Using computer oral activities in classroom provide students with opportunities of exposure to native English speakers that learners can't get in their environment.

6. Reading English news and watching English TVs. Another way to involve students in real life language situation that provide them native language experience inside and outside classroom in foreign language context is motivating them to watch English news, films, online lessons at TVs and to read English newspaper and

website news. This will help a lot in developing learners' communicative competence as it will expose them to various types of texts and vocabulary and keep them in touch with English outside the class as well. Such a type of free choice learning activities is also effective in achieving language acquisition.

7. Investing social media as e-mail, what's up and facebook etc. Social media tools are so important in developing communicative competence as they provide learners opportunities to use language and learn from each other in free group-discussions. Students may feel shy to speak in face to face discussion but it is easier for them to share voice records or a piece of writing via social media devices. It provides them opportunities to learn from their mistakes through their discussions as being far from their colleagues reduce their stress in making mistakes and losing face.

To sum up, activities mentioned above increase the linguistic competence of students as well as the other competencies. These tools help students to befriend English people and to get opportunities for natural exposure to native English speakers.

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THE FRENCH LANGUAGE BORROVING AND THEIR IMPACT ON THE ENGLISH LANGUAGE

After 1250, in the late period of French borrowing, aristocrats who spoke French began to speak English. They have brought many French words into English. This was the terminology of public administration, church, legal, and military, as well as they were used in routine. French words were also borrowed in the fields of medicine, art, and education. In general, 40% of all French words came in English in that time [5].

Almost all titles except king, queen, earl, lord and lady are of Norman-French origin: peer, prince, count, duke and appeal of sir and madam. Words related to public administration and the state in general: state, realm, people, nation,

government, power, authority, court, crown, etc. Words that connected with money: money, property. Words denoting family relations: parent, spouse, cousin, uncle, aunt, nephew, and niece. All military titles, large number of military terms and words related to the war: army, battle, arms, victory, war, navy, troops, and guard. Plenty of words meaning pleasure and fun: feast, leisure, pleasure, delight, ease, comfort, chase; and many card terms: trump, ace, and cards. Legal terms: accuse, court, crime, felony, plaintiff, defendant, and attorney. The professions of artisans who served the lords: tailor, butcher, painter, carpenter, and joiner [2].

Many borrowings from XVII-XVIII centuries belong to the field of culture of the French aristocracy. For example: fiancé, coquette, unique, machine, police, and chamois [4].

The phonetic structure of the English language is replenished with new sounds, the spelling has been changed under the influence of the French graphic rules (there are new designations for English sounds: th, gh, sh, ch, tch, dg, j) [3]. For example: authority, lunch, brochure, echelon, chateau, etc. Some of digraphs retain their French pronunciation: “ch” is pronounced as /sh/, e.g. chic, parachute, “qu” is pronounced as /k/ e.g. bouquet, “ou” is pronounced as /u:/, e.g. rouge; some letters retain their French pronunciation, e.g. “i” is pronounced as /i:/, e.g. chic, machine; “g” is pronounced as /ʒ/, e.g. rouge.

There are also cases where the borrowed French word was added to a pre-existing English vocabulary. The borrowed word may have a similar but not identical meaning to the words already existing in the language. It may have a new connotation or other emotional color. This type of borrowing helps to increase the number of synonyms and enrich the expressive meaning of the speech. As an example of this type of borrowing is the verb “to adore”, which was borrowed in English from French at the beginning of the 19th century. There were already words in the English vocabulary with a similar meaning: “to like” and “to love”. But the borrowed word “to adore” has a slightly different meaning [1].

In English, a considerable amount of French word-formation was entrenched, especially the prefixes (dis-, des-, en-, em-, mis-, re-, sub-) and suffixes (-able, -age, -al, -ance, -ence, -ard, -ess, -et, -let, -ish, -ment, -our, -ry) [4].

Adverbs with the original English suffix -ly, adjectives in -ful and -less and abstract nouns in -ness, -ship, -dorn and others are also freely formed from the French bases, as well as from the primordial: nicely, pleasantly, cheerful, beautiful, powerless, gentleness, companionship, etc. Words composed of elements borrowed from different languages, or of elements partially borrowed and partially primordial, are called hybrids. For instance:

- beautiful (fr. root + eng. suffix);
- unmistakable (eng. pref. + scand. root + lat. suffix);
- endearment (fr. pref. + eng. root + fr. suffix);
- around (eng. pref. + fr. root);
- unable (eng. pref. + fr. root);
- blackguard (eng. root + fr. root);
- partake (fr. pref. + scand. root) [2].

The lexical spheres in which borrowings from various languages took place at different periods were indicative of economic, political, and cultural connections that existed among the English people and native speakers. The processes of assimilation of these words are logical and happening due to the specific features of the English language [2].

To sum up, the French language has done a great impact on the English language since it has brought a lot of new words and collocations. These two languages were united due to the some historical actions, so their connection was only a matter of time.

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YOUTH AND WORLD COOPERATION

International cooperation and integration in the field of education is an important norm, since it really promotes the mobility of teachers and the independence of students and cadets, their level of self-organization. New perspectives are now opening cooperation of domestic higher education institutions with foreign universities. Exchange of teachers and students are not only the implementation of the Bologna Accords, it acts as a catalyst for the processes of modernization and reform of the Ukrainian higher education system, provides it Organic entry into the international educational space. Education is able to prepare a person who is organically adapted to life in a multifaceted world - from contacts with their closest surroundings to global connections. It becomes evident that the

more successful the state, the more citizens will be able to communicate with the world. Therefore, it is necessary to form a person capable of the perception and creation of change, tuned to the perception of change as a natural norm, and stagnation, immutability, stiffness as an unfortunate exception. One of the most important is direct cooperation between universities of Ukraine and foreign countries, which has different forms, degrees of interaction and is based on ancient traditions. List of universities of Ukraine that cooperate with foreign ones Higher education, as well as the topic of joint projects and programs is far from incomplete today new forms and subjects of intercollegiate cooperation require special attention and strengthening. The chosen research topic corresponds to the objectives of the National Strategy for the Development of Education of Ukraine 2012-2021, the provision on ensuring academic mobility of students and teachers, in particular when implementing academic programs jointly with foreign universities, which contains The Draft Law of Ukraine “On Higher Education”.

There is a noticeable interest of the public and scientists in this problem in modern Ukraine and abroad has been around since the mid-1990s, when Ukraine became a member of the Council of Europe and with an educational reform strategy. International cooperation in the field of education is being explored by scholars such as I. Vakarchuk , M. Zgurovsky, V. Kremin , D. Tabachnyk and others. Problems of international development links between Ukrainian higher education institutions and integration processes of the Ukrainian education system into the international educational space are outlined in the regulatory documents governing the educational sector in Ukraine. It is, above all, the National Doctrine of Educational Development that gives clear guidelines of the country’s national policy in the field of education, the Law of Ukraine “On Higher Education”, National Strategy for the Development of Education in Ukraine for 2012-2021 and other documents. However, given the topic has not received comprehensive and objective coverage in the historical literature. The purpose of this study is to emphasize the need for international cooperation of Ukrainian universities as an important factor in reforming and modernizing the national education system, its successful integration into the world educational space and enhancing competitiveness in the educational services market.

The process of education modernization is outlined in the National Doctrine of Educational Development. National Doctrine states that education must prepare a person organically adapted to life in a diverse world connections - from contacts with your closest environment to global connections. It becomes apparent that the more successful the state will be, the more its citizens will be able to communicate with the world. Therefore, it is necessary to form a person capable of perceiving and creating change, attuned to the perception of change as a natural norm, and stagnation, immutability, stiffness as annoying exception.

Aware of its needs, Ukraine seeks to establish itself as a modern democratic state. The level of our science and education will depend on what internal transformations we make, what we give up and what we accept into the national education system from European standards, attitude towards us from the world community.

Preserving and even enhancing the national character of education is our top priority in the process of international cooperation and integration into the global educational space, because none of the countries in the Bologna Process are going to concede national priorities, they agree as mutually beneficial. The Bologna Process is an integration for the sake of self-identification and self-awareness in the European context. The participating countries have accepted general "rules of the game" for the recognition of diplomas of education, employment and mobility citizens, which significantly increases the competitiveness of the European labor market and education services. We strive for a new level of integration of science and education. Deepening the integration processes of all spheres of society, strengthening contacts and exchanging experience between European countries and countries of the world also requires industry Higher education as much as possible to involve talented young people to participate in the process of improvement quality of higher education. Higher education is designed to develop a professional youth competency that she needs to find employment in the European and world markets labor. In today's context, higher education is characterized by innovation, which is ensured by the effectiveness of integration mechanisms. Higher education contributes improving the quality of student preparation by deepening the ongoing relationship between governments, non-governmental organizations, universities, academic institutions, students, teachers, scientists. Integration processes in higher education have their own peculiarities. Their essence is because the state policy of European countries fully recognizes the diversity of higher-level missions education (education, research, services related to the social and cultural development of the nation) contributes to the creation of equal opportunities for quality education not only in their own country, but also to increase students' access to European higher education.

The information revolution requires constant updating of knowledge, ability to learn throughout life. So the teacher should be a powerful scientist, carry out extensive scientific research, involve a student in this work. Increasing the mobility of teachers and students becomes time consuming. Today everyone Higher education institution concludes bilateral agreements on cooperation with universities of different types countries, develops cooperation at the level of agreements between universities, individual faculties and specialties.

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ISSUES OCCURRING WHEN STUDING A FOREIGN LANGUAGE AT NON-LINGUISTICAL INSTITUTION

The main goal of the modern concept of education is the socio-cultural adaptation of a person in the world. At present, it is necessary to teach a “living” language, which means language in its not only linguistic, but also extralinguistic shell, a language with its behavioral characteristics, when the difference in situations, in partners and linguistic and cultural features of the corresponding national community are taken into account. The state standard of the level of training in a foreign language states that the formation of communicative competence is inextricably linked with sociocultural and regional geographic knowledge.

Without knowledge of the sociocultural background, it is impossible to form a communicative competence even to a limited extent. Only culture in its various manifestations contributes to the formation of a person’s personality. Foreign culture means everything “that which is able to bring students the process of mastering a foreign language in the educational, cognitive, developing and educational aspects” [2]. At the same time, teaching foreign language culture is used not only as a means of interpersonal communication, but also as a means of enriching the spiritual world of a person through the acquisition of knowledge about the culture of the country of the language being studied (history, literature, music, etc.), knowledge about the structure of the language, its system, character, features, etc. Since the main object is not a country, but background knowledge of native speakers, their non-verbal behavior in acts of communication, in a generalized form, their culture, it would be legitimate to introduce a sociocultural component of teaching a foreign language, on the basis of which students would form knowledge about the realities and traditions of the country, would be included in the dialogue of cultures, acquainted with the achievement of national culture in the development of universal history.

Based on this, it can be assumed that the sociocultural component really serves as an incentive to increase the motivation for learning a foreign language and a means of teaching a foreign language culture. Management of the motivation for learning a foreign language is one of the central problems of the teaching methods in higher education. A foreign language as an object has a number of specific features, one of which is mastering a foreign language through the formation and improvement of communication skills. Unfortunately, at the moment, teaching a foreign language is mainly of an artificial educational nature due to the lack of students “natural need” [2] in communication in a foreign language.

A positive attitude toward learning a foreign language helps to improve the results of learning speech activity. Leontiev A.A. believes that the motivation of learning can be determined by external and internal motives [2]. External motives are not related to the content of the educational material: the motive of duty, duties (broad social motives), the motive of assessment, personal well-being (narrowly social motives), the lack of desire to learn (negative motives).

Sources of external motivation may include the following aspects: students' desire to please their parents, learning a foreign language for general development, for passing an exam, the desire to know a foreign language no worse than their peers, etc.

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CONNECTION OF SOCIAL SERVICE SECTOR AND POLITICAL SPHERE WITH CORRUPTION

The issue of corruption interference to the public and state spheres is very important, so far in Ukraine many methods are used to detect new corruption crimes and prevent the possibility of committing them by higher officials. But public employees lobbying exists, leading to great economic losses.

It should be noted that the manifestation of corruption depends directly on the law, namely on its clear formulation of a specific concept and circumstances, which are regarded as corruption offenses, as well as on the actual implementation of counteraction to such manifestations. Another indicator of the corruption perception is the society, namely the behavior of the people in relation to different spheres. It determines the state in the state. As a result, Ukraine ranks 120th in terms of corruption among 180 countries [1].

Two areas are vulnerable for corruption:

- Social services;
- The political sphere.

What is refer to the concept of "social services? It is a complex of actions aimed at providing legal, medical, educational, defense, economic assistance. In addition, politics is observed as an act of establishment, development and management directing of these social services.

Corruption in the field of social services will manifest itself in medical [2] and educational institutions [3], on the borders with other countries, etc. Moreover, the local administration, reaching the state branches of government activity, deepen corruption [4]. Hierarchically, it is possible to place the political sphere above the social sphere. However, regardless of the hierarchy, problems in the social sphere

depend on the problems in politics, and the problem in politics depends on the situation in the sphere of service provision. The state is focused on the second sphere, that is, the political sphere, because it causes great economic losses, so the first (social) seems to be not very important.

However, it is from the sphere of social services where the permissiveness begins. Due to the small economic loss, to which the country does not make significant efforts, corruption as a social phenomenon becomes a political phenomenon. That is, the corruption embryo is the social sphere of services, and the ultimate one is the political sphere.

We immediately see the state trend, namely its direction of overcoming corruption crimes from top to bottom. But this is a logical option, because it is the most visible and any other sphere is not as influential as politics. For a more productive struggle, one must first understand the cause of the emergency, which is the embryo, and secondly be able to use force to combat it, knowing the factors of their origin.

The conclusion is as follows: despite the great economic losses, the state is still taking steps to improve the situation in the public sphere. Partial uncertainty is the cause of not so fast corruption as it was considered to be. Nevertheless, there are actions, and it speaks of the state's interest in solving the problems, because if it is not resolved, the state will lose power.

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KNOWLEDGE OF FOREIGN LANGUAGES AS A BASIS OF PROFESSIONAL INTEGRATION IN THE WORLD

The relevance of the chosen topic is conditioned by the state of globalization and European integration in the current conditions. On the path to global informatization, foreign language knowledge plays one of the leading and most important roles. An increasing amount of information on the Internet is stored, for example, in English. The percentage of Ukrainian in the same Internet does not even cross the percentage threshold, while some sources say that about 80% of information in the worldwide web is stored in the same English language [1].

Ignorance of foreign languages severely restricts a person from using the software, restricts professional opportunities of finding necessary and important professional information and communicating appropriately with others.

In accordance with Presidential Decree number 641/2015 “Announcing 2016 as the Year of the English Language in Ukraine” [2], the issue of studying English was legislated and regulated by citizens in order to increase the access of citizens to the world economic, social, educational and cultural opportunities and possibilities.

For Ukrainians who knows foreign languages, opens a much broader horizon from all sides of international programs, grants and associations. It is no exception that the system of law enforcement agencies in Ukraine, which currently has a considerable list of organizations and international programs that establish a comprehensive experience exchange among different struct of different structures and organizations from other countries. These may be invitations to international trainings, conferences, workshops, seminars or internships in other countries.

The purpose of our work is a comprehensive study of the possible professional influence from international cooperation and knowledge of foreign languages as a basis of professional integration in the world.

Social, economic, political and cultural changes put forward new requirements for young people and professional training of future specialists in different specializations around the World during the last few decades.

The necessity of intercultural cooperation and professional integration makes modern specialists from one country communicate with specialists from other countries and cultures, adapt to the foreign language surrounding. Therefore, the investigation of the process of foreign language training of future specialists in different directions is an important issue for their professional training that serves as a significant factor of Ukraine’s integration into the world economic community.

In recent years, legal base on reforming higher education and professional training of specialists of a new generation has been established and improved: the Law of Ukraine “On Higher Education”, National Education Development Strategy in Ukraine till 2021, National Doctrine on Education Development in Ukraine in XXI century, etc.

The National Report “New Course: Reforms in Ukraine during 2014-2019 indicates that the strategic priority of the government language policy in Ukraine should be the formation of proper conditions for the languages developing of international communication by Ukrainian citizens.

Knowledge of the foreign language by specialists in different professional areas serves not only as a means of intercultural and interpersonal communication, but also as an instrument that promotes new contacts with foreign colleagues, information sharing in the sphere of professional activity, increase of competitiveness in the global labor market, student mobility and integral component of specialists’ professional training.

Today, there are several organizations that developing international activity and exchange of experience both in European countries and all over the world. For example, the largest student Exchange Program is Erasmus. Nowadays, the two main

programs Erasmus and Erasmus Mundus are combined into one – Erasmus + program.

In addition to the Erasmus program, universities from different countries conclude bilateral students exchange agreements with each other. Quotas, depending on specialties, average 10 to 50 places in each direction (depending on the program or grant).

It should be noted that the list of international institutions and organizations engaged in enhancing cooperation and cooperation between experience exchange organizations and agencies of different countries and their individual staff is not exhaustible. More over, the number of such organizations and related programs tends to grow rapidly.

And what about “integration”? It is the act of combining into an integral whole or an operation used in the calculus whereby the integral of a function is determined [3]. That is why we could make a conclusion: foreign languages (particularly English) are one of the most important point and component of future cooperation and integration among different countries.

Today, The European Commission is working together with national governments to meet an ambitious goal – for all citizens to learn at least two foreign languages and to begin learning foreign languages at an early age [4].

Currently, number of foreign languages is one of the most important skill of a professional, as a great deal of international organizations provides different international events of experience exchange, opens new opportunities for enhancing one's professional competence.

Summarizing all of the above, it can be concluded that knowing a foreign language can be an added advantage, and sometimes even the sole advantage, especially in a job where knowing a particular language is a desired skill. It is a skill that can be developed alongside other academic pursuits and even professional career. The multilingual workforce can be an asset for any company, which intends to expand its business in foreign lands. English is the language of international business, but other languages such as French, Spanish, Arabic and Russian can help in a multi-level process of professional integration in the World society and, of course, in Ukraine.

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WHY DO PEOPLE STUDY A SECOND LANGUAGE?

It goes without saying that English has become the most popular language in the era of globalization and integration. It is considered to be an international language of communication. Wherever you go, a good command of English will be a key to success.

On the one hand, a wide range of possibilities opens in the sphere of education. There are quite a lot students exchange programmes with reasonable scholarships. One of the selection criteria is a good command of English at the level of B2 or higher. More than that, English helps the researchers see eye to eye with each other. Most of contemporary research papers are written in English in APA style format.

What is more, if a person mastered English, it would be easier to learn other languages, for examples French or German. It never ceases to amaze me that learning a foreign language is a remedy for longevity. The recent studies have proved the fact that the more people provide their brains with food for thought by reading, studying, analyzing and summarizing the information, the longer they live.

On the other hand, the latest research of labour market has demonstrated that more and more people tend to master a second language by the force of necessity to find a lucrative job abroad. That's why there has been a sharp increase in the number of people studying English on-line or attending English classes all over Ukraine.

At the same time one should remember that learning English as a second language is not a bed of roses as it requires time, efforts and energy. However, if you are determined and motivated to master a language, you will have all chances of succeeding.

Summarizing the facts mentioned above, in conclusion I would like to say that learning English is of a great importance for a person whatever the purposes of acquiring it may be, i.e. educational, academic or business. Moreover, taking part in the competition for educational scholarships or applying for a job provided that your skills in main qualifications are equal in comparison with other candidates you will have a priority over them on the strengths of the command of English.

Finally, remember practice makes perfect, never give in and you will reveal absolutely unique and wonderful world of English.

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OBTAINING ADDITIONAL KNOWLEDGE BY POLICE OFFICERS AS A WAY TO IMPROVE THEIR TRAINING

Training is one of the main forms of police professional activity. The work of the police is always connected with communication with people. I think that police communication with people depends on the knowledge of human rights and freedoms, knowledge of the language they speak, and knowledge of religious and cultural positions of the groups where the person is on a general level. Unfortunately, this knowledge needs to be improved by the police officers today.

The provisions on human rights and freedoms are immutable, so the knowledge of the police officers on this issue must be perfect. But we often see violations of human rights and freedoms by the police. Why is this happening? I think that in our country, the universities where police officers are trained provide the lowest possible level of knowledge on this subject for passing the exam. The police officer passes the exam, but finally the police officer has a low level of knowledge on such legal aspects as human rights and freedoms. The police must protect human rights and freedoms, but in reality police officers often violate the rights and freedoms of people. And this is unacceptable, because violation of human rights and freedoms means not only violation and non-compliance with the laws of our country, but also violation and non-compliance with international standards of police activity.

In my opinion, there are some certain drawbacks of learning the foreign languages by police officers. Police officers study English at universities of internal affairs, without considering the location of the University. I think that this is the main drawback of learning foreign languages. Because the discrepancy between the place of work of a police officer and the acquired knowledge of a foreign language is important. I am sure that the location of a police station should influence the choice of a foreign language that a police officer will learn to communicate with people, who live in the territory that belongs to this police station. For example, police officers working in the western Ukraine need some knowledge of Polish or Hungarian. There is a corresponding University of Internal Affairs there. And providing them with knowledge of these foreign languages would definitely improve the work of the police.

So, the lack of dependence of the territorial location of police departments and the choice of providing knowledge of foreign languages creates a problem in the cooperation of the police with the population.

Ukraine is a multinational state. There is such a thing as a minority in it. According to the latest figures from 2001, 22% of the population of Ukraine is minority. Communicating with people who have a different religious or cultural

background is considered to be an important part of a police officer's job. Police officers receive the information they need and reports of crimes from people who are members of minorities who have specific religious and cultural backgrounds. The police also attract these people as witnesses. I believe that the acquisition of knowledge on the religious or cultural positions of minorities, at least at a general level, is necessary for improving the proficiency level of the police duties. To receive these exercises, police officers and future police officers should conduct trainings and lectures. Each police officer also has an individual attitude to minorities. Most police officers have ingrained negative beliefs about these groups. So, in my opinion, it is necessary to involve representatives of minorities in conducting lectures and trainings. Using practical skills to communicate with these people, you can change the attitude of police officers to them.

Therefore, getting general knowledge from the cultural or religious characteristics of minorities would improve police cooperation with members of these groups, and increase the level of confidence of minorities in the police, that is important for the implementation of fair and effective police activities.

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ENGLISH AS A MEANS OF INTERCULTURAL COMMUNICATION

In the context of the globalization process English is a means of intercultural communication facilitating the establishment and strengthening of intercultural connections and the integration of cultures. It is known that the higher the level of spiritual culture of a nation, the higher the level of linguistic, linguistic culture of its representatives. At the same time, language is capable of degrading and dying in the wake of the decline and destruction of any culture. Thus, the most striking example is Latin – the language of ancient Roman civilization, which nowadays does not function as a living, spoken, evolving language. Communication between language and culture is a typical example of the versatility of language development processes. "The spiritual ideal of mankind, having a specific historical character, at the same time has a pronounced universality", – notes G.B. Mashchenko [1].

Many philologists and linguists divide the history of English into three periods: Anglo-Saxon, Middle English, and New English. However, V.D. Arakin states, that

“until now, no criteria have been developed on the basis of which real periods of English language history could be reasonably distinguished.” [2].

This division is rather conditional, since the language existed in tribes inhabiting Britain long before the conquest of Caesar or the spread of Christianity in its territory. This language has come a long way in development, rooted in ancient times, and as a result, writes V.D. Shevchenko: “Approximately 70% of English vocabulary is borrowed words and only 30% is original words” [3].

"Language," says VD Arakin, "is a social phenomenon. Thus, languages are characteristic of development just as they are inherent in every social phenomenon. But any social phenomenon develops according to certain laws. To understand the current state of language, its grammatical forms, its phonetic structure, the structure of its vocabulary, it is necessary to consider every phenomenon of modern language as a known result of long historical development, as a result of a number of changes and transformations that took place over more or less long intervals in time. Thus, only a historical approach to the phenomena of modern language can ensure their proper understanding and use." [2].

Language is not a dogma, it is constantly evolving, absorbing all the events in the world. Although English has changed a great deal throughout its history, its grammatical structure and vocabulary continue to retain the core features of the German group, the vocabulary of which includes many foreign-language borrowings from different cultures and nationalities. It is no wonder that the phrase that has become phraseologism - "Language – the mirror of culture" – is particularly popular in the field of intercultural communication.

Let's look at some archaisms, lexical archaisms include words that are obsolete in all their values. "To jangle" - gossip, talk slowly, "to scurryfunge" - quickly clean the apartment before guests arrive, "to grubble" - look for something in your pocket or desk, "snollygoster" is an unprincipled person (often about politicians), "zwoadder" is a sleepy, lethargic state, "hum durgeon" - an imaginary disease, "famelicose" - always hungry, "to groke" - to stare at someone who is eating, in the hope that he will share the food, "Ergophobia" - panic fear of returning to work, "woofits" – hangover, "to quomodocunquize" - earn money by any means.

The practical needs for studying intercultural communication have arisen from the rapid economic development of many countries and regions, the revolutionary changes in technology associated with the globalization of economic activity. The density and intensity of long-term contacts between representatives of different cultures has increased significantly and continues to increase.

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TERMS AND THEIR CONNOTATIONS WHEN TRANSLATING A LEGAL TEXT

The relevance of addressing this issue is due to the ever increasing importance of various situations faced by people who require an appeal to a professional lawyer. Often, documents containing an abundance of legal terms have to be reproduced in a foreign language and vice versa, for example, to get a job abroad, enter a foreign university, successfully conduct business operations, or acquire the right to reside in a particular state. In this case, you cannot do without the services of a professional translator.

Translation of documents of individuals and legal entities can be described as “translation of texts related to the field of law and used to exchange legal information between people speaking different languages.” [1] The language of law implies the specialization of vocabulary, which covers a wide range of legal sectors and institutions. When translating legal documents, it is necessary to take into account the existing difference in the laws of countries, especially the Russian and English legal discourse. In addition, the problem of translation ambiguity arises. Currently, there are a significant number of works in the field of translation studies devoted to various problems of translation of texts, for example, the works of such scientists as L.S. Barkhudarova and V.N. Komissarova [5, p. 88].

Legal translation is the translation of texts related to the field of law and used to exchange legal information between people who speak different languages. Since law is a subject area related to the socio-political and cultural characteristics of the country, legal translation is not an easy task. For an adequate transfer of legal information, the language of legal translation must be particularly accurate, clear and reliable [3, p. 131].

The problem of legal translation, most often, is that this or that term reflects the particularities of the legal system of a certain state. Another feature is that within the national system, lawyers have developed a specific language, which, at times, is difficult to understand not only for a lawyer, but also for a translator from another state. For example, consider the possible translation of the word "jurisdiction". In English, this concept, in addition to the “jurisdiction” known to us, means: “competence”, “powers” (courts, etc.), and a purely geographical factor - “territory”, for example, of the state. An American lawyer can say not only “the court’s jurisdiction”, but, for example: “In this jurisdiction the rule does not apply” (“This rule does not apply in this state”). A translator who is not familiar with this kind of nuance may, in the latter case, interpret the term incorrectly.

The problem of the translation of legal terms can also arise with the widespread processing of foreign legal experience in the formation of new institutions of government in recent years. For example, there is much discussion about the introduction of a jury in a particular state. For a translator who has no idea about the very concept of “jury trial”, the term “jury” says little, therefore, when translating it, there will be a need to turn to a lawyer in order to correctly interpret this term [3].

After analyzing the literature of such authors as F. F. Martens, I. I. Lukashuk, as well as N. V. Alontseva and making a selection of terms, we came to the conclusion that when translating a text from English into Russian, it is necessary to take into account more than one meaning of the word, and a few, because you can lose the exact meaning of the sentence or phrase. In order to correctly understand the text, you need to know this subject and the English terminology associated with it. In addition, for the correct transfer of the content of the text in Russian, you need to know the appropriate Russian terminology and have a good command of the Russian literary language.

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TRANSLATION AND INTERPRETING IN THE PROFESSIONAL ACTIVITY OF A LAWYER

Translation and interpreting are of great importance in our society. Translation enriches a person's life as it allows him to communicate and transmit information regardless of the language barrier. For example, throughout human history knowledge has been transmitted precisely through translated texts.

Due to Wikipedia [4], translation is a rendering of meanings of the source-text with the help of means of an equivalent target-language text. The translation is also a term used to determine written translation. However, oral translation is called interpreting. There are 5 main types of translation: technical, scientific, legal, literary and financial [3].

As for legal translation, we can differentiate three different subtypes although some sources differentiate them as three different types. The first one is a translation of legal documents. These documents can be a summons, registration certificates, contracts, treaties, agreements, etc. It is a translation of texts within the field of law [2]. These documents have their language full of legal terms and own rules of punctuation and word order. It creates difficulties for the translator, thus there is a common practice among translators to choose one type of translation and develop themselves in that particular type. However, if a translator is not a lawyer, he or she will show their translation to a lawyer to check and edit it.

The second type is judicial translation. This type is usually confused with a legal one. However, judicial translator deals with translation undertaken in a court. Sometimes, it is a translation of warrants, letters rogatory, experts' opinions, judgments. In some cases a court interpreter is a vital necessity. He or she is needed to provide communication between representatives of different languages. A court interpreter has to fulfill his ethical responsibilities. An interpreter has to remain calm and confident despite the atmosphere in the courtroom [5].

The third type of legal translation is a juridical one. It is a translation of legally-binding documents. These documents can be laws, protocols, conventions, labor contracts, regulations, insurance policies, decrees, etc. These serious documents also require a translator to have not only linguistic skills but a solid legal background either [5].

To sum up, it must be said that highly specialized translators and especially interpreters are of great significance. Legal sphere will always need those specialists. All of the mentioned types of legal translation are important and require translators to have skills not only in linguistics and translations or interpreting but also in the sphere of law.

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POLICE OFFICER COMMUNICATION IN CONFLICT SITUATIONS

A police officer is a citizen of Ukraine who have sworn allegiance to the Ukrainian people and is serving in relevant position in the police force. Communication plays an important role in his work. Through communication he receives the information he needs, which further helps in solving the problem. But there are times when the interlocutor behaves badly and provokes the police to act aggressively. The urgency of this problem in Ukraine is that in many cases, the police are provoked even worse than they could do it the first. So, what is the reason for the linguistic and psychological disorders of the police officer that leads to such behavior? In my opinion, the main reasons are: imperfect organization of work, which is defined by congestion, competence uncertainty, functional and constant responsibilities

The aggressive environment that a police officer gets on a call can be equated with conflict. In turn, the primary source of the conflict and the conditions of its occurrence are considered to be the conflict situation. Differences of people, differences of perception and evaluation of certain events often lead to a controversial situation, if it is not resolved, may lead to conflict. The problem of psychological and linguistic support for the activities of police officers in extreme conditions shows the inability of the police to get out of the conflict. Practice shows that talk (negotiation) is one of the most effective ways of preventing serious consequences in such cases. The main difficulties of negotiation are: lack of skills and experience of negotiation, deficiencies in the organization of psycholinguistic negotiation process support , shortcomings in logistics and technical support, conducting negotiations, the complexity of being on the duty, difficult working conditions.

Professional necessity is another problem faced the police officer. It forces employees to communicate with citizens whose affairs do not inspire sympathy and compassion. Meetings and communication with people occur not by their own choice and desire, but through the performance of their duties. Such people cause a negative emotional reaction. However, a professional should always be ready to interact with any person, regardless of personal preferences. However, the activities of law enforcement officers belong to the professions of type "person with person", so its effectiveness depends largely on the level of development of skills to know the behavior of other people, understanding their advantages and disadvantages in professional communication.

The National Police of Ukraine is a state structure that should protect citizens from criminal and other encroachments, so police officers are often forced to apply methods that directly or indirectly limit the rights of others. All this can lead to

conflict. Police cannot prevent crime and perform their functions without the help of population. The direct co-operation between police and citizens is to establish a relationship between them, in which they can jointly solve the problems of crime and other offenses at the place of citizens residence. Thus ensuring the tasks of law enforcement solution and human rights focus. But the question arises: "How can the police cooperate with the public if it abuses law enforcement officers and no longer believes in the success of their activities?" Indeed, this attitude of the population towards the law-enforcement agencies employees puts pressure on their psychological and emotional state, which leads to aggressive communication. Many police officers do not know the usual moral and ethical norms of communication with the population, which are established by certain legal acts. For example, order of the Ministry of Internal Affairs № 1179, "On Approving the Rules of Ethical Conduct of Police Officers," does not become a model for use, leading to conflicts between the public and the National Police.

Consequently, there are many reasons for the misbehavior of the police officer in dealing with citizens, which depend both on the police and the system of law-enforcement bodies as a whole and the population. Therefore, more attention should be paid to awareness and the maintenance of a high level of ethical and psychological skills for the next generation police officers and preventative training conduct concerning the population of the country.

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LANGUAGE AS A FACTOR IN THE FORMATION AND DEVELOPMENT OF SPIRITUALITY

Nowadays the relevance of this topic is obvious because language is the main tool for the formation of a nation, which in turn ensures the unity, free and cultural development of the national community, healthy, spiritual and mental development, and therefore serves as a means of strengthening the national consciousness.

The main methods of language research are structurally descriptive, relatively historical, and comparable. Also in linguistics, sociolinguistic (questioning and interviewing) psycholinguistic, mathematical and other methods are used.

Mastering our mother tongue in communication is one of the major achievements of each of us. Language formation is the basis of all human mental development.

Differences in languages reflect important differences between cultures and also help to reinforce these cultural characteristics. Through the use of language, the individual is transformed into an agent of culture, through language he absorbs the very essence of culture, and using the language - strengthens the concepts of his culture.

This interrelation is true for all languages and cultures, including for the Ukrainian language and Ukrainian culture. This is explained by the fact that "language symbolizes culture; culture is a group way of structuring the world in order to avoid chaos and ensure the survival of the group; language is a system of symbols that submits and notes this structuring "[3, p. 264].

Speaking in their own language, people will behave more quickly as is customary in the culture of their ancestors, and this will also fit the stereotypes of other culture regarding that culture. "In this case, the linguistic context would be a harbinger of changes in both behaviour and personality." [3, p. 272].

According to L. Vygotsky, the world becomes meaningful to us only through the assimilation of the values shared by the people around us. Together, people create such values, collectively use them and pass them on from generation to generation. Such a system of meanings in the family is the mother tongue.

So, probably, the reason for many of our problems is that we very often neglect our mother tongue by replacing it with another language or do not even know it thereby depriving ourselves and our children of the spiritual basis of life, an inexhaustible source of mental development and personal growth.

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SPECIAL FEATURES TO BE TAKEN INTO ACCOUNT WHEN TRANSLATING A LEGAL OR BUSINESS RELATED TEXT

The specificity is that jur. translation requires perseverance, meticulous selection of foreign counterparts. Of particular note is legalese - legal jargon, whose concepts

are often difficult to understand. However, they are ordinary and familiar to the Anglo-American legal family. For example, the expression *voir dire* (French) is “preliminary interrogation of witnesses” or the term “trespass”, which introduced into English law a new concept of “penetration into other people’s property without the consent of the owner”.

Difficulties in translating legal texts:

1. the name of the contract can be conveyed in different ways, and their filling can differ in terminology. Amendment Agreement (agreement on amendments and additions) may contain the same terms with different meanings, for example, with Premises Lease (lease of premises) or Labor contract (labor contract). If the customer’s company has developed a certain practice, it is worth listening to the wishes;

2. In the decision to merge the two firms, the word *Confusion* is often used, but this is not a familiar “embarrassment” to us. In the field of law, the correct translation of this term is “fusion”;

3. It is worth paying attention to such school examples as the use of the words *city* and *town*. The first is used to designate cities of regional significance, millionaires (Kiev, Kharkov, Dnipro), the second - for small cities, large villages, urban settlements. (Konotop, Vapnyarka, etc.);

4. in official duties it is not correct to alternate imperative and indicative moods. Personal verbal forms familiar to English must be translated impersonal-predicative or resorted to imperative models (“Proceed”, “Proceed”, instead of “You must proceed).

Since units of French, Latin, and Old English vocabulary are often present in foreign documents, a legal translator must understand this area. Acts are characterized by lexical redundancy and verbosity. Quite often in legal speech pronoun dialects are used (hereinafter - hereinafter, whereas - while, therefore - this, hereto - to this), an impressive amount of negatives and impersonal constructions. When compiling a translation, it is worth considering that legal texts are characterized by the dominance of the singular over the plural, masculine over feminine, present over the future.

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THE CONSTITUTION OF UKRAINE IS THE BASIC LAW OF THE STATE

The constitution is the Basic Law of the state, which has the highest legal force and regulates the most important social relations, has a special procedure for the adoption, amendment and protection. The term "constitution" is usually used in two

meanings: the constitution is actual (real, existing organization of the state and society) and the constitution is legal (as a political and legal document). It's a written act or a set of acts or constitutional customs that proclaim and guarantee the rights and freedoms of a person and citizen and determine the foundations of social order, the form of state and government, the form of state system, and the system of public authorities, local self-government and other issues of constitutional importance. The constitution is the basic law of a state, which is adopted and amended in a special order, usually established by itself, and which is the highest legal force. Therefore, by its nature, the constitution is a special institution that regulates the most important social relations, establishes the foundations of the constitutional-legal order. [2, 61].

The Constitution is the only legal act of special legal character, by which the Ukrainian people express their sovereign will, affirm the basic principles of the structure of society and state, determine the system and structure of state power and local self-government, the basis of the legal status of a person, territorial state structure [3, p. 9].

The development of the Ukrainian state after its declaration of independence was in direct connection with the establishment of the foundations of constitutionalism, ensuring the fundamental constitutional principles of popular sovereignty, the rule of law, the priority of human and citizen's rights and freedoms, legality, separation of state power, democracy and so on. In this sense, both the constitutional process as a whole (the adoption of the 1996 Constitution of Ukraine, the constitutional referendum of 2000, the amendment of the Constitution at the end of 2004) and the Constitution of Ukraine, as the Basic Law of the State and Society, acted as a deep legal basis, which took place state-building processes [4, p. 74].

This means that the development of the Ukrainian state was within the parameters that were set at the constitutional level, and at least theoretically it was intended to facilitate the implementation of basic constitutional norms. However, as state-law and law-making practice attest, not all such norms and principles have been sufficiently implemented and secured (at present, we mean not only certain constitutional rights and freedoms of man and citizen, the provision of which presupposes a corresponding "capacity of the state", but also the basic democratic and rule of law institutions). In this regard, a serious and relevant issue for the science of constitutional law is the question concerning the role that the Constitution of Ukraine should play in the process of state development. A constitutional and legal study of the role and importance of Constitution of Ukraine in ensuring the organization and functioning of state power seems to be an actual intelligence that can pose, and possibly - solve, important problems that are now facing the Ukrainian state [4, p. 77].

However, one should not discount the fact that under the totalitarian regimes which the history of Ukraine is mainly linked with, the constitutional acts did not play and could not play any significant role in the life and development of society and the state, ensuring rights and freedoms of citizens.

This is obviously the main reason for the persistent psychological stereotype, rooted in the public consciousness and manifested in insufficient respect for the Basic Law, legislation, and underestimation of their role in the lives of both the state and

citizens. Such utilitarian, narrow-minded approaches must be resolutely broken, including through scientific discussions, to bring the most pressing issues to wide public discussion.

The constitution, as an act of manifestation of the highest, founding will of the Ukrainian people, has finally confirmed that its historic choice to live in a sovereign, democratic, social, legal state is final and not subject to revision. It is a document based on fundamentally new philosophies and conceptual foundations of state formation for the Ukrainian society. For the first time in the thousand-year history of Ukraine, a person, his life and health, honor and dignity, integrity and security were recognized as the highest value, and the rights and freedoms of man and citizen began to determine the content and direction of all the activities of the state.

Now the main task is for each of our compatriots to really feel the practical effect of the constitutional guidelines in their daily lives.

The significance of the legal norms enshrined in the Constitution of Ukraine in 1996 in terms of their role in the process of modernization of the state and society can be considered in at least three main aspects. First, a significant part of these norms can be defined as “benchmarks” or “goal norms”. their specificity is that they set the general directions, and with them the principles of state and social development, which determine the nature of further reform of the whole spectrum of socio-political relations.

Second, all constitutional norms and principles are norms of direct action. The significance of this provision lies in the fact that a clear relationship is established between the spheres of the constitutional prescriptions and the real socio-political relations, which makes it possible to move further into the practical implementation of constitutional norms. In fact, this property of constitutional norms is fixed by Art. 8 of the Constitution: “The Constitution of Ukraine is of the highest legal force. The norms of the Constitution of Ukraine are the norms of direct action ”[1].

And, thirdly, all constitutional norms are the basis for the functioning of socio-political relations that arise in the state, society, as well as in the process of their interaction. That is, the constitutional principles establish not only a peculiar ideal of development of the state and society, but also serve as the basis for the development, reform and development of the whole system of current Ukrainian legislation, since according to the above-mentioned Art. 8 of the Constitution of Ukraine all laws and other acts of public authorities are adopted on the basis of the Constitution and must comply with it [5,p.269],

An important aspect of the Constitution of Ukraine is the constitutional and legal consolidation of the model of the hierarchical structure of legislation: 1) it determines the basics of the international treaties in force in Ukraine (Article 9), defining their relation with the Basic Law of Ukraine; 2) it establishes the legal status of laws as the basic acts of parliament, which are intended to regulate the most essential and significant, from the point of view of the area of interests of the individual, society and state, relations; 3)it finds the question of the nature and status of legislative acts issued by the President of Ukraine (Articles 102.106), the Cabinet of Ministers of Ukraine (Articles 113, 116), fixing the status of by-laws; 4)it finds certain features of the acts of the laws of ministries, other executive bodies (Articles 117-120), bodies of

the Autonomous Republic of Crimea (Articles 135-139) and local self-government bodies (Articles 140-143), stating their by-laws; 5) it determines and specifies the place of individual decisions of the Constitutional Court of Ukraine in the system of acts of legislation by carrying out the last function of constitutional and legal control over the constitutionality of legislation; 6) from the standpoint of the present constitutional and legal consolidation of the fundamental principles and principles of the hierarchical structure of legislation, the mechanisms of control over their implementation will serve as an important factor of effectiveness not only of the Constitution of Ukraine, but also of the national legislation of Ukraine as a whole.

Therefore, some conclusions can be drawn on this point. The Constitution is the only legal act of special legal character, by which the Ukrainian people express their sovereign will, affirm the basic principles of the structure of society and the state, determine the system and structure of state power and local self-government, the basis of the legal status of a person, territorial structure of the state.

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TODAY'S FOREIGN LANGUAGE TEACHING

The relevance of the topic is that if you analyze the history of mankind, you can understand that this is the history of individual countries of peoples and cultures. Today, there are no such clear boundaries anyone can travel to different countries. Everything that happens in individual countries in one way or another affects the

further development and life of other countries as a whole. That is why learning a foreign language is gaining such enormous popularity.

The purpose of the article is a general description of the teaching of a foreign language in the current society.

Everyone chooses whether they need to know a foreign language or not and for what. Probably from school age, few people realized that he needed it. Modern society appeals to tutors or attends private language schools. Much depends on how the teacher teaches and talks about the language itself. For foreign language teachers to develop a student's intercultural communication skills is to know how to teach a foreign culture. The teaching of culture in the teaching of foreign languages is a question raised by language teachers in all universities and colleges of the world. Because the study of culture makes it possible to understand the basic idea of language, because in all peoples culture has always influenced language and its course of communication. And in this case we are faced with the term «intercultural learning». The main idea of intercultural learning is to increase international and intercultural tolerance and understanding of the people.

If you delve deeper into the languages learned, you can practice several methods of socio-role, subject-role, each of these methods in its own way to cover the language. The main purpose of social - role is to understand the social role in society and the way of communication such as the use of certain phrases, farewell, greetings, gestures and facial expressions. The purpose of subject-role communication training was to: - teach the role of the plot, that is, non-verbal and verbal behavior should be consistent with the content of the story; - to respond to the verbal and non-verbal behavior of the partners in the dialogue according to their roles; - use phrases that fit the role. Intercultural competence involves a certain amount of «knowledge», but it is the skills and inclination that determine people's ability to engage with, interact with, and interact with others. A person does not learn interculturalism, a person experiences it through interaction with representatives of other languages and cultures.

Therefore, the teacher is not obliged to have all the knowledge and facts about the culture of the country in which he teaches. Rather, it must have an intercultural awareness that will allow it to encourage its students to make a difference. Among the most well-known methods of teaching foreign languages is Г. Лозанова technology based on certain principles: lack of cramming; training without fatigue; the basis of training is the motivation and cognitive interest of students; conducting training in large blocks; complexity of tasks. Teaching techniques are very important today, because every year the popularity of languages is increasing, children in school do not know where they will work or live, they do not predict what languages they will encounter. Learning them in only one language and culture distorts their view of the world, as this world is multicultural and multilingual.

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INTERACTIVE METHODS IN TEACHING ENGLISH

There are continuous debates regarding the best, so called “panaceas” method of mastering English among the English teaching methodologists. Those who stand for classical method of teaching English emphasize that it contains all integral components of speech as reading, writing, listening and speaking. Besides, vocabulary of the trainees is enriched and their pronunciation is improved. The followers of the interactive trend in English teaching insist on the fact that the final aim of studying English is active oral intercourse in the shortest possible time. Moreover, they point out that studying a lot of grammar and all-round classical approach to the language study leaves little time for speech practice. Therefore, the main thing while studying or teaching English is to determine the right aim. If it is to study English for communication purposes, the interactive method of teaching English will suit you the most.

Our life is constantly changing in the modern world. The same happens to the English teaching methods. It makes English teachers respond to the new life challenges and be able to supply the English learners’ market demands. The more so, when English has become an acknowledged international communication language.

Interactive method of teaching English is very popular nowadays and it is focused at practical communication. We have to point out, that all four kinds of speech activities (reading, listening, writing, and speaking) are involved in any kind of language training. However, it is interactive method of teaching language, which implies productive speech activities (listening and speaking).

It should be noted, that the aim of an English teacher is seeing a learner as a subject of teaching activities. It means that an English teacher has to develop the learner’s abilities and skills to organize and plan his/her study activity, to work with literature, to file information, to analyze information, to make conclusions, etc.

These requirements need active forms of teaching English application. The main aim of interactive method of teaching is to teach a student to express his thoughts and ideas and to understand the ideas of other people. Therefore, the distinguishing feature of the interactive method of teaching must be active methods of class activities like role-play, discussion, presentation, brainstorm activity, solving problems, imaginable situations, mingles, etc. Besides, the lesson must not be a monotonous procedure, but a coherent change of techniques. It helps make the learners effectively involved in the learning process and motivate their activity in the classroom.

The whole complex of active methods, used at the courses is directed to creative thinking and all-round development of the learner's personality.

Both multi-national and cultural aspects are taken into account in the curricula, because the learners come from different countries of the world.

Active communicative methods are used to intensify the learning process, as the students need effective practical every day communication in Great Britain they are staying.

Educational communication, relaxed atmosphere in the English class-room provides favorable conditions for friendly contacts development between the teacher and the students as well as among the students of the group.

According to the survey, most of the English language courses trainees have come to Great Britain to be exposed to English language and study English for effective communication.

To conclude, it should be noted that interactive methods of teaching English have good application prospects in teaching English for those who seek active practical communication in English.

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GERMANIC TRIBES, THEIR MIGRATION AND THE FORMATION OF GERMANIC KINGDOMS

The relevance of the topic is as follows. It is very important to understand the history, the concept of the great migration of peoples, the history of my Germanic tribes. Each language in its origin and development is associated with a community

of people, reflects its features and destinies. Each language in its vocabulary names only that part of the objects of the surrounding world that can be named, and those phenomena from the sphere of spiritual life that are important for the speakers of this language. Language is a mirror of the worldview of its native speakers.

The German nationality and the German language formed in the early Middle Ages from closely related West Germanic tribes and their tribal languages. After the cessation of the diverse migrations of the era of the Great Migration of Peoples (the end of the V-th – VI-th centuries), a “region of the German language” was formed in a gradually calming world. During this period, a significant reduction in German territory can be noted.

The formation of new dialects and the change in the boundaries of a number of dialects was associated with the military expansion of German feudal lords to the east and south-east, the capture and plunder of border lands, the extermination and enslavement of the local population.

The areas on the right bank of the Elbe, abandoned by the resettled Germans, were then occupied by the Slavs. In the southeast, Germanic tribes were grinded and absorbed by the peoples of eastern Europe. Even in the framework of the Frankish state, the languages of the emerging German and French nationalities are formed. However, during this period they are still non-written languages, and serve only for oral communication, and the written language is Latin.

The formation of migration behavior of people and social groups is influenced by a whole range of factors: political, socio-economic, ethnic, religious, environmental, demographic, etc. In Europe, among the Germanic and Celtic tribes, among the factors of large-scale migrations of the indicated period, it is necessary to name: the beginning of social and property differentiation, forcing them to seek a better share near the Roman borders; the formation of tribal unions and military squads, in a chapter with Germans, who saw in the raids on Roman territories and looting the possibility of their own enrichment and increase their social status; the attractiveness of serving in the Roman army and settling in the empire as federates. Obviously, other factors, including climatic ones, played an important role, especially in the migrations of northern Germanic tribes: the cooling in Europe in the II-th – IV-th centuries facilitated south migrations in order to settle on lands with a warmer climate and more favorable agricultural conditions.

The Germanic languages of the northern and western subgroups have survived to our time. The languages of the eastern subgroup, unfortunately, have become extinct. The languages of the northern and western subgroups developed innational languages or became dialects of national languages.

Monuments of ancient Germanic writing, the study of which made it possible to classify Germanic languages, were created in the era of the formation of barbarian kingdoms, in the era of the Christianization of the Germans and the spread of their Latin script and Latin alphabet. Different nationalities do not join the culture of letter writing at the same time, and this explains the fact that the state of languages at different stages of their development is recorded in the first written monuments of the Germans.

Hence, At the end of IV-th century began mass migrations of Germanic and other barbarian tribes, called the "Great Migration of Peoples", which ended with the conquest of the entire territory of the Western Roman Empire. Its main reason is the growing number of barbarian tribes associated with the intensification of agriculture and the transition to sedentary lifestyles. The outward impetus of the Great Migration of the Peoples was the relocation of the East Germans, including the Goths.

Of course, according to the Greek and Roman historians, ancient Germans, even before the beginning of the new era, began to leave Scandinavia and settle much of Europe from the Rhine to the Oder, the Baltic coast and even the Black Sea steppes. Numerous Germanic tribes were divided into five groups, the languages of communication were East German, West German, and North German. At the turn of the new era, the Germans dominated the primitive community, and the main form of unification is the tribe with its economic, political and cultural community. Great migration of peoples in the IV-th century. didn't lead to the mass migration of Germans throughout Europe, the collapse of the Roman Empire, the formation of the first German states and the formation of feudal relations.

In the basin of the Rhone River in the middle of the 5th century originated the Kingdom of Burgundy with its capital in Lyon. Small in size, it had a significant impact on the life of the Western Roman Empire, since it broke its connection with Northern Gaul. In 476, removing from power the last Roman emperor Romulus Augustus, in Italy founded the kingdom of the German leader Odoacr.

Finally, although the movement of barbarian tribes in moving on the west and south were stopped, but not permanently. The Germans were not broken and subjugated. They only needed time to finally capture the Roman World, which took place on August 23, 476 (the official date of the fall of the Western Roman Empire). In the wreckage of this once mighty Empire, the Germans created new strong states, largely due to the influence of Rahu Romana.

Thus, with the arrival of the Germans in Britain, dialects Angles, Saxons, Utes, Friezes begin to form in a new Anglo-Saxon, or Old English, is the language of a new ethnic community. Being on the island, isolated from the continent, German dialects over time in the new geopolitical and economic conditions began to acquire characteristic differences from the German dialects of the continent.

Despite the pilgrimage of the German emperors to Rome and other ties, the Italian influence affected individual events. In some cases, borrowings from eastern languages are observed. Closer contact with the Slavic peoples during the colonization of the East entailed the penetration of Slavic words into German.

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THE HATE CRIME AND RACIAL VIOLENCE: THE BEGINNING LIES IN SPEAKING A LANGUAGE

A recent article in *The USA Today*, March 2020, entitled “Mother and Daughter Attacked for Speaking Spanish...” is the foundation for the current juridical and linguistic study.

Briefly, this Boston neighborhood case is such. In a district that is densely populated by Latino residents, mother, aged 46, and daughter, aged 15, were going home from dinner; they were smiling and happily discussing something in their native language. There appeared two other women, aged 25 both, the speakers of English, to whom it seemed that the mother and daughter were derisive about them. Two women, being drunk, were outraged by their fantasies and inability to understand Spanish. They shouted, pointed, and demanded the family to speak English in America. Moreover, they became actually violent and attacked the both by punching, hitting and biting. Several bystanders stepped in to help. The victims reported to the police. The mother still suffers nervous strain and nightmares, and the daughter is in hospital for her neck treatment.

After the initial police report, the violent women were scheduled to appear in court on charges of (a) violation of constitutional rights with bodily injury, of (b) misdemeanor of assault, and (c) misdemeanor of battery. The case appeared in the focus of Civil Right institutions. Also the case caused the huge public reaction because the region knows grave racial problems. Public organizations, the city authorities and police arrange joined efforts to decide the problem and prevent similar conflicts.

The key concepts in this juridical-linguistic study become “felony hate-crime” (кримінальний злочин через ненависть: “violent acts that are committed against people because they are of different race”), “violation of constitutional rights” (порушення конституційних прав), “racism” (расизм: “the belief that some races of people are better than others”), “xenophobia” (“strong feeling of dislike or fear of people from other countries”), “undocumented immigrants” (нелегальні іммігранти), “deportation” (депортація: “forcing the people to leave a country, usually because they have no legal right to be there”).

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THE IMPORTANCE OF FOREIGN LANGUAGE LEARNING TO MAINTAIN COMMUNICATION BETWEEN NATIONS

Nowadays, intercultural communication is extremely important. Understanding the cultures of other countries and learning their languages and customs helps us to grow up as a person in the world. Fortunately, now we have access to the Internet and, accordingly, it has become much easier to communicate with foreigners. However, why it is so importantly to study the cultural, ethnic, and religious identities of the other nations?

The Internet and modern technologies have opened up new marketplaces and allow us to promote the business to new geographical locations and cultures. It is now as easy to work with people online as it is to work face-to-face, so intercultural communication is increasingly becoming a new norm. Today, we are socializing beyond national borders by emailing, chatting, blogging, web browsing, except for conversations and letters. In these days of global networks, we are being thrown into a society of deteriorated, hybrid, changing and conflicting cultures, where we are expected to become multicultural personalities [4].

The emergence of the term "intercultural communication" is associated with the publication in 1975 by J. Condon and Jos. Feissy "Introduction to Intercultural Communication" [2]. Some researchers believe that the preparation of specialist non-philologists should also include the fact that, in addition to common language skills in the subject "foreign language", the student must also acquire the skills of professional foreign language communication. Therefore, by enhancing our foreign language communication skills, we also increase the professional competence of future specialists.

In Ukraine, the research in the field of "intercultural communication" is still in the process of formation. Modern Ukrainian scholars are exploring the problems of intercultural communication. In their view, engagement in the communication of carriers of different cultures, it is likely that certain problems, which from the beginning are associated with involvement in different cultures, are likely. Problems of this nature may be difficulties in understanding, misunderstanding, creating separate prejudices, and subsequently – delimitation in communication, abuse and finally – mental isolation [3].

Learning the cultural component of words is an important prerequisite for a successful acquisition of a foreign language, but in turn it is a wider range of cultural and historical values of relevant social reality, the acquisition of which is an important condition for the use of language as a means of communication. Language is a code that denotes certain concepts, and people in different groups understand it

differently. First of all, the language reflects the social experience of the people. The existence of certain lexical units is conditioned by the practical needs of people and their realities of life.

It is well-known that there is only one complementary link between foreign language teaching and intercultural communication, since each foreign language lesson is a practical encounter with another culture through its main carrier – the language. Each foreign word reflects a foreign culture, each word has a subjective, conditioned only by the language culture, a peculiar impression of the world. Today, in the process of teaching foreign languages in Ukraine, there is a need to use the language as a means of real communication with speakers of other cultures. Students want to use the language not to know, but to use. In this regard, the view of teaching a foreign language is changing dramatically, with greater emphasis on intercultural communication. Therefore, the main task in teaching foreign languages today is to teach the functional side of a foreign language and more practical use of the foreign language being taught.

Our cultural environment shapes our worldview in such a way that reality is thought to be objectively perceived through our own cultural pattern, and different perceptions are perceived as false and thus overly simplistic. When people recognize and understand different worldviews, they will usually adopt a positive and open attitude towards cross-cultural differences. A close look at such differences often leads to the maintenance of the stereotype – over-simplification and the assumption of coverage. The stereotype assigns group characteristics to individuals solely on the basis of their cultural background [1].

Learning a foreign language implies a degree of learning a foreign culture, it is important to understand what we mean by the process of cultural learning. Many students in foreign language audiences study the language with little sense of the depth of cultural norms and role models of people who speak the language or do not feel at all. Another perspective was the idea that a foreign language curriculum might represent culture as a "list of facts that should be cognitively consumed" by a student deprived of any significant interaction with culture. Robinson-Stewart and Knockon, dismissing these views as ineffective and misunderstood, offered to study language learning as "a process, that is, a way of perceiving, interpreting, feeling, staying in the world ... and relating to where he is and whom he meets" [5].

The culture studying is the process of creating a common meaning between cultural representatives. It is an experience, a process that has been going on for many years and deeply penetrates into thinking, feeling and doing. Learning a second language involves acquiring a second identity. This creation of a new identity is at the heart of a learning culture or what can be called acculturation.

The key of effective intercultural communication is knowledge. First, it is important for people to understand the potential problems of intercultural communication and to work hard to overcome them. Second, it is important to assume that human efforts will not always be successful and properly regulate their behavior.

We convey so much non-verbal information in conversations that often the verbal aspect of the conversation is insignificant. This is especially true of interactive

linguistic features in which social contact is crucial and in which it is not what you say but what you convey in body language, gestures, contact eyes, physical distance, etc. non-verbal messages. However, non-verbal communication is so subtle and subconscious in native speakers that verbal language seems relatively mechanical and systematic. Language becomes distinctly human because of its non-verbal dimension [4].

In conclusion, we are very fortunate to live in the modern world and have the opportunity to learn foreign languages more easily and to use them for various purposes. It must be understood that language is the property of the country and its nation, their culture, and it must be respected. The importance of studying intercultural communication lies in the facilitation of communication between different peoples and the possibility of developing business and tourism, thereby improving the economic situation of the country.

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LAWYER LANGUAGE COMPETENCE IN THE CONTEXT OF INTERCULTURAL COMMUNICATION

In the professional activity of lawyer, language occupies a special place. The lawyer is a specialist in jurisprudence and law is a set of state rules governing social relations and is the will of the state. Creating the law and interpreting it, a practicing lawyer must possess perfect language. Therefore, in law, the language has constructive and communicative functions as in other spheres of public life. The lawyer in the preparation of various documents also uses language. Language

features of lawyer's work will not be performed effectively if the lawyer has no idea about the culture of speech (motivated use of language means with the purpose of solving in the speech task). Speech is an indicator of the level of culture of human thinking. Speech culture includes the richness of the speaker vocabulary, his ability to convey thought in strict accordance with the norms of the literary language, clarity and appropriateness of speech. Clarity of thought contributes to the sound implementation of the functions of law.

The professional competence problem is discussed as special subject in the numerous works of domestic and foreign scientists: V. Baidenko, V. Vasiliev, M. Enikeeva, F. Zaera, M. Crozat, V. Lisovtseva, A. Markova, L. Petrova, D. Raven, V. Romanova, V. Slastenina, A. Shelton, E. Shishova, etc. Analysis of scientific literature (L. Abdulina, O. Anisimov, Y. Artemov, V. Baidenko, B. Gershunsky, V. Zazykin, V. Zvyagintsev, I. Winter, A. Markova, N. Kuzmin, V. Sofyino, T. Khudyakov, etc.) shows that competence is presented as an integrative personal resource, with its characteristic and rather complex structure, components of which are competence. Therefore those aspects of professional activity influence directly on the end result by which we can judge lawyer competence in general.

The study of lawyer professional activity allows to pay attention on the following: the cognitive-predictive (cognitive) component, organizational, educational, communicative management. The professional activity of lawyers in large part takes place in terms of communication, which often is the main content of their activities. It becomes a special form of work – professional communication. Knowledge of a foreign language, communicative qualities and abilities are fundamental parts of the professionalism. The lawyer should know foreign language. This is necessary for communication organizational and information interaction with people of foreign countries. The main tool of this cooperation is the foreign language that has a communicative and informative property. The language information is the most reliable and perfect a social means of communication. Acquiring information, which is the exchange of thoughts and feelings, expresses the content of social relations. As a result, the strengthening of the communication characteristics is one of the most important categories of increasing English language training and its effectiveness in the legal sphere. The word is one of the main tools in the lawyer professional activity. Often the quality of the lawyer speech may influence the result of his work. One misused word can incorrectly put accent and be enough to spoil the impression of the speech and even the whole process. It is therefore extremely urgent to actualize native language, foreign languages and rhetoric learning in educational curricula for future lawyers.

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DIFFICULTIES IN TRANSLATING LEGAL TEXTS

At the present stage of development, in connection with Ukraine's European integration, the importance of the translation of legal texts and documents is growing. The importance of a proper translation is because an incorrectly translated document can lead to a misunderstanding or contract termination. Therefore, the definition of the main problems and difficulties that arise when translating from English into Ukrainian and vice versa is quite relevant today.

Translation of legal texts – most often the work of lawyers and professional translators specializing in legal translation, having a law degree or considerable experience in translating legal texts. The main problem is that you need to know the legal terminology so that the meaning of the legal text does not change.

As noted Kawa Mirza Salih, legal translation is a special and specialized area of translational activity, which may cause many difficulties for professional translators [1, p.10].

L. Andrienko puts forward such translation requirements legal document:

- 1) the content of the original text must be conveyed accurately and clearly, preventing it from being distorted;
- 2) the text of the translation must be provided with a convenient form of expression. It is not necessary to follow the order of words that exists in the text of the original;
- 3) the translator is obliged to find an adequate translation of terms, abbreviations and symbols that make up a significant percentage of the vocabulary of legal documents [2, p.18].

These rules should be taken into account, and then fewer difficulties will arise.

What remains important is that when document design and structure differ in two languages, it is necessary to look for equivalents that would not cause any loss in translation of legal documents.

L. Blackish notes that since the translation must accurately reflect the original of the document, it should also include in the text all the inscriptions, stamps, stamps and seals. The location of such notes must also be kept constant. This is also one of the problems, as most do not.

Differences in the legal systems and linguistic traditions of the countries, different registration of documents of any type, the peculiarities of languages, linguistic and cultural differences of language also cause difficulties in translating terms from English into Ukrainian.

Therefore, given the above, the translator or lawyer should be aware of the context of each term. Besides, translation requires knowledge of the area of

translation, you need to know and understand the meaning of terms including English and Ukrainian. One of the reasons for the difficulty is that there may be a large difference in paperwork between the two languages, so you need to look for equivalents that would not cause any loss in the translation of legal documents. It is also important to mark the stamps, seals, inscriptions and place them in the same order as the original.

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CAN ENGLISH HELP LIVE LIFE TO THE FULL?

It goes without saying that English is in the first place among foreign languages. Today, English is used everywhere, i.e. business, travelling, science, learning, the internet, movies and so on. English brings people together and helps them learn from great sources of information. First and foremost, you need to know exactly the main reasons why you need to learn English. After all, if you determine all the benefits of English, then you will definitely have a high motivation to study, and the lessons will be much easier. However, if you are still in doubt as to whether you should start mastering a language, then look at the top 10 reasons for learning English.

1. English is the most popular language in the world.

More than 1.3 billion people speak Chinese, making this language the undisputed leader. However, English is much more important in the world. If Chinese is spoken only in China, the whole world speaks English! According to statistics, 196 countries have officially recognized English as their second language. It is a language of diplomacy, business, science and other important

areas. Today, 1.5 billion people already know English and about 1 billion are beginning to learn.

2. English gives you a lot more opportunities.

Having learned English, you have the opportunity to communicate with people around the world. Tourism, cinema, art, science, the internet and other fields are becoming much wider for you and are getting new colours. Speaking English will give you much more opportunity to develop and reach your full potential. After all, with English you open the world!

3. Your value as an employee becomes greater in the eyes of the employer.

According to statistics, people who know English receive an average of 30% more. Such employees are always of value to the employer in whatever field of activity you may be. Today, English is the language of business. If you have a dream of becoming a successful entrepreneur, getting a lucrative job, moving abroad and being a great specialist, then English is your lucky ticket!

4. English opens access to the best universities in the world.

If you ask, do you need to learn English to have a good education? So you need should know that the best colleges and universities are in the UK, USA, Canada and Australia. To study there, you definitely need to know English. To crown it all, the benefits of studying at such prestigious universities are obvious.

5. English opens access to the best literature in the world.

If you enjoy reading and learning something new every day, then you may not want to explain why you need to learn English. After all, the works of the best and most famous writers are first translated into English. Moreover, you will rediscover the classic literature of authors such as Shakespeare, Orwell, Byron, Jane Austen, Hemingway and others. After all, reading in the original never equals translation.

6. The entire media sphere is produced in English.

The best TV shows, entertainment programmes, movies and music are broadcasted in English. After all, in the West and in Europe show business has been developing since the immemorial times. In addition, there is no need to watch translated films. The charisma of the actors is conveyed more in the original voice than in the dubbing. And of course, music. It is exciting to understand what a singer sings about, the meaning of the words. It will make you wonder how the songs change when you can follow the original words of a song.

7. English is easy to learn.

The English alphabet is much simpler than one in other languages. There are no drawings, specific characters and complex rules here. In addition, many people believe that English is much easier than the Ukrainian language [3].

8. Communicate with people from all over the planet.

A good command of English will help you find a friend on the interest. Whether you are into surfing, extreme sports, ship designing or programming, you can easily find your friends on special forums and social networks. If you do not know why you need to learn English, then just imagine how many new friends and conversations you can find on social networks. Even just communicating via Skype with a person from another country provoke many new emotions [1, 2].

9. English is a great hobby.

You can learn English forever! Slang, language features, phrasal verbs, and lexical constructions all make English the most diverse language in the world. If learning a language is a hobby for you, then your memory will improve, new motivation will appear, your outlook and vocabulary will expand. So, when you are thinking of learning English, you know - learning makes you better.

10. Learning English is a very fun process.

The network has a bunch of sites and resources for learning English in a playful way. Just a few minutes a day, and in a month your vocabulary will increase by 1000 words. After learning just a few new rules, you can even talk about common topics. Once your level is up, you can study with native speakers from the US, England, Canada, and other countries. There are plenty of resources for this purpose and popular social networks. You will not believe how much in common people can have in another hemisphere of the Earth. Believe me, it's really impressive!

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PECULIARITIES OF THE INITIAL STAGE OF RAPE INVESTIGATION

One of the reasons of ineffective ways of combating crimes against sexual freedom and sexual inviolability of a person is insufficient working out of criminal aspect of searching-cognitive activity, in particular, on identification of people who committed crimes. A large number of investigators mark that methodical recommendations which they must follow have substantial shortcomings, do not contain information in a sufficient amount which necessary for their practical activity.

All this includes the indicated versatile problem to the circle of urgent directions, both theoretical and applied criminal researches. During the study of criminal proceedings (criminal cases) of this category it was revealed that some of them are committed by persons with threatening cruelty during a long period of time and are of a serial character [3, c.1].

Among circumstances, which are considered in this category of crimes, it is necessary to select two of such groups: general and special. General circumstances are circumstances that belong to the event of crime; matter for qualification of the act as raping; characterize a person who committed a crime; belong to the subjective side of a crime; influence the degree of the crime gravity; determine a kind and size of the harm inflicted by a crime; reasons and conditions which abetted raping etc.

Special circumstances are: minor's attitude toward a committed by him act; minor's conditions of life and education; presence of grown up instigators and other accomplices of raping [1, c.11].

At verification of the version about the involvement of a certain person to raping such investigations must be provided: interrogation of a suspect and bringing him for recognition. It is necessary to check up his alibi if it is declared by a suspect. Foremost the investigator must ascertain the fact if a suspect was on the scene of crime and test whether a suspect has left finger-marks discovered on the scene of crime, on clothes and on the body of a victim; whether things or their parts discovered on the scene of crime belong to him, whether there are things in a suspect which a victim saw in a rapist; whether the suspect has things which belong to the victim.

The beginning of investigation due to situation depends on the factor of the previous relations between a victim and a rapist. If a person in the application of a victim is familiar to him, then actions directed to determine whether this person carried out this crime are necessary. If a rapist is not familiar to the victim, such investigative actions which will be instrumental in identification of this person are foremost necessary.

On the initial stage of the investigative measures, which provide the preservation of clothes and linen of the victim, indicated the suspected person with all marks on them are necessarily provided, medico-legal examination of both of these persons is quickly conducted with the purpose of fixing marks of sexual violence which testify to the fight and self-defense.

A typical situation at the initial stage of investigation has orientation-methodological function. It consists of determination of the content of the typical investigative situation of a certain type of a crime at the criminal stage of investigation, estimation of the subject of the proof of the case enables to formulate the proper typical versions, tactical tasks of investigation and accordingly to choose means of their solving.

As a result of generalization of a long-term experience of investigation of crimes of a certain kind or group in every criminalistics methodology such statements are consistently formed and set forth: a) typical investigative situations; b) typical tasks of investigation; c) typical versions; d) typical complexes (programs, algorithms) of

investigative actions, operational searching activities and organizational measures" [2, s. 9-12].

The methodology of investigation of raping at the initial stage is determined by the formed typical investigative situations and depends on the fact whether the rapist is familiar to the victim or whether he is not familiar. If the victim knows the rapist then such typical situations are examined: the victim is acquainted with the rapist, knows him by sight; the victim is not acquainted with a rapist but she remembers his appearance and can identify him.

If a rapist is not acquainted with the victim then such typical situations are examined: the victim is unknown to the rapist and as a result of a suddenness of the attack or stress she did not memorize his appearance and can not identify him; the victim is unknown to the rapist as a result of the measures of his disguise she did not memorize his appearance and can not identify him.

Investigative situations can be classified using other criteria: on the source of an initial information (detention of a suspected person «on hot marks», information from the victim or her relatives, report from a hospital where a victim was delivered); the volume and content of information (in the report about a crime there is enough information about a rapist, time, place and other circumstances, the report contained not enough information); on the subjects of the crime (raping is committed by one person, a group of persons, by the adults, minors); on the amount and age of victims (a crime is committed in relation to one person, to a few persons, minors, old people, invalids).

Typical methods, that persons use committing raping, have differences which are conditioned by personality's characteristics and age-old features of criminals. Complex preparatory actions are absent when minors commit raping which is typical for grown ups criminals or criminals with psychical anomalies. The majority of raping is committed in the state of alcoholic or narcotic intoxication.

One of ways to increase the efficiency of investigation of raping is working out algorithms conducted in two basic directions: 1) the development of optimum complexes of important investigative and operative-searching measures depending on typical investigative situations which arise at the initial stage of investigation of raping; 2) the development of typical versions on the basis of the study of appropriate connections between the signs of criminalistics description of raping pointing at optimum complexes of investigative and operative-searching measures for their testing.

During investigation of the indicated crimes investigators use such judicial forms of special knowledge more frequently as the assistance of specialists during the investigative (search) actions and setting of judicial examinations which can be classified as: 1) traditional; 2) non-traditional. The choice of types of judicial examinations is predefined by the variety and localization of marks, by the method of commission of crimes, by a personality of a suspected minor.

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CHALLENGES OF TRANSLATING TOURISM TERMS

Being one of the most perspective industries all over the world, international tourism influences all aspects and spheres of our social life. This rapid development has also increased the professional communication in the tourist industry.

In the present paper we have made an attempt to analyze the language of tourism as well as tourism terminology used in the process. To achieve this aim we need to define specific features of a tourist text and peculiarities of its usage. Basing on the sphere of their functioning, all tourist texts have been divided into three main types: description texts, information texts and professional communication texts. Description texts are tourist texts, which give general description of a destination or a type of holiday. These texts can also contain vacation description (e.g. beach vacation, sightseeing holiday) or tour description (e.g. excursion, cruise). Information texts are tourist texts, which provide practical information as for facilities, appliances and services offered. It can be hotel descriptions, excursion itinerary, terms and conditions of service, visa and documents information, etc. Professional communication texts are tourist texts which are used to communicate information between tourism professionals (e.g. price lists, application forms, reservation systems, ticketing terms, etc).

Such division of tourist texts helped us to classify different types of tourism terms. Having analyzed the terms used in these tourist texts, we divided them into the following groups:

1. **accommodation terminology:** to this group we can refer such terms as *reservation, cancellation, room facilities, daily average rate, vacant, to book, standard room, mezzanine, air-conditioning, limited-service hotel*, etc.

2. **terms concerning types of tours and tourism:** among the terms of this group there are *package tour, self-guided tourism, agro tourism, extreme tours, culinary tourism, week-end tour, sustainable tourism*, etc.

3. **excursion terminology:** this group includes the following terms: *sightseeing, heritage site, city guide, guided tour, itinerary, meeting point, meet and greet, departure point, overnight, driver-guide, local venue, excursionist*, etc.

4. **catering terminology:** this category encompasses terms regarding any kind of catering system: *a la carte, full board, all inclusive, half board, American plan (AP), coffee shop, service, cover, white glove service, buffet, waiter, side station*, etc.

5. **terms connected with industry professionals:** the terms of this group refer to words denoting people working in the sphere of tourism: *travel agent, guide, tourist information center assistant, sports therapist, chef, kitchen assistant, delivery assistant, event organizer, resort representative outdoor pursuits leader, car valet*, etc.)

6. **transportation terminology:** to this category the following terms can be referred: *scheduled flight, charter flight, excess baggage, shuttle, charge, gate, return ticket, cancellation fee, refund, non-refundable (NRF), cancellation penalty, access drive, actual passenger car hours*, etc.

7. **abbreviations:** this group contains terms and terminological units which are abbreviated: *WTO – World Tourism Organization, WTM – World Travel Market, B&B – Bed and Breakfast, DBL – Double, SGL – Single, SV – Sea view, HCAI – High class all Inclusive*, etc.

It should be noted that this division of tourism terms is rather relative as terms can be interchangeable between groups. For example, *full board* or *Bed and Breakfast (B&B)* can belong both to accommodation and catering groups, whereas the term *reservation* can be used in such groups as excursion, accommodation and catering.

Abbreviations can be found in all groups of tourism terminology. The most frequent problem with abbreviated terms is the case of polysemy. Needless to say that they create challenges for translators. For example, *FIT* is used to denote *free independent traveler, foreign individual traveler* and *fully inclusive tour*; *ITE* marks *individual tourism entrepreneurs, incentive travel exchange*; *CHT* means *Commercial Highway And Tourist and Cultural Heritage Tourism*; *CTH* indicates *Confederation of Tourism and Hospitality and Certificate in Travel Health*; *AA* can denominate *American Airlines, Austrian Airlines, American Aviation, Activity Area, always afloat* and *apparent attitude*. Thus, all abbreviations need context-based attention on translator's part.

The next challenge for translators in the sphere of tourism is the existing synonymy of tourist terms. For instance, terms *American Plan (AP)*, *full pension (FP)* and *full board (FB)* mean that the room rate includes breakfast and either lunch or dinner. Such terms as *tour leader, tour manager, tour director, tour conductor* are used to name a person escorting tour group during a tour. At the same time in the CIS countries the terminological combination *tour manager* is used to denote a person, called *travel agent*.

One more challenge connected with terms of tourist industry can occur due to the cultural difference in concepts between tourism terms in different countries. For example, in some countries rooms are qualified as *superior* or even *deluxe* though they have the same facilities as the *standard rooms* in other parts of the world. In some countries, *king-size beds* can be more king-sized than in the other countries. In a *hotel reservation confirmation* abbreviation *B&B* can stand for *buffet-type breakfast* with wide selection of food offered by some hotels. Whereas in other hotels the same abbreviation will mean *set breakfast* (bacon-and-eggs with toast, butter, jam and a cup of tea or coffee).

In conclusion, we need to state that the sphere of tourist industry is rather young and needs special attention from researchers as conveying the right meaning translators can face some challenges.

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ROLE OF LEADERSHIP IN MODERN SOCIETY

The role of personality in history is controversial and debatable. The role of leadership in modern society can be analyzed but may have different consequences for people, state, traditions and culture. The word "leader" means "sagamore", "head". Although the concept seems simple. In modern science, there are common positions of different authors. Leadership is different from leadership, which assumes that leadership is fairly strong and a formal system of governing relations-obedience. Leadership is community symbols and patterns of group behavior. He is usually raised from below, it is mainly spontaneous and accepted by followers. What leadership can we accept? Can everybody be leader?

Leader's role in personnel management depends on his hard choice. Applicants who deserve to be members of the working group, he should guide. Leadership is also reflected in the influence on group members, encouraging them to show strong personal qualities and inhibiting the performance of personality traits. The leader's performance is reflected in his management ability. Social conflict. Social conflict management includes the consistent activity of a leader who seeks to influence the situation, the parties of the conflict, and the nature of the conflict in a constructive way. By nature characteristics of conflicts and their participants, leaders try to manage conflict. You can choose the role of mediator or judge. The indispensable role of leaders in implementing change lies in identifying innovative ideas, forming goals, and based on a common vision and strategy for change. I believe that a leader should have mental stamina, should believe and love himself, should think sensibly and understand the essence of a topic. No man can become a leader without these

qualities. He is a leader by nature. Nowadays, the leader takes on most of the work, distributes the roles between the staff and sensibly assesses the situation. The leader can be anyone who can truly bear such responsibility on himself. It is the leader that ensures the stability of the organization since without a leader in any work there would be a mess. The leader performs many social roles, each of which requires specific knowledge and skills.

Among the problems within the competence of the leader, the main ones are: the approval and development of a certain type of organizational culture; building effective communication in the organization; formation of working groups and their management; conflict management; building coalitions and developing partnerships. Management efficiency is directly related to the optimal use of the resources in solving pressing problems and its ability to adequately meet the requirements of the near future (based on new achievements). In a stable situation, the effectiveness of the functioning of the society can be provided by management without taking into account leadership relationships. But in unstable conditions, requiring the organization to be constantly ready for changes in accordance with new circumstances.

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THE IMPORTANCE OF A FOREIGN LANGUAGE (ENGLISH) IN THE WORK OF LAW ENFORCEMENT WORKER

Currently, Ukraine goes through the process of major transformations and changes, the task of which is to create all the conditions for building a rule-of-law and democratic state, as well as to improve the standard of living, respect and protect the rights and freedoms of man and citizen. Such changes cannot be implemented without an effective law enforcement system.

It is worth noting that transformation and modification concern not only legal norms, standards and mechanisms, but also the categories such as professional improvement of law enforcement. In the context of nationwide progress, new skills and abilities of Ukrainian law enforcement officers get new characteristics and traits.

So far, law enforcement officers are facing new priorities and new challenges, improving and progressing in all areas of life. If you are to model the image of a modern police officer, then he must be identified by the following qualities: high professionalism, readiness for social and psychological cooperation and dialogue,

developed communication skills. That is why the main task, which the police officer faces, is to develop appropriate communication skills, including mastering a foreign language.

Law enforcement agencies of the world increasingly require and encourage the law enforcement officers to know one or more foreign languages. There are several reasons for this:

1) the intensification of migration processes in the modern world, which are primarily manifested in the influx of immigrants to developed countries, and it leads to a new model of modern society, in which different languages and cultures are mixed in some ways, but remain quite autonomous in some aspects;

2) a tourist boom with its tourist flows to many countries;

3) the increase in international crime and, as a consequence, the intensification of law enforcement cooperation in the modern world [1, p.29].

The establishment of Ukraine as a European state and the desire of the state to join the European Union testifies to the implementation of European standards in all spheres of life, which directly concerns the law enforcement sphere. Ukrainian law enforcement agencies are increasingly moving to a completely new level in the context of their activities – the international arena, where they can be sent to international organizations, be involved in international peace and public order operations.

The knowledge of all verbal means and command of a foreign language is essential for the modern police officer. This gives the police the prerogative to investigate "hot pursuit" crimes, establish communication with national minorities and foreigners, and provide prompt assistance.

Such knowledge is formed in future law enforcement officers during the learning a foreign language at different stages of professional training: primary, in higher education institutions with specific conditions of education, postgraduate education and job training [2]. Having been recruited for the first time, police officers receive initial training during which they acquire special knowledge, skills and experience. Entrants will be able to obtain a higher professional education on an intramural form of a government contract in higher education institutions with the specific training conditions for the future police officers.

Postgraduate police education consists of:

1) specialization;

2) retraining;

3) upgrading qualification;

4) period of probation.

Unfortunately, the reality still leaves much to be desired, as most law enforcement officers today have a low level of foreign language skills and are unable to communicate freely. This demonstrates the need to improve the quality of law enforcement training and the creation of additional foreign language courses and programs.

Particular attention should be given to a project such as «Capital English for Police». The English Language for Patrol Police training course, developed by the British Police Council, was designed to develop professional English language skills

for specific purposes. This course was created in the framework of Capital English and was conducted in Kyiv. Thanks to the course, uniformed officers were able to communicate in English more effectively and to assist foreign guests of Kyiv. The course was designed not only to improve the level of English as a whole, but also to develop the ability to use specialized vocabulary in realistic situations [3]. It would be advisable to set up similar courses in all cities to develop and improve the level of foreign language proficiency of police officers.

Conclusions. To sum up, the knowledge of foreign language (English) by police officers is a very important factor, especially in the context of Ukraine's European integration. Recently, Ukraine has hosted more and more large international contests and competitions, and as a result many tourists, who need effective and friendly security measures, are coming to the country. Therefore, the cases where police do not even understand them are inadmissible. Consequently, foreign language courses should be included to the preparation and training of the uniformed officers. At the same time, it is necessary to collaborate with European and American police training and exchange organizations, create national English language training programs for law enforcement officials, and focus more on higher education in specific educational conditions. Such actions will help the law enforcement system to be able to integrate more rapidly with its foreign counterparts.

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GENDER BALANCE IN LAW ENFORCEMENT

The key to a successful future for any organization lies in its ability to attract, develop and retain the best talents. Education, empowerment and recognition of women's demands are fundamental to success in a rapidly changing world.

Equality between women and men has been one of the fundamental values of the European Union since 1957, when the principle of equal pay for equal work became part of the Rome Treaty. Since then, EU achievements in enhancing gender

equality have helped improve the lives of many European citizens. Encouraging trends include an increase in the number of women in the labor market and their progress in providing better training and education. However, gender differences persist, and throughout the EU, women continue to be significantly superior to men in senior positions in all areas. On average, women make up half of the workforce, but less than 20% of leadership positions.

In 2010, the European Commission adopted the Women's Charter 2, reaffirming its commitment to gender equality and gender mainstreaming in all of its policies. In 2012, Europol launched its own project to ensure gender balance in order to find out why there is an imbalance in its employees, especially at the leadership level. 35% of Europol employees are women, but only 0.5% of them occupy senior or middle management positions, transferring to only one position. The project aims to improve this gender imbalance, raise awareness of gender equality and develop an approach to ensure that gender equality becomes an integral part of Europol's work environment.

As part of its gender balance project, Europol interviewed delegates to the European Convention of Police Chiefs in The Hague. One fundamental question we asked was: why are there few women at the highest level in law enforcement compared to other professions? "Because of the suggestion that physical strength is needed to work in the police." says Sonya Alfano, a member of the European Parliament. "This is an extraordinary mistake, especially because in the police field, intelligence is the most important factor for managing operational activities and investigations." This point is particularly pertinent to Europol, where officers do not have powers of arrest but work with a focus on intelligence, knowledge-sharing and the fostering of cooperation.

The participation of female police officers is critical for the full spectrum of United Nations Police activities, such as the promotion of rule of law, intelligence, planning, leadership, investigations, public order management, capacity building of host-state police, community-oriented policing, gender awareness raising and engaging communities. In addition, female police officers act as role models for gender equality, inspiring women and girls to advocate for their own rights and pursue careers in law enforcement. Female police officers, moreover, provide a greater sense of security to women and children and improve access and support from law enforcement agencies to local women. They also help the United Nations address and respond to sexual exploitation and abuse.

In 2009, the United Nations launched an effort to increase the number of female police officers deployed with the United Nations. As a result, the number of female officers increased from about 900 (seven percent of 12,000 police) to 1,300 officers (ten percent of 13,000) in 2016. Yet, more needs to be done. The goal was reaffirmed through Security Council Resolution 2242 (2015), which mandates the United Nations to double its female police representation by 2020. A police service that is representative of the population helps restore trust and confidence in the police, especially from women and children, as the police institution is reformed, restructured and rebuilt.

The EPS looks for many important qualities in potential candidates. Officers must be honest and have the utmost integrity. They must display courage and

perseverance, along with compassion and understanding, when responding to challenging calls. These qualities are not strictly male or female traits, but ones that help make a good police officer, no matter what your gender. Women often approach and solve problems from a different angle than their male counterparts. EPS officers recognize these differences and see them as vital components of a great team. In the end, each gender brings something unique and valuable to the job. That is why a diverse membership is so important to the EPS.

Today, women play a major role and are a respected part of the police force. But that didn't happen without a lot of persistence. Historically, even at the police academy, women weren't treated as equals. They had lower targets for physical ability and weren't allowed to drive pursuit cars or shoot shotguns. Then in the 1960s, some women police officers were allowed to work undercover in the Vice Squad to bust drug dealers and prostitution rings. Nevertheless, they still weren't able to graduate out of the Women's Bureau or become full patrol officers.

However, times were changing. Eventually a group of New York policewomen sued to be able to test for promotions. After that, police departments across the U.S. were forced to desegregate and allow women into all levels of law enforcement. That opened the door for women to become sergeants, lieutenants and detectives

Women in law enforcement make up about 15 percent of all state, municipal, and county police officers, according to the National Center for Women & Policing (NCWP). However, there is a great deal of variation in the percentages of women in different police agencies. In some large cities and counties, women account for over 20 percent of all officers, but in state police departments, they may account for less than 6 percent of officers. Women in law enforcement bring a lot to the job, including offering different ways of dealing with conflict. Women may not have the brute strength of men, but their bravery, creativity and verbal skills make them ideal for the job. Many male police officers could learn a lot from their female counterparts.

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THE IMPORTANCE OF ENGLISH FOR LAW ENFORCEMENT OFFICERS

English is considered to be the most powerful and common international language in the world. More than 350 million people around the world speak English as a first language and more than 430 million speak it as a second language.

English is an international language of different direction of our life. First of all, it is the international language of business and finances. Then, English is the international language of science and medicine. The majority of technical terminology is in English either. English is an international language of the law. [5]

According to Alenka Kocbek's article "Language and Culture in International. Legal Communication" [1, p.233], there are three main international languages of the law: Latin, English and French. However, there are more English-speaker across the world. English as an international language of the law prevails in such influential countries as the USA and European countries. The European Union consists of countries with different languages, thus English was accepted as a common language of the law and economical relationships.

In the article "The Role of EU Legal English in Shaping EU Legal Culture" [3, p.8-10], Martina Bajčić says that English is a sort of unique assistant helping people from different countries to understand each other. Most Europeans speak English as their native or second language. However, one thing is just to communicate with each other using traditional English, but another thing is to use English on the official legal level. Legal English differs from the traditional one by its specific features. They are special terminology used only in the sphere of law; different word order and punctuation needed for documents; neutral style without any tropes and figures of speech. This type of English is like a foreign language to learn even for English-speakers.

Almost in every country, in Ukraine either, English is taught in every university. We can observe that students study specialized English due to their speciality. Law university students study Legal English with all those special features. For those who do not study Legal English in university, they can study it on special courses dedicated to Legal English. [2, p.19]

So, it is a fact that English is considered to be an international language of the law, particularly in Europe. Thus, the demand for translators and interpreters arises. As it was mentioned, Legal English is difficult to study and not everyone has a predisposition for language learning. In most cases, translators and interpreters help to deal with this problem. People of this profession often choose one specialization and learn English for it. If a person chooses the legal sphere, he or she must have a great legal background. Translators render written texts, mainly documentation.

Interpreters render oral speech, mainly in courts. These people make communication between representatives of different languages and cultures easier. [4, p.237-328]

To sum up, it must be said that English is a global language. It extends to different spheres, the legal sphere in particular. Legal English is vital for European countries, thus it has to be a motivation for us to learn it in Ukraine.

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PROFESSIONAL TRAINING OF LAW ENFORCEMENT OFFICERS USING FOREIGN LANGUAGE AS AN INTEGRAL PART OF THEIR PROFESSIONAL ACTIVITY

Foreign language learning by the officers of the National Police of Ukraine is currently an extremely important task, since one of the conditions for Ukraine's accession to the European Union is to provide executive authorities with foreign language proficiency. This is due to the fact that all units and employees of the National Police of Ukraine will be tested for compliance with European standards, which stipulate the financial support of police officers and their working conditions.

Each police officer will have an extremely strong motivation, since with the entry into the European Union, all law enforcement officials must be equal in salary, for example a police officer in Ukraine will receive 1,200 euros, as well as a French police officer [1]. However, in order to implement this principle of equality, law enforcement officials need to take the right approach to creating a foreign language learning system that includes the problem of foreign language implementation in the genesis of the law enforcement system. In our opinion, in the institutions of the

Ministry of Internal Affairs with specific conditions of study, when studying the discipline "Foreign language of professional orientation" higher education students should show a higher level of initiative and preparation for seminars, because they really need to understand that knowledge of foreign languages is not only an opportunity for successful employment or simply an opportunity for free movement within Europe and the world, but, above all, it is a change of outlook. Today it is impossible to imagine higher professional education without quality foreign language training. Challenges of the modern world encourage us to review and improve the priorities and directions of professional training of future police and legal professionals, to develop the necessary skills, among which is a special knowledge of foreign language. Therefore, we believe that when entering the higher educational establishments of the Ministry of Internal Affairs of Ukraine a certificate of foreign languages must be one of the mandatory, and a large proportion of hours for the study of this discipline should be allocated in the curriculum. With regard to practical activities, studying foreign language by applicants of higher education and providing them with certified confirmation will eliminate, for example, the problem of interpreters, which, in turn, will have a positive impact on the problem of financing, since, according to the Criminal Procedure Code of Ukraine, a person who does not speak Ukrainian, must be provided an interpreter at all stages of the criminal proceedings and, if law enforcement officials are fluent in foreign language, there will be no need for an interpreter at the time of handing over the suspect and initially the first stage of the criminal proceedings as a preliminary inquiry. This will eliminate the problem of financing, since the money for hiring an interpreter is provided by the state, and it will not make sense to hire him/her if the police officer speaks a foreign language himself. However, it should not be forgotten that the implementation of such ideas will require a lot of time and new methods and mechanisms to reform the current situation [1].

With regard to foreign language teaching methods, it is worth noting the use of modern learning technologies, particularly, online resources, which is becoming increasingly important today. The Internet system is considered as one of the leading new learning technologies, as its educational opportunities are endless: organization and planning of the learning process, search for information for both the teacher and the cadet/student, selection of texts for applicants of higher education with different level of language proficiency. The use of online resources in training should be linked to a method of listening comprehension that not only intensifies the learning process, but also adopts a professional-oriented approach and provides a level of command of a foreign language, taking into account contemporary societal demands and finding some disadvantages and gaps in learning process. The aforementioned points from the point of view of teaching methodology make the use of the Internet relevant in the language training system of non-linguistic language learners, which ensures the most effective development of all types of speech activity, and listening comprehension in particular. Thus, it is necessary to clearly formulate the principles of teaching not only audition generally but also audition through the Internet. Therefore, in our opinion, an effective component of learning a foreign language will be the introduction of the practice of communication with native speakers, so that the

acquirer of higher education could be in a foreign language environment as long as possible, and therefore, used to think and speak a foreign language [2].

In particular, at the Lviv State University of Internal Affairs, cadets and students in all faculties study professional foreign language using the textbooks “Police”, “English for Law Enforcement”, “Law” by MACMILLAN and Express Publishing, and knowledge of everyday vocabulary and grammar is improved with the aid of various literature, such as “Get 200”, “Round-Up”, “FCE Use of English”, etc.

“The English Language for the Patrol Police” course, developed by the British Council especially for the policemen, aims to develop English language skills for professional guidance. Through the course, patrols will be able to communicate in English more effectively and assist foreign guests. The course aims not only to raise the level of English as a whole, but also to develop the ability to use specialized vocabulary in realistic situations. Patrols study such specialized topics as descriptions of people and their property, cars and police equipment, police actions (pointing the direction of traffic, interviewing witnesses, preventing crime), dealing with offenses such as armed assaults, theft, robbery and disturbance.

Therefore, from the material presented above, it can be concluded that in modern conditions, the process of learning foreign languages occurs within the conventional socio-cultural model of learning, which is considered as the basis for the implementation of professional intercultural communication, as communication of linguistic personalities from different linguistic and cultural backgrounds. Therefore, the acquirer of higher education must be able not only to formulate correctly the thoughts, but also to adhere to the cultural norm adopted by native speakers, to understand another system of values and guidelines, to some extent integrate it into their own picture of the world. The purpose of teaching foreign languages is to form a linguistic personality who will need a foreign language to communicate in real situations and will be able to communicate effectively with representatives of other cultures. The process of teaching professional intercultural communication should be aimed at accelerating the socialization of the individual. After all, as already noted, learning a foreign language will affect not only the professional qualities of a police officer of Ukraine, but also his becoming as a personality, the development of his outlook and ensuring a certain prestige of law enforcement agencies, the opportunity to realize themselves in the international arena [3].

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INTERNATIONAL LANGUAGE OF THE LAW

Law plays one of the most important roles in every country's life. It exists to keep the society running. Without it, there would be a chaotic and uncontrollable world. The law is a set of rules "What to do" and "What not to do". If a person breaks some of those rules, he or she will be punished in a particular way depending on the seriousness of the offence. This system of punishments is usually the thing that stops people from breaking those rules. It keeps the world in order [2].

According to Andrii Marmor [1, p. 47], as any other specialty, law has its language. It is full of special terminology and specific stylistics. It also has a particular word order and its punctuation. This language is understood only by professionals.

As for the international language of the law, English is dominating among other languages in the international legal field. However, it has not been so forever. French and Latin are also considered to be international languages of the law. In our modern world, English stays the most influencing language. The reason of it is the English-speaking countries. In different periods, different English-speaking countries 'ruled the world'. It is all about influence [3].

Legal English is used by lots of countries. However, there are debates about the necessity of such kind of language. The main reason is that the majority of people simply do not understand it. As a result, they make terrible mistakes that can negatively change their life. They become easy prey for frauds. So, it is suggested to simplify this language. It concerns not only Legal English, but all the other languages [1, p. 48].

Besides, Legal English is used by European countries. This is one of the requirements of the European Union. In future, Ukraine will have to maintain the documentation in both Ukrainian and English languages. Thus, law professionals need to know English to be competitive. Today, future specialists are taught English in universities. There are also different English courses for the law representatives. To my mind, it is a good start, but I think that people have to be enthusiastic about learning English. They must understand why they have to do that. In Ukraine, students often are not motivated, because they do not think that English is necessary in their country. However, it is necessary and important. Ukraine has a target to enter the European Union. This means reforms and improvements. First of all, we have to become better within our country, and only then to become better in the European Union.

New reforms concern almost every sphere, from education to documentation. One of the most effective reforms concerned the police. The National Police of Ukraine was changed. A new uniform, new cars, new name and 'new-generation'

policemen were presented. A new requirement to a policeman was also presented. This new requirement is English like one of primary keys of police improvement [4].

To sum everything up, the language of the law is not like traditional language. Nowadays, Legal English is the international language of the law. Thus, if Ukraine wants to become a part of the civilized developed world, everyone, especially representatives of the law has to learn English.

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THE INFLUENCE OF YOUTH ON THE CONTEMPORARY GLOBAL INTERNATIONAL INTEGRATION

Today global international integration is constant and even irreversible. Globalization describes the acceleration of the integration of nations into one global system. It contributes to the expansion of cultural ties between the peoples and human migration. Of course, young people drive international cooperation. According to the ASEAN Youth Development Index, the population between the ages of 15 and 34 currently rests at 213 million and is expected to tip over 220 million in the next 10 years [1].

Preferring a unified type of life, unfortunately, young people sometimes forgotten their own culture and nationality. Young people no longer take an interest to own culture. In addition, most young people are increasingly becoming leaders, occupy a high position in society and social work. In connection with this, it becomes important to study contemporary international integration processes of world globalization.

Young people in the world community cannot be reduced to a series of types of identity that are locally, culturally, economically or socially defined. Young people reproduce their own identities, influenced by an array of factors, in part as a defence mechanism to the rapidly changing world in which they are living but also as a way of making statements about who they are and how they perceive themselves within

their peer groups and communities. Globalisation impacts upon young people in complex ways and forces them to constantly re-think and revise their sense of identity and place in global community and world society. Young people's lives are constantly being influenced by new trends, be they cultural, technological or social, but, just the same, young people themselves set global tendencies and direction of world development trends. Young people in the world community cannot be reduced to a series of types of identity that are locally, culturally, economically or socially defined. Young people reproduce their own identities, influenced by an array of factors, in part as a defence mechanism to the rapidly changing world in which they are living but also as a way of making statements about who they are and how they perceive themselves within their peer groups and communities. Globalisation impacts upon young people in complex ways and forces them to constantly re-think and revise their sense of identity and place in global community and world society. Young people's lives are constantly being influenced by new trends, be they cultural, technological or social, but, just the same, young people themselves set global tendencies and direction of world development trends.

The purpose of our work is a comprehensive study of the influence of youth on the current international integration, spreading of world cultural, economic, political and labour globalization and unification.

Globalization is the process of ideas, products, and people moving around the planet with greater ease and efficiency. Globalization takes advantage of cheaper labor in less developed nations but increases free trade between nations and the free flow of capital[2].

Globalization of the financial sector has become the most rapidly developing and most influential aspect of the world's globalization. International finance came into being to serve the needs of international trade and investment activities. Compared with commodity and labor markets, the financial market is the only one that has realized globalization in the true sense of the word 'globalization'. The value of the average daily transactions of foreign exchanges has grown from 200 US\$ billion in the middle of 1980's to the present 1.200 US\$ billion, which is 85% of the foreign exchange reserves of all the countries in the world and 70 times as large as the value of the daily export of goods and services[3]. It is the primary duty of governments of all countries and societies to ensure youth get access to higher education that meets the needs of a rapidly changing and developing labor market associated with globalisation.

Clearly assess the influence of economic, cultural, and other types of globalization on social and labor sphere is almost impossible, because the balance of positive and negative consequences is constantly changing. Countries need to respond adequately to globalization processes to adapt to new conditions and take advantage of the opportunities it provides internationalization of the world economic. So many analogies and examples can be given, but one thing is very important and necessary: young people drive international cooperation in every sphere and direction.

But as mentioned already, young people are not just passive recipients of this integrative culture and globalization processes. Youth adapt and recreate in their own image, with their peers and other cultural and geographical influences, and develop

identities that reflect this complexity. The internet and use of new technologies have been a major factor in enabling young people to recreate their own identities.

The goal of international globalization and unification is to spread its own internal rules and regulations as much, as it is possible on larger space. Thus build a new world where harmony and order reign. The main purpose of ideology is to have an influence on a human minds, especially young people, in order to influence the consciousness of a nation or a people[4].

The integration of global cultural, economic, political influences into local identities can be seen all round the world, particularly through consumer culture. Consumption is a major force that socialises children and young people, with, for example, 87 per cent of 9-19 year olds having access to the internet and 93 per cent having use of a mobile phone. Globalisation has also contributed to the expansion of the choices available to young people. But on what measure and with what knowledge, skills and values base do young people make these choices?

There is a tendency, often re-enforced through opinion surveys involving youth, that considers the effects of international integration to be unstoppable, and that it is a process youth react to rather than actively negotiate.

Linked to this is an assumption that youth are merely the passive recipients or vulnerable victims of globalization. But, young people can control the speed or direction of social, political, economical changes. Young and active people do have a say in the effect such change has on their lives.

Nowadays, youth affects all spheres of human activities, has an active political and economic position, offers innovative ways to solve existing problems

Summarizing all of the above, it can be concluded that young people drive processes of international integration, globalization and unification. This, in turn, opens new opportunities for enhancing one's professional competence and experience exchange among different countries with different culture, different political views, different mental components.

Moreover, as already mentioned, young people are often at the forefront of technological and cultural changes that might be associated with globalization. Not surprisingly they are using the wide span of global media to express themselves.

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DIFFERENT WAYS OF IDIOM CLASSIFICATION IN MODERN ENGLISH

When we are working with English fiction vocabulary, idioms (phrases those do not arise in the process of speech but exist as persistent of the phrase), become great difficulty in understanding and translating. They reflect the history of the people, the peculiarities of their culture and way of the life [2].

Idioms organize one important part of the language and culture. Knowing a language means knowing idioms of the language. Unlike from commonplace phrases, idioms tend to be frozen in form and denotation and don't allow change in structure and meaning [4].

Idioms can carry national and cultural aspects, and the most important task in this case is to save a national difference and not replace idioms with an equivalent. Idiom may have an equivalent in the language of translation but the context of its use does not allow such a substitution [3].

Combining approaches to the classification of the idioms, O. V. Kunin developed a structural-semantic classification, dividing idioms into the following types:

- nominative, used to denote objects, phenomena (an early bath [5]),
- nominative-communicative (verb) (hold the clock on [5]),
- exclamatory and modal idioms expressing emotions and willings (good call! [5]),
- communicative - with a sentence structure (You can't win them all [5]) [2].

In Soviet linguistics, the classification of idioms, proposed by the French scientist Bali, and elaborated for the Russian language by academician V.V. Vynogradov, became widespread. This classification is based on the internal structure of the phrase, the degree of motivation of its elements (the derivability of the value of the whole combination from the values of its parts), the degree of their cohesion (the ability or inability to replace or modify individual elements of the phrase without breaking its integrity). and the presence of archaic words and forms. Based on these principles, idioms are divided into:

- fusions (to be in Queer Street - being in a difficult position; a fishy story – fiction; spick and span – absolutely new);
- unities (to be caught napping - to be caught by surprise; to skate on thin ice - to risk; to be at daggers drawn – to be in a difficult position; to cool one's heels - to waste time);
- combinations that differ from unities in that one of the words used in its direct meaning and the second word can be used in a figurative sense or known in very

limited group of expressions. For example: to meet a demand, requirement, necessity; to break a promise, an agreement, a rule [1].

Idioms arise from free phrases, which, as a result of a long and repeated use in speech, are fixed in the language as equivalents of words in their figurative meaning. As a result of the loss of some of the words included in the idiom, or changing of the situation in which this or that expression could occur, its motivation may be erased and it becomes semantically indecomposable (fusions). The source of idioms can be different branches of economic and cultural life. For instance:

- Technique: to blow off steam, to let off steam.
- Agriculture: to sow one's wild oats.
- Maritime: to be (all) at sea, to be in low waters.
- Trade: to talk shop, to have all one's goods (everything) in the shop (front) window.
- Sports and hunting: (as) hungry as a hawk (a hunter, a wolf), to back the wrong horse [1].

To make a conclusion, different researchers have their own classification of the English idioms, according to the different features of them.

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PROFESSIONAL COMMUNICATIVE COMPETENCE OF THE FUTURE LAWYERS

In the current conditions of society development, the problem of training specialists who are trained during all life becomes especially relevant [1]. These specialists are to have good knowledge of foreign languages too [2, p.131].

The modern lawyer is a person, who possesses a set of professional characteristics. In their work, the lawyers perform a multitude of functions such as communicative and law-making ones, which requires certain skills from those persons as linguistic personalities. In the event of violation of certain linguistic norms, the author's opinion can be incorrectly reflected, and further on misunderstanding can arise on both sides (lawyer, client). It is worth noting that such violations have certain consequences that will have a bearing on future careers of lawyers in question.

The professional linguistic competence of the lawyer can be determined as a personal forming. It is a set of knowledge, personal qualities, and skills. These components allow a lawyer to use actively the foreign language in professional activities. The purpose of those activities is the ensuring effective communication with citizens of foreign states, international service document cooperation, and interpersonal professional communication.

The lawyers deal with the terminological system of law presented as structural and specially organized totality of terminological units. The written and spoken languages are complementary to each other and inextricably linked to professional communication. The lawyers also draw up certain documents using the formal business style. These can be business letters, draft laws, amendments to current legislation, etc. Spoken language has significant deviations from the literary written one. It is characterized by fewer figures of speech, by ellipses, the use of calques, barbarisms and other non-standard forms of speech.

The using as well traditional as innovative forms and methods of foreign language teaching is very important. Such forms and methods of teaching as business game, role-playing game, the solution of professionally oriented problem situations, brainstorming are popular now. The methods of teaching as the watch videos in English («How to become a lawyer?», «What is a law?») with further discussion (Expert group, Hot summary), the discussion of practical tasks in a foreign language (Scientific debate, Judicial sitting, Interview) improve the effectiveness of foreign languages teaching. This teaching is based on the texts of professionally oriented character. The forming communicative competence of a lawyer is a very important part of his professional competence. It can be performed during professional interaction between persons. The results of the formation of professional language and communicative competence can be realised in the process of active participation of the students in scientific conferences.

The students of law departments can study the foreign languages in specialized multimedia offices equipped with modern computer technics. In in the process of preparation for classes the students can actively use the information provided on the Internet (in foreign journals, encyclopaedias, materials of the international conferences, books, official legal documents, international agreements, etc.).

The using of traditional and innovative forms and methods of foreign language teaching helps the students to understand the role of a foreign language in their future profession.

It is possible to optimize the level of the development of certain functional aspects of the professional communication culture among the lawyers with different

professional experience through purposeful development of the professional communication using the system of continuing education.

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CONDUCTING VERIFICATION OF INDICATIONS ON THE PLACE BY THE LEGISLATION OF THE FOREIGN STATES

For today on adoption of the Criminal procedural code of Ukraine (further - the Code of Criminal Procedure of Ukraine), we can talk about heterogeneity of law-enforcement practice regarding conducting verification of indications on the place. The standard system of investigative (search) actions does not contain investigative (search) action under the name "verification of indications on the place". At the same time the analysis of judicial practice demonstrates that verification of indications on the place as investigative (search) action is rather widespread and is quite often applied. Thus, for today we see a problem situation when in the absence of direct standard regulation by the officials authorized for carrying out investigative (search) actions for the purpose of collecting the fullest evidential base investigative action which is directly not provided by the existing Code of Criminal Procedure of Ukraine (unlike the Code of Criminal Procedure of neighboring countries - Article 225 of the Code of Criminal Procedure of Republic of Belarus, Article 114 of the Code of Criminal Procedure of the Republic of Moldova, Article 149 of the Code of Criminal Procedure of the Russian Federation, etc.) is carried out and made out.

Verification of indications on the city as independent investigative action is regulated, in particular by Article 194 of the Criminal procedural code of the Russian Federation [1] according to which at the purposes of establishment of the new circumstances important for criminal case, the indications provided by the suspect or

the defendant and also the victim or the witness can be checked or specified on the place; connected with the studied conditions.

So, by the Russian legislation verification of indications on the place is that are earlier interrogated the person reproduces on the place a situation and circumstances investigated events, indicates objects, documents, traces, important for criminal case, shows certain actions. Any foreign intervention in the course of check and leading questions are inadmissible. Simultaneous spot check of testimonies of several people is not allowed. Verification of indications begins with the offer the person to specify the place where its indications will be checked. Questions can be asked the person whose testimonies are checked after the free story and demonstration of actions.

The criminal procedural code of Republic of Belarus contains rather similar norms on implementation of verification of indications on the place.

So, according to Article 255 of the Code of Criminal Procedure of Republic of Belarus [2], for the purpose of establishment of new actual data, specifications of a route and the place where occurred are checked actions and also for identification of reliability of indications by their comparison to an incident situation earlier these testimonies of the suspect, defendant, victim or witness can be checked or specified on the place; connected with the studied event.

In the criminal procedural code of the Kyrgyz Republic [3] not one, but two articles are devoted to verification of indications on the place: "Verification of indications on the place" (Article 208) and "An order of conducting verification of indications on the place" (Article 209), about "speakers in special chapter" verification of indications on the place and an order of its carrying out "(Glava29).

The Republic of Estonia and its criminal procedural legislation regarding standard settlement of implementation of verification of indications also differs from earlier considered states a little.

First, the Estonian legislation operates with the term "comparison of indications to an on-scene situation", but not "verification of indications on the place".

Secondly, considering above-mentioned a little excellent there is a purpose of it comparison (by comparison of indications to an on-scene situation to the dopitany suspect, the defendant, the victim or the witness it is offered to explain and specify the circumstances concerning a crime event on the place and to correlate indications to an incident on-scene situation).

Like the previous Codes of Criminal Procedure of Estonia [4] also establishes that if during pre-judicial production it is necessary to check on the place of the testimony of several people, then it is made with everyone the person separately.

Similarly to Belarusian, special attention in the Estonian criminal proceedings is paid the protocol as means of fixing of results comparison.

Therefore, given above confirms existence of a steady trend to institutionalization of verification of indications on the place as independent investigative search actions.

The relevant standards are mainly organized in one-two special articles and, generalizing, one may say, the representing several functional groups: The norms defining the purpose and content of verification of indications on the place, the norms defining an order of conducting verification of indications on the place, the norms

defining features of fixing of results of the carried-out inspection of indications on the place.

Also we consider it necessary to note relative constancy of a lexical design "verification of indications on the place" that is used in the criminal procedural legislation of most the states analyzed by us and further to consider expediency of inclusion of the relevant standards in the Code of Criminal Procedure of Ukraine.

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PECULIARITIES OF PROFESSIONALLY ORIENTED FOREIGN LANGUAGE TRAINING

Foreign language learning has been and is a must in higher education. Teachers' efforts were aimed at enabling students to master spoken phrases and basic grammatical phenomena, to be able to read and translate. Today, foreign language requirements have changed significantly. The integration of Ukraine into the European Union, the introduction of Bologna system into the educational process, the expansion of international contacts — all these have influenced the process of training future specialists. It is clear that the role of the foreign language as the main means of international communication is increasing. Particular attention is paid to the professionally oriented foreign language, because it enables you to implement all aspects of professional activity, namely: participation in international projects, establishing foreign contacts, exchanging information and experience, making presentations, finding the necessary information on the Internet or any other foreign language source. The flow of information increases every day; it inevitably leads to the fact that graduates of higher education institutions will have to face the need of intensive use of foreign language in professional activity. Therefore, professional

orientation should be the main feature of foreign language training in a higher education institutions of non-linguistic profile, as it is based on the needs of future professionals and is the key to success and a successful career[1,C.8].

Today, the question is how to learn a foreign language and what material to use for teaching in order to meet the goals and requirements of professionally oriented training. One of the peculiarities of learning a professionally oriented language is that it should be as close as possible to the real professional activity of the future specialist. Therefore, it is very important to carefully select training material that complements and enhances students' knowledge of the subject disciplines as well as encourages development of skills in working with professionally oriented texts. There are several criteria for the selection of professional texts. First, it's the subject matter and the content. The text, which is totally relevant to the subject, helps students to broaden their knowledge of the profession, to comprehend the meaning of terms and that, in turn, encourages students to talk about the material or participate in discussions. The content of the material depends on how effectively the teacher will be able to organize the students' learning activities during the class, to create situations for finding and analyzing certain information, to involve them in creative activity, both in reading texts and in other types of speech communication. Equally important criterion for the selection of professional texts is the comprehensibility and readability of the material. The absence of slang, rare and obsolete terms is the key to a well-chosen material. The availability of diagrams, graphs and illustrations significantly improves the comprehensibility of the material and allows the content of the training material to be conveyed more accurately. Another important criterion for authentic professional texts is the relevance and modernity that determines their cognitive value. Such text picks up the interest of students and encourages them to search for additional information independently. But the question arises where to find a text that meets all the criteria and needs of the educational process and ensures the realization of educational and developmental goals of professionally oriented foreign language training. The Internet is an inexhaustible source of information on any subject. However, it is extremely difficult to find the necessary texts in the ready-to-be-used form. Therefore, in order to use authentic texts in the course of professionally oriented foreign language training, it is necessary to adapt one or even several selected authentic texts combined with a common theme[2].

A successful solution to the problems associated with mastering professional vocabulary and organizing students' independent work is the development of a remote vocabulary trainer. In learning any term, the student must first comprehend, understand and then memorize it. There are two types of memorization: analytical and mechanical. The desired effect can be achieved only through analytical memorization characterized by understanding the material. Frequency of use of professional terms increases with the level of their comprehension. First, the student gets acquainted with the terms by working with professional texts in practical classes that gives the opportunity to comprehend and understand their meaning. In the second stage, the student has the opportunity to memorize the term by performing a number of different exercises presented in the remote simulator. The advantage of

this method is that students can work with terminology that is presented in different ways: visual, verbal. Moodle platform resources allows to develop different types of exercises and tests aimed at training of usage, writing, pronunciation of terms. In addition, the teacher has the ability to track and monitor students' work. This type of learning significantly enhances student motivation through the following aspects:

- various educational activities;
- brightness and dynamism of the educational process;
- study at a time that is convenient for the student;
- constant control of students' knowledge;
- independent search of information and the possibility of updating the glossary of the distance course with new terms;
- formation of the cognitive process.

Therefore, the remote simulator allows to work through a large amount of training material in a relatively short time, increases the efficiency of independent work of students[3].

In order to be worthy competition at the labor market, future professionals should have certain skills that would characterize the level of their professional and communicative competence, among them: the knowledge of the terminology of professional disciplines, the ability to speak, communicate their own opinion, solve all communicative problems in the process of professional communication. These skills are formed under the influence of some pedagogical conditions, among which there are:

- selection and structuring of the content of the educational material according to the cognitive abilities of students;
- students' awareness of the importance of grasping of professional terminology;
- implementation of methods and forms of training aimed at gradual grasping of the material;
- constant motivation [4, с. 256-258].

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THE LAW ENFORCEMENT AGENCIES ROLE IN THE STATE FUNCTION ACTIVITY

The functioning of Ukrainian society in the new state occurs under constant economic and sociopolitical changes, which implies the need to ensure protection of public order, citizens' personal safety, all forms of property and the state vital interests. That is why the law enforcement agencies in Ukraine are determined by their functional orientation, the human rights and freedoms protection.

Constitution of Ukraine proclaims the laws and international treaties to prevent human rights and freedoms abuse for promotion of their rights. In fact, all internal and external functions of the state are aimed at general social guarantees of citizens' rights implementing, improving and securing. The certain state bodies and other governmental entities are obliged, in the course of carrying out their activity, to implement more specifically and substantively the provisions contained in the norms of the Constitution of Ukraine. The police occupy special place in the system of securing, exercising, protecting the rights and freedoms of citizens. Law enforcement is the state system and public formation. The main function is to combat crime and other offenses. Law enforcement agencies include the prosecutor's office, courts, bodies of the Ministry of Justice of Ukraine, the Ministry of Internal Affairs of Ukraine, Security Service of Ukraine, lawyers, notary public, tax police, various state commissions and committees that carry out law enforcement or law enforcement activities.

The law enforcement field is complex and multidimensional. It has certain groups of public relations, which are connected with the individual and state protection from criminal and other illegal encroachments. The ownership forms, disclosure and investigation of crimes, enforcement of the customs rules, tax laws are of great importance. This type of social relations is interrelated; they are not identical and are characterized by specific traits and characteristics. It determines the differences in the basic directions of law enforcement activity bodies (administrative, operational search, criminal procedure, penal) and law enforcement agencies components. In fact, this is the law enforcement system of human rights orientation. However, law enforcement agencies also implement individual rights and freedoms of citizens, which are not related to security activities and provide related services. This is natural since the human rights and freedoms foundation. They are important for human benefits in the economic, political, social, spiritual and personal life.

The level of freedom development and democracy in society is determined not only by formal power of citizens' rights and freedoms recognition. It includes the

formal adherence to international legal instruments regulating them. One of the most important among them is the existence of an effective social and legal mechanism for the rights and freedoms exercise, which contains guarantees, their security and protection. The problem of securing, exercising, protecting the rights, freedoms and legitimate interests of citizens on the present stage of state building has become especially relevant. The Constitution of Ukraine guarantees human and citizen's rights and freedoms state protection.

Pretrial investigation bodies have a great responsibility in ensuring the implementation, rights protection, citizens legitimate interests. Regulation of actions aimed at receiving evidence should not contradict the Constitution of Ukraine and international law acts. In particular, in no case contrary to Art. 22 of the Constitution of Ukraine. The regulation of any actions should not narrow the existing guarantees of human rights and freedom protection should proceed from the general principles of the evidence and the proof theory right. Law enforcement should be based on the principles of law, humanism, respect for the individual, social justice, interaction with public organizations and the population.

Law enforcement agencies are called upon to put in place the legal protection mechanism. They must ensure the application of state coercion measures with the aim to remove the obstacles to realize their rights and the fulfillment of their duties. The problem of protecting human rights and freedoms from unlawful encroachment has been sharply aggravated.

According to the current legislation of Ukraine, law enforcement agencies must guarantee the citizens of Ukraine and all those ,who stay on its territory temporarily, the appropriate conditions for exercising their rights and freedoms The status of a person and citizen enshrined in the law becomes not only legal but also actual content for each person. The state must guarantee fundamental rights, human freedoms, which means ensuring the proper conditions for their enjoyment and protecting them from offenses. Law enforcement agencies must also carry out their tasks impartially, in accordance with the law. No exceptional circumstances or instructions by officials may be grounds for any unlawful acts or omissions.

The law enforcement work agencies quality depends on a large legal regulation extent, the duties assigned to their employees. These responsibilities should be based on the humanity principles and citizens' rights and freedoms respect.

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FOREIGN LANGUAGES SKILLS REQUIREMENTS FOR WORK IN INTERPOL

International cooperation between nations in criminal matters is carried out to achieve justice, beginning from the stage of pre-trial investigation to the moment when a court decision enters into force.

Within such cooperation Ukraine cooperates with many international law enforcement agencies, one of which is Interpol. Since 1992 Ukraine has been a Member State and in 1993 the Decree of the Cabinet of Ministers of Ukraine No. 220 approved the “Regulation on the National Central Bureau of Interpol”. The main task is to create and maintain information databases that can be used by law enforcement agencies in the member countries of the organization. There are also “response groups” in Interpol that is instructors who with the consent of the “host state” assist police in difficult situations on detaining dangerous criminals. The work in Interpol requires a high level of professional training that’s why knowledge of foreign languages is one of the most important requirements for it which contributes to the high level of international assistance in criminal matters. Interpol employees are fluent in English, have theoretical and practical skills both in oral communication and in drafting written procedural documents. International practice shows that today are needed specialists who are fluent in foreign language, can read scientific literature, periodicals in the original, communicate at the personal and professional levels, but not that ones who can read and translate with dictionary help.

Almost every year Interpol executives report on internships to the General Secretariat or one of their regional offices. Selection is carried out on a competitive basis with appropriate requirements for applicants the main of which are the following: the candidate should study in the institution of higher education in a specialty similar to the field of Interpol and be sure to speak English if the internship will be held in the General Secretariat or speak French, Spanish, Arabic if the internship will take place at one of the regional offices.

On this basis one of the components of comprehensive modern training of law enforcement is language training which requires knowledge of not only the state language but also the knowledge of foreign languages without which it is impossible to integrate Ukraine into the European community.

In order to provide high quality staffing for each position the process of preparing bachelors and MSc is taking place through the use of appropriate training tools. Today the pedagogical staff of the leading institutions of higher education uses

several approaches to the effective study of students, cadets, MSc of such disciplines as “Foreign language”, “Foreign language for professional direction”. According to the communicative approach the formation of foreign language competence should be communicative in nature, i. e. mastering the means of communication requires their practical application in all types of speech activity. During the personality-activity approach the teacher takes into account the level of motivation of each student (cadet, MSc) and the level of development of his cognitive processes involved in speech activity; appropriate within this approach are the technology of individualized learning (involves taking into account individual psychological characteristics) and the technology of differentiated learning (allows the formation of communicative competence in different curricula on the basis of autonomous learning).

A comprehensive approach means reorienting foreign language education from process to outcome, shifting the focus from the accumulation of procedural knowledge and language skills to forming the ability to apply them practically in different types of foreign language activity in specific communication situations. A level approach to mastering a foreign language communicative competence is associated with determining its level of formation at the completion of a foreign language course. The reflexive approach involves the formation of language awareness and communication skills. In applying these approaches a foreign language learner should work closely and effectively with the teacher to achieve a positive result and to improve their foreign language skills. While performing the tasks assigned to the teacher the student (cadet, MSc) must necessarily mentally fulfill them and have the right psychological state because it is only so possible to supplement and consolidate your knowledge [1].

Thus in the context of Ukraine’s integration into the world community new requirements have emerged for law enforcement officials. One of the components of comprehensive modern law enforcement training is language training which requires knowledge of the state language and, at the same time, of a foreign language, without which it is impossible to integrate Ukraine into the European community. Universities are preparing graduates for possible collaboration with law enforcement agencies in other countries (Interpol) in the area of crime prevention. By learning a foreign language professional knowledge is expanded and skills to implement the knowledge acquired in situations of professional communication are developed.

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THE FIGHT AGAINST ORGANIZED CRIME WITHIN THE FRAME OF POLICE ACTIVITY: CHALLENGES OF THE 21ST CENTURY

The problems of crime fighting within the frame of police activity at the present stage of its development.

The purpose of the study is to analyze the concept of crime as well as to identify the main problems of crime and problems of crime fighting. This issue has already been raised acutely in the research of many experienced scientists.

It all starts with training of future police officers. After all, cadets are trained more as lawyers than police officers. It would be advisable to bring it closer to the training practiced at military schools: training of endurance, reaction speed, etc., and not to focus only on mastering the techniques of hand-to-hand combat, self-defense and neutralizing the offender.

The crime in Ukraine has become a factor of political significance, which is reflected not only in the widespread corruption associated with it. Without losing ties with the criminal environment, guided by criminal interests, representatives of the criminal community try to get positions in the authorities of Ukraine or into the environment of individual officials.

The social system of Ukraine is affected by anti-humanistic trends that continue to develop in literature, art, cinema, print and electronic press. The process of destruction of the information and psychological security of society is gaining momentum. The mass media not only do not create hope for the best, but also more and more often bring their consumers into a state of detachment from the society, more and more corrupt them with shamelessness and violence, propaganda of drugs, alcohol, crime and impunity, and has other harmful effects on the consciousness. Thus, the issue of compliance with international police standards is also raised.

The need to introduce common international standards in the activities of the National police aroused due to the growing level of transnational organized crime, the significant rate of migration of the world's population, significant differences in national systems of police training, as well as the problem of ensuring human rights within the frame of the activities of law enforcement agencies. The signing of international agreements also stipulates that the National police should strictly comply with the standards in the field of human rights protection during the fulfillment of law enforcement functions, the necessity to respond to the emergence of new types of crimes and act in accordance with international human rights standards. Therefore, there is the urgent necessity to establish the principles of freedom and to support their restoration, if they are violated. Human rights exist within the relationship between a person and a state, they can be restricted only

by specially authorized state authorities and only in cases provided by the law. Such powers are now granted to the National police of Ukraine as part of the application of police measures. A police measure is used solely for the exercise of police powers and must be legal, necessary, proportionate and effective. The international human rights standards provide the restrictions of police powers to use coercion.

According to the code of conduct for law enforcement officials, law enforcement officials can use force only when it is strictly necessary and to the extent necessary to perform their duties. This provision emphasizes that the use of force by law enforcement officials must be exceptional, although it is implied that law enforcement officials may be authorized to use force, if it is reasonably necessary in specific circumstances to prevent a crime or when performing lawful arrest of offenders or suspects as well as in case of assisting in its conduct.

The level of public trust in the police is the main criterion for evaluation of the effectiveness of police agencies and departments. The internal affairs authorities occupy a special place in the system of state administration. This is primarily due to the functions they perform in public life, their significance and the fact that their activities are carried out in direct contact with citizens.

Every day, a police officer solves complex professional tasks, resolves difficult situations and conflicts and has no room for mistakes. Consequently, the degree of material and technical coverage and the effectiveness of law enforcement agencies, the level of their professional competence affect the social and psychological state of the society, as well as affect public opinion about the work of the police. The study of the practice of cooperation between representatives of law enforcement agencies of Ukraine and the population shows that today the process of interaction between the police and public associations has a positive impact on the activities of internal affairs agencies.

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ERROR CORRECTION TECHNIQUES IN ACCURACY AND FLUENCY ACTIVITIES

The English language teacher dealing with error correction in class has to adapt a mixture of solutions meeting the needs of both advanced and average students, simultaneously facilitating favourable and friendly atmosphere among all members of the class. Some teachers want to encourage their students' confidence and don't feel comfortable correcting students as they feel corrections may interfere with the development of the students' fluency in English. Fear of making errors prevents learners from being receptive and responsive. In order to overcome learners' fear, it is essential to create a friendly and relaxed atmosphere in language classrooms, to create special correction techniques to help our students improve their writing skills. That is why the question of error correction is important and relevant.

The purpose of article is to analyze the implementation of error correction techniques in the ELS classroom.

According to the Cambridge Dictionary, error is "a mistake, especially one that can cause problems". As for mistakes, they are made by a learner because he/she does not apply the rule(s) that he/she actually knows, in other words, a mistake is a non systematic deviation from the norms of the language. One more difference between these two concepts is defined by the fact that errors cannot be self-corrected, because the learner does not know or recognize the problem. A "mistake" occurs when the person fails to utilize a known system correctly.

Methodologists distinguish several ways of correction that can be employed in the classroom:

The first is *self-correction*. In this type of correction the classroom dynamic shifts from teacher-centered to student-centered, when learners become active participants, experiencing an autonomous role in their learning process. Self-correction may require a great deal of time, especially if students struggle to identify the mistake.

The next technique is *peer correction*. This technique fosters learner independence, is student-centered and implies active student involvement in the learning process. It may also raise learners' awareness of their strengths and weaknesses. [4, p. 51].

Group Correction takes place when students should be used to taking responsibility for the language they produce, otherwise, if they are teacher dependent they might become hesitant speakers unsure of their abilities, and experiment inhibition and a negative attitude toward learning. Collaborative effort in the group interaction fosters language learning and student participation is regarded as an important tool in any error.

As for the *teacher correction*, if no one can correct, the teacher must realize that the point has not yet been learnt properly. In that case the teacher can re-explain the problematic item of language, especially if the teacher sees that the majority of the class has the same problem. There might be more repetition and practice necessary. It is important that after correction the teacher has to ask the student who originally made the error or mistake to give the correct response [4, p. 53].

Accuracy and fluency are the two factors which determine the success of English language students in the future. Accuracy refers to the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules of the language but also able to speak and write accurately. Fluency refers to a level of proficiency in communication. It is the ability to produce written and spoken sentences with ease, efficiency, without pauses or a breakdown of communication [1].

As for the error correction in fluency activities, when correcting students' writing papers, many teachers are usually strict and correct nearly all the mistakes about subjects that have been covered in the class. However, correcting students during fluency work has always been a more complex issue and required more attention.

Oral presentations are the most challenging speaking tasks for students since they feel very worried about being embarrassed. Because of this concern, they tend to make a lot of performance errors. For these tasks, in my opinion, teachers should adopt a minimal and constructive correction strategy and prefer to give students feedback individually after the presentation instead of during it. If there is not enough time for this, the teacher can give whole class feedback about the repeated and important mistakes.

Group-work or pair-work activities are very good opportunities for teachers to observe what students have comprehended and what they have not. During these activities students usually make structural, syntactic and pronunciation mistakes. For some of these mistakes, the teacher can get closer to the student and give corrective feedback and explain why the correction is necessary. If the organization of the classroom is convenient, the teacher can sit next to the students for short periods and take notes about important points and give whole class feedback without mentioning the students' names.

During games and when students are answering questions out loud to the whole class, for example, while describing the picture on the course book, the teacher should avoid giving immediate feedback since the student will be distracted and probably forget what the correct form is just after responding. The most popular practical techniques for correcting spoken English which can be used in fluency activities: on-the-spot correction techniques, reformulation, using fingers and mouthing [4].

As for the error correction in accuracy activities, successful communication depends on a certain level of it. The teacher's task is to help students' progress through fluency towards the accuracy that they will need in order to get the education and the jobs they want.

One way to indicate incorrectness is to ask the student to repeat what he/she has said. Another way to indicate incorrectness is to echo what the student said, placing emphasis on the incorrect part of the utterance. The teacher can reformulate what the student said and repeat it correctly. The teacher may use a simple facial expression or gesture, but he/she must be sure that neither is offensive in any way. The hope is that students will key into their mistake and be able to correct it by themselves [5]. When this does not occur, the teacher may gently correct the student and explain the error and then have the student correctly repeat the utterance. In this point of view, these correction techniques during accuracy can be very useful:

Use of codes. During writing teacher can create own writing correction code. This strategy can have positive effects on promoting learners' self-correction and would improve their written production.

Grammar auctions. Students receive a number of sentences taken from their written work. Some are correct, some are wrong. Students in groups have to try to buy the correct ones in the auction. They have a limited amount of money. The team with the most correct sentences wins.

Mistakes mazes. Students have a list of sentences. Their route through a maze depends on whether the sentences are right or wrong [5].

Furthermore when it comes to accuracy, research into second language acquisition says that the first stage of improving accuracy is awareness-raising, namely, raising students' awareness of gaps in their interlanguage. A teacher can do this by using a recording of teachers / higher level students performing the same task that your students have done. Use awareness-raising exercises to focus on specific linguistic areas in the recording. The learner should not only know correct grammatical rules of the language but also able to speak and write accurately [2].

It is important for the teacher to consider the type of activity at hand and the students' needs. The teacher must be able to correct effectively, allowing the students to learn from their mistakes and must be careful to not offend and demotivate students in the process. Keeping equilibrium in correction techniques will lead to happy students who learn and retain information.

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ENGLISH AS AN INTERNATIONAL LANGUAGE

Language is our primary method of communication. We use language to share our thoughts and feelings with other people. Some scientists believe language is the thing that separates humans from animals. There are thousands of languages in the world. One of the most important languages is English. Originally, it was the language only of a small country of England. Now, it is spoken all around the globe. The British Empire colonized a lot of territories and made English their primary language. Today, those colonized territories are such countries, as the United States, Canada, Australia, and India.

English is an international language of almost every sphere of our life: industry, tourism, business and law. According to the book “Legal Language” by Peter M. Tiersma [1,p.187-189], there is such a term as ‘Legal English’. It is the language of the law and legal documents. It differs from usual English. Legal English has its own terminology and stylistics. There are some features that differ Legal English from standard one: special terminology, lack of punctuation, unusual word order, use of phrasal verbs etc. [3]

Amy Krois-Lindner says in her book “Great Britain: International English” [2], that this particular kind of English is essential to be learned by professions connected with law: judges, lawyers, prosecutor, policeman, notary, etc. For an English-speaker it is like to learn a new language. However, it is very important, as, today, Ukraine is preparing to become a part of the European Union. That means a lot of reforms at the legislative and executive levels. As a result, in specialized universities students who are going to be connected with the law are taught Legal English. Those people who are experienced in their professions are learning Legal English at special courses.

Nowadays, it is obligatory for a policeman to know English, especially for those who are going to work in big cities. Usually, in big cities, it is a frequent practice to hold some international events. A policeman must know how to speak about rights, how to explain some rules, or how to ask about someone’s health condition to provide first aid.

Vadym Troyan, the Officer-in-Charge of the National Police of Ukraine [4], consider learning English to be a key moment in police reform. At the same time, he “hopes that the police would be able to provide communication and security for the foreign guests of Kyiv at the proper level.” It is known that 600 patrolling police officers working in the central districts of Kyiv will visit a free English course. However, it is not only for capital policemen. Foreigners visit not only Kyiv but other regional centres either. As we saw, Vadym Troyan talked about ‘survival level’. We

can understand that knowing English makes a policeman a more qualified worker. It will help with promotion.

To conclude everything, it must be said that English is one of the most important and influencing languages in the world. It opens new possibilities. Besides, Legal English is a must for every person connected with the law. Talking about the new Police in Ukraine, every policeman has to know English to be more qualified. This is one of the major elements of police reform.

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