

Міністерство освіти і науки України  
Житомирський державний університет імені Івана Франка  
Навчально-науковий інститут іноземної філології  
Кафедра іноземних мов і новітніх технологій навчання  
Науково-дослідна лабораторія  
«Мовна освіта як чинник підготовки сучасних фахівців»  
Уманський державний педагогічний університет імені Павла Тичини  
Львівський інститут економіки і туризму  
Барановичський державний університет (Білорусь)  
Таласький державний університет (Киргизстан)  
Академія імені Яна Длугоша (Польща)  
Grow More College of Education, Himatnagar, Gujarat (Індія)

# **УКРАЇНА В СВІТОВИХ ТА ЄВРОПЕЙСЬКИХ ІНТЕГРАЦІЙНИХ ПРОЦЕСАХ: ФОРМУВАННЯ І РОЗВИТОК ІНШОМОВНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНЬОГО ФАХІВЦЯ**

Матеріали VI Міжнародної науково-практичної студентської конференції

Житомир – 2020

УДК 811.11.13

ББК 81.2

Т65

*Друкується  
згідно рішення Вченої ради  
Житомирського державного університету імені Івана Франка  
протокол № 5 від 29 травня 2020 р.*

**Рецензенти:**

**Сейко Н. А.** – доктор педагогічних наук, професор кафедри соціальних технологій Житомирського державного університету імені Івана Франка;

**Могельницька Л. Ф.** – кандидат філологічних наук, доцент, завідувач кафедри теоретичної та прикладної лінгвістики Державного університету «Житомирська політехніка»;

**Шигонська Н. В.** – кандидат педагогічних наук, доцент кафедри «Сестринська справа» Житомирського медичного інституту.

**Т65            Україна в світових та європейських інтеграційних  
процесах: формування і розвиток іншомовної  
комунікативної компетентності майбутнього фахівця:**

матеріали VI Міжнародної науково-практичної студентської конференції для студентів немовних спеціальностей: Житомир, 2020 р. / за заг. ред. Н.М. Андрійчук. – Житомир: Видавництво ФО-П Левковець Н.М., 2020. – 164 с.

У збірнику представлені матеріали VI Міжнародної науково-практичної студентської конференції для студентів немовних спеціальностей, що висвітлюють питання філології, психології, педагогіки, методики викладання іноземних мов, історії, політології, екології, інформатики, менеджменту та економіки.

Для студентів вищих навчальних закладів, аспірантів, наукових та педагогічних працівників.

УДК 811.11.13

ББК 81.2

*Матеріали друкуються в авторській редакції. За достовірність фактів, цитат, власних імен, посилань на літературні джерела та інші відомості відповідають автори публікацій. Думка редакції може не збігатися з думкою авторів.*

## ЗМІСТ

<i>L. Antoniv.</i> Analiza głównych czynników wpływających na formację i funkcjonowanie rynku turystycznego.....	7
<i>L. Antoniv.</i> Auswirkungen des internationalen Tourismus auf die Wirtschaft der Ukraine .....	8
<i>T. Apanasevich.</i> Environmental crime prevention in the Republic of Belarus.....	10
<i>V. Basiuk.</i> Das Aussterben der Wildtiere in Polissia.....	11
<i>D. Bertosch.</i> Politisch korrekte deutsche Sprache: Abwesenheit von sprachliche Diskriminierung .....	13
<i>A. Bezusa.</i> The formation of social competence in the process of organizing cognitive activity in the English lessons .....	14
<i>M. Biloshytska.</i> Using innovative techniques for teaching English in the extended-day programme in primary school.....	16
<i>Y. Bodashevska.</i> Theoretical foundations of gender identity.....	17
<i>Ye. Bondarieva.</i> Foreign experience of using management methods in hospitality .....	18
<i>A. Bovsunivska.</i> The use of the project method in teaching information to senior pupils .....	20
<i>T. Bovsunovska.</i> Social support for the reproductive rights of student families.....	22
<i>A. Brezina.</i> „Pseudoanglizismen“ in der deutschen Sprache .....	23
<i>A. Brezina.</i> Der Einfluss der Anglizismen auf die deutsche Sprache .....	25
<i>M. Budziak.</i> Social work with families caring for children with special needs.....	26
<i>E. Duko.</i> La sécurité environnementale .....	28
<i>A. Filenko.</i> Bohdan Khmelnytsky.....	29
<i>A. Gladun.</i> L'activité professionnelle et pédagogique d'un professeur d'éducation physique et sportive .....	30
<i>E. Gubskaya.</i> Corruption crime in the Republic of Belarus .....	32
<i>I. Halamay, U. Drohomiretska.</i> Category "Ukraine" in Wikipedia: quality of translation of wiki-articles about Ukrainian national musical instruments into English.....	33
<i>A. Homenko.</i> Laplace-Experimente .....	35
<i>J. Hordiienko.</i> Using multimedia as a means of innovative techniques in English lessons in primary school .....	36
<i>A. Hulak.</i> Features of formation of modern management model in Ukraine .....	38
<i>I. Usyk.</i> Thirty-Year War in Europe: causes, periodisation and the consequences ....	39
<i>A. Kalutsky, M. Paripa.</i> Corruption crime: national and foreign experience of struggle and preventive actions .....	41
<i>O. Kardasheva.</i> Application of inert gases .....	43

<i>Kh. Karpyn.</i> Foreign language in the professional activity of food technology specialist .....	44
<i>M. Kashniuk.</i> Functioning of anthroponyms in fiction .....	46
<i>K. Katentsova.</i> Specific features of onym nomination of a woman in the novel "Marusia" by Vasyl Shkliar .....	47
<i>K. Katruk.</i> Technologies of parents' non-formal education in preschool institutions.....	49
<i>E. Khomiak.</i> System-normative providing, as basis of the aesthetic system of P.E in Ukraine.....	50
<i>V. Khotynska.</i> Yaroslav the Wise .....	52
<i>V. Koroliuk, N. Milevich.</i> Importance of programming in modern society.....	53
<i>A. Kostetska.</i> Religionspolitik der UDSSR in der Westukraine (1944-1946).....	55
<i>S. Kostiuk.</i> Patriotic education by means of visual arts in the English lessons in primary school .....	56
<i>G. Kostrikina.</i> The features of mother's attitude to children with hearing impairments .....	58
<i>V. Kovalchuk.</i> Solving chemical tasks as an important component of studying chemistry.....	60
<i>V. Kovbasuik.</i> The role of intellectual skills of primary-school learners in English lessons.....	62
<i>O. Krachkovska.</i> The formation of social competence in primary school learner by means of educational subjects .....	63
<i>A. Krivodubskaja.</i> Öko-Kosmetik: neue Marketing Trends .....	66
<i>M. Kurilo.</i> Das Vong-Phänomen .....	67
<i>V. Lavreniuk.</i> The development of sports tourism in Ukraine.....	69
<i>E. Leonenya.</i> Compensation of moral damage in protection of honor, dignity and business reputation .....	71
<i>O. Liashko.</i> Internationaler Tourismus. Entwicklung, Statistiken. ....	73
<i>I. Lisohurska.</i> The problems of separatism in Catalonia .....	75
<i>V. Liubych.</i> Using interactive teaching techniques for teaching English in primary school .....	77
<i>D. Lomako.</i> Deutsche Wirtschaft: Potenzial, Trends Und Entwicklungsprobleme....	78
<i>P. Luitsko.</i> Language features of comics .....	79
<i>A. Lukianchuk.</i> Smart city: a city of the future or a high-tech utopia?.....	81
<i>I. Makarchuk.</i> "Volyn Proletarian" newspaper as the source of studying Volyn insurgent army .....	82
<i>A. Maksymchuk.</i> The formation of primary-school learners' critical thinking skills in the English lessons through the developmental teaching and learning system.....	84

<i>S. Maletska.</i> Occupational burnout syndrome in social workers .....	85
<i>M. Metelska.</i> Maintenance and breeding of freshwater shrimp neocaridina heteropoda.....	87
<i>K. Mironyuk.</i> Students anxiety and effects on mental health.....	89
<i>I. Mironyuk.</i> Introduction of methodology of “Tabata Protocol” in a school process .....	90
<i>E. Mokey.</i> Types of market surveys .....	91
<i>V. Naumenko.</i> Globalization and the tourism industry: pros and cons .....	93
<i>I. Nepomniashchyi.</i> Erholungs- und Genesungspotential der Ukraine.....	95
<i>T. Nychporuk.</i> Information culture as technology of social workers.....	96
<i>D. Olefir.</i> Burial rites of the ancient Slavs .....	98
<i>A. Olijnyk.</i> Besonderheiten der Entwicklung der Kiewer Rus-Kultur .....	99
<i>M. Omelchuk.</i> Organization of research work in general secondary educational establishments.....	101
<i>O. Omelchuk.</i> The development of mathematical intelligence in primary-school learners by means of intellectual games .....	102
<i>O. Onyshchuk.</i> Freeze drying and its application .....	104
<i>D. Ostapchuk.</i> Peculiarities of social work with the unemployed and their families .....	106
<i>T. Osypenko.</i> The formation of information competence in primary-school learners in the English lessons.....	107
<i>I. Ovdychuk.</i> Acknowledgment of information not true as a method of protecting honor, dignity, and business reputation.....	108
<i>V. Ovsejuk.</i> La lutte pour la pureté de la langue française.....	110
<i>M. Pantschenko.</i> Adsorption toxischer Metall-Ionen auf silikonoberfläche In-situ modifizierten Poly [8-Methacroxylchinolin].....	112
<i>T. Pantschenko.</i> Umweltschutz in Deutschland .....	113
<i>A. Pavlosyuk.</i> Criminal characteristic of rape as a crime against sex freedom and security.....	115
<i>D. Petrychenko.</i> Some equations of the Diophantine arithmetic .....	116
<i>O. Plotnitska.</i> Implementation, objectives and development of electronic governance in Ukraine .....	119
<i>V. Polkhanova, V. Rusy.</i> Viral marketing .....	121
<i>K. Protsiuk, Ya. Fomina.</i> Foreign language communicative competence as an important aspect of successful professional activity of future pharmacists .....	122
<i>O. Pyvovar.</i> Big O notation as one of Landau’s symbol .....	123
<i>N. Rekada.</i> Seventh continent: ocean pollution.....	125
<i>E. Reznik.</i> The right to a favorable environment as a constitutional right.....	126
<i>V. Rusy, V. Polkhanova.</i> Top digital marketing terms.....	127

<i>N. Rybachenko. Psychological peculiarities of the interpersonal relationship development.....</i>	129
<i>A. Ryzhkovets. Administrative arrest as a kind of administrative examination .....</i>	131
<i>Yu. Safandovska. Firebug (lat. Pyrrhocorisapterus) .....</i>	132
<i>A. Savchenko. Current status and prospects of development of programming .....</i>	133
<i>V. Savchuk. Art therapy as a means of developing creative abilities in primary school children.....</i>	134
<i>A. Schumskaja. Das „Denglisch“-Problem .....</i>	136
<i>I. Semenchuk. Using games in the process of the formation of social competence in English lessons in primary school .....</i>	138
<i>B. Serhiienko. The Hutsul dialects in the novel "The Voice of the Quail" by Mariia Tkachivska.....</i>	139
<i>L. Shuniaeva. Saltychikha – the story of the most evil woman in Russian history ..</i>	140
<i>D. Sitalov. Peculiarities of social work with combatants and their families .....</i>	142
<i>P. Skakunova. La spécificité de l'activité professionnelle de l'éducateur social.....</i>	143
<i>N. Stuzhuk. Algorithm of brand marketing .....</i>	145
<i>V. Svoboda. Teaching young learners to communicate in English using non-verbal behaviour patterns .....</i>	146
<i>I. Sychevska. Use of interactive technologies in teaching biology .....</i>	147
<i>M. Sydorenko. Social prevention of suicidal ideation in children and teenagers .....</i>	148
<i>R. Talko. Using drama for developing primary-school learners communicative skills in the English lessons.....</i>	150
<i>O. Veremiienko. Using principles of multiculturalism for developing ethno-didactic competence in primary-school learners in the English lessons .....</i>	151
<i>E. Voitovich. Constitutional bases of environmental protection: Belarus, foreign countries.....</i>	153
<i>V. Voytekhovich. Criminal militia activity in the Republic of Belarus .....</i>	154
<i>N. Yaremchuck. The odoxus astrachanicus.....</i>	156
<i>I. Yarmolenko. The gender mainstreaming at local level in Ukraine .....</i>	157
<i>M. Yasynenko. Representation of the Polish national minority in the Radomyshl district.....</i>	159
<i>V. Yunko. Ways of improving the image of the hotel enterprise .....</i>	161
<i>S. Zmiiovska. Models of strategic human resource management in the context of domestic and foreign experience .....</i>	162

## **ANALIZA GŁÓWNYCH CZYNNIKÓW WPLYWAJĄCYCH NA FORMACJĘ I FUNKCJONOWANIE RYNKU TURYSTYCZNEGO**

Czynniki rozwoju międzynarodowego biznesu turystycznego obejmują: postęp polityczny, gospodarczy, społeczny, demograficzny, kulturalny, naukowy i technologiczny.

Znaczenie *czynników politycznych* wynika przede wszystkim z faktu, że stabilne otoczenie polityczne jest warunkiem wstępnym dla branży turystycznej.

*Czynniki ekonomiczne* są związane z wyższymi dochodami ludności, co pozwala przeznaczyć więcej pieniędzy na podróż. Zapotrzebowanie na usługi turystyczne reprezentowane jest głównie przez przedstawicieli klasy średniej (40–60% w krajach Europy Zachodniej) oraz o wysokich dochodach (popyt na egzotyczne wycieczki i wakacje o wysokim komforcie).

Na rozwój turystyki istotny wpływ ma zagraniczna aktywność gospodarcza państw, procesy integracji i globalizacji, ponieważ przyczynia się ona do wzrostu aktywności gospodarczej ludności. Jednocześnie pogorszenie turystyki międzynarodowej pogarszają formalności celne, niestabilność finansowa w kraju (inflacja, stagnacja), strajki gospodarcze [1].

*Czynniki społeczne.* Obejmują one wzrost dobrobytu w populacji krajów rozwiniętych aktywnie uczestniczących w wymianach turystycznych, wzrost płatnych wakacji i skrócenie długości tygodnia pracy.

*Czynniki demograficzne.* Rosnąca liczba ludności wpływa na wzrost liczby turystów. Ważnym czynnikiem demograficznym jest zmieniająca się struktura wiekowa populacji. Wzrost średniej długości życia w wielu krajach doprowadził do tego, że coraz więcej osób ma czas wolny i udogodnienia umożliwiające im podróżowanie za granicę [2].

*Czynniki kulturowe* dla rozwoju turystyki międzynarodowej przejawiają się w zaspokajaniu potrzeb kulturalnych, edukacyjnych i estetycznych, co przyczynia się do rozwoju pragnienia wiedzy, studiowania życia, tradycji, kultury, historii innych krajów i narodów.

*Postęp naukowy i technologiczny* powoduje szybki rozwój bazy materiałowej i technicznej turystyki międzynarodowej, co stwarza niezbędne warunki dla turystyki masowej.

Według wyników badania przeprowadzonego przez Niemiecki Instytut Badań Czasu Wolnego w Unii Europejskiej, wyeliminowane zostały następujące problemy dotyczące w najwyższej skali podróżników [3]. Są to:

- *Wojna, niepokój, niestabilność polityczna.*
- *Problemy środowiskowe.*
- *Choroby i epidemie.*
- *Klęski żywiołowe i katastrofy.*

Otóż, rozwój branży turystycznej zależy od systemu czynników, które mają zarówno jak pozytywny, tak i negatywny wpływ. Systematyzacja i klasyfikacja tych czynników pozwoli na sformułowanie polityki państwa w dziedzinie turystyki, która będzie promować jej zrównoważony rozwój [4].

### LITERATURA

1. Czynniki wpływające na rozwój turystyki na Ukrainie [zasoby elektroniczne] - Tryb dostępu: <https://studfile.net/preview/5128213/page:2/>
2. Czynniki rozwoju usług turystycznych [zasoby elektroniczne] - tryb dostępu: [http://tourlib.net/books\\_eng/pucentejlo35.htm](http://tourlib.net/books_eng/pucentejlo35.htm)
3. Organizacja działalności turystycznej na Ukrainie [zasoby elektroniczne] - tryb dostępu: <http://library.if.ua/book/31/2006.html>
4. Komlichenko OO Czynniki rozwoju branży turystycznej [Zasoby elektroniczne] / OO Komlichenko - Tryb dostępu: [http://nbuv.gov.ua/j-pdf/Nvkhdu\\_en\\_2014\\_8\(3\)\\_\\_18.pdf](http://nbuv.gov.ua/j-pdf/Nvkhdu_en_2014_8(3)__18.pdf)

*L. Antoniv*

*Wissenschaftliche Leiterin: T.I. Perunchak  
Lwiwer Institut für Wirtschaft und Tourismus*

### AUSWIRKUNGEN DES INTERNATIONALEN TOURISMUS AUF DIE WIRTSCHAFT DER UKRAINE

Die Analyse der Entwicklung des internationalen Tourismus in den letzten Jahren ist darauf hinzuweisen, dass der Tourismus ein vielversprechendes Feld des internationalen Geschäfts mit vielen Bereichen seiner Entwicklung, der Kurortindustrie, speziellen Finanzinstrumenten, dem Kommunikationssystem geworden ist.

Tourismus als ein integraler Bestandteil der strategischen, wirtschaftlichen und sozialen Konzepte der Entwicklung aller Länder der Welt trägt zur Entwicklung vieler verwandte Wirtschaftssektoren, zur Schaffung von Arbeitsplätzen bei und löst so das Problem der Beschäftigung von arbeitsfähigen Menschen.

Es ist angebracht, eine SWOT-Analyse der Entwicklung des internationalen Tourismus in der Ukraine durchzuführen.

#### **SWOT-Analyse des Zustandes und der Entwicklung des internationalen Tourismus in der Ukraine**

<b>Stärken</b>	<b>Schwächen</b>
<ul style="list-style-type: none"> <li>- günstige geopolitische Position der Ukraine;</li> <li>- die Möglichkeiten für die Entwicklung aller Arten von Tourismus;</li> <li>- Verfügbarkeit verschiedener natürlicher, historischer und kultureller touristischer Ressourcen;</li> </ul>	<ul style="list-style-type: none"> <li>- langsames Wachstum der Investitionen in die Entwicklung der Tourismusinfrastruktur;</li> <li>- Mangel an Budgetfinanzierung für wichtige Aktivitäten zur Entwicklung des Tourismus und der Urlaubsgebiete der Ukraine;</li> </ul>



<ul style="list-style-type: none"> <li>- Bereitstellung einer verzweigten Verkehrsinfrastruktur;</li> <li>- bedeutende Entwicklung der Erholungskultur der Ukrainer;</li> <li>- allmähliche Erhöhung der staatlichen Ausgaben für die Tourismusentwicklung;</li> <li>- touristische Offenheit;</li> <li>-geringes Risiko der gefährlichen Krankheiten.</li> </ul>	<ul style="list-style-type: none"> <li>- Abhängigkeit der Brancheneffizienz von der wirtschaftlichen und politischen Situation;</li> <li>- Wettbewerbsnachteil;</li> <li>- geringe Anstrengungen des Staates zur nachhaltigen Tourismusentwicklung;</li> <li>- mangelhafte Straßeninfrastruktur.</li> </ul>
<b>Möglichkeiten</b>	<b>Bedrohungen</b>
<ul style="list-style-type: none"> <li>- Wirtschaftswachstum und sozialer Fortschritt;</li> <li>- Entwicklung der Dienstleistungsbranche;</li> <li>- neue Arbeitsplätze schaffen;</li> <li>- Entwicklung der internationalen Beziehungen;</li> <li>- Entwicklung des Hotel- und Gaststättengewerbes;</li> <li>- Investition in den Ausbau des Tourismusgeschäfts;</li> <li>- Verbesserung des Tourismusmarketing-Systems;</li> <li>- Verbesserung der Informationssysteme im Tourismus.</li> </ul>	<ul style="list-style-type: none"> <li>- ungünstige politische und wirtschaftliche Situation;</li> <li>- Rückgang der Angebote für die Bevölkerung mit mittlerem Einkommen.</li> </ul>

### LISTE DER VERWENDETEN LITERATUR

1. Terebukh A. A Probleme der Entwicklung des internationalen Tourismus in der Ukraine [Elektronische Ressource] / Terebukh A. A, Makar O. P, Ilnitskaya G. Y. Zugriffsmodus:  
<http://molodyvcheny.in.ua/files/journal/2015/11/61.pdf>
2. Kozak Y. G., Lukyanenko D. G, Makogon Y.V. etc. Internationale Wirtschaft: Ein Lehrbuch / Y. G. Kozak, D. G Lukyanenko, Y. V. Makogon // - K.: ArtEk, 2013. - 145 p.

*T. Apanasevich*  
*Research supervisor: I.R. Dzik,*  
*Senior lecturer*  
*Baranovich State University*  
*Language tutor: M.D. Lavrenkova*

## **ENVIRONMENTAL CRIME PREVENTION IN THE REPUBLIC OF BELARUS**

Creating and maintaining a national environmental safety system is a prerequisite for the implementation of the state strategy for sustainable socio-economic development [3]. Studying this topic of a scientific article, we came to the conclusion that at present in the Republic of Belarus there are a sufficiently large number of conditions and reasons that contribute to the commission of environmental crimes. In our opinion, the following are the most important and essential conditions and reasons: the unfavorable social and economic situation in the country; insufficient environmental culture of a certain part of the population, many officials and heads of commercial and non-profit organizations, often a low level of their legal awareness, etc. [1, p. 18-20].

It is well known that environmental crimes often cause enormous harm to all living things, and therefore the prevention of environmental crime is of great value.

The analysis of regulatory legal acts in the field of environmental protection shows that environmental authorities are not charged with the prevention and fight against environmental offenses and crimes. In addition, the current version of the law "On Internal Affairs Bodies of the Republic of Belarus" [2] also does not explicitly indicate the function of preventing and combating crimes against the environment and environmental safety. It should also be noted that the State program to combat crime and corruption for 2017-2019 also did not provide organizational and practical measures to prevent and combat crimes against environmental safety and the environment.

For the prevention of environmental crimes, the internal affairs bodies should apply both general preventive measures, legal education of citizens, making submissions, and individual preventive measures, such as preventive conversation, official warning, preventive accounting, as well as other measures prescribed by law.

Thus, in order to prevent environmental crimes it is necessary to eliminate their causes by creating a favorable socio-economic situation in the country; improving the environmental culture and legal awareness of a certain part of the population, many officials and heads of commercial and non-profit organizations; increase the material and financial security of state and public environmental activities in the prevention and suppression of environmental crimes; creating an effective mechanism for public participation in the fight against environmental crime.

The internal affairs bodies should become the main guarantor of the environmental rights of citizens and the whole society in the framework of ensuring law, protecting public order and public safety. Measures of a legal nature

are justifiably considered an important component of the prevention of environmental crime, and above all measures aimed at improving the criminal law on liability for committing environmental offenses and crimes.

## REFERENCES

1. Винокуров А.Ю., Проблемы предупреждения экологических правонарушений. Винокуров Ю.Е. Монография. – М.: МГУ, 2008. – 86 с.
2. Об органах внутренних дел Республики Беларусь [Электронный ресурс]: Закон Республики Беларусь, 17 июля 2007 г., № 263-З : в ред. Закона Республики Беларусь от 23.07.2019 года, № 123-З // Консультант Плюс : Беларусь. Технология 3000 / ООО «ЮрСпектр», Нац. центр правовой информ. Респ. Беларусь. – Минск, 2020.
3. О некоторых вопросах Министерства природных ресурсов и охраны окружающей среды Республики Беларусь [Электрон. ресурс]: постановление Совета Министров Респ. Беларусь, 20 июня 2013 г., № 503 // Консультант Плюс: Беларусь / ООО «ЮрСпектр», Нац. центр правовой информ. Респ. Беларусь. – Минск, 2020.

**V. Basiuk**

*Sprachlehrerin: I. Swiridenko*

*Kandidat der pädagogischen*

*Wissenschaften, Dozentin*

*Zhytomyrer Staatliche Iwan-Franko-Universität*

## DAS AUSSTERBEN DER WILDTIERE IN POLISSIA

Der drastische Rückgang der Zahl der zahlreichen Wildtiere gibt Anlass zu großer Sorge. Dieser Zustand ist durch verschiedene negative sowie natürliche als auch anthropogene Faktoren verursacht. Zu den negativen natürlichen Faktoren gehören natürliche Anomalien, Naturgewalten und -katastrophen (Orkane, Brände, Hochwässer und Dürren, Fröste, Erdbeben), die verstärkte Fortpflanzung von Schädlingen und Parasiten. Der Hauptgrund für die akute Gefährdung der Biodiversität ist jedoch der Mensch und seine beispiellosen Eingriffe in die Ökosysteme. Die unübersehbaren Wälder von Polissia sind eines der letzten natürlichen Zufluchtsorte für die Wildtiere in der Ukraine. Nur in den Karpaten ist etwas größere Anzahl der wildlebenden Tiere als in Polissia beheimatet. Die Abholzung der Wälder, die Verwüstung von Steppen, die Entwässerung von Sümpfen, den Bau von Stauseen und Kanälen, die Verlegung von Auto- und Eisenbahnen, Stromleitungen, den Aufbau von Städten und Industrieanlagen, die oberflächennahe Gewinnung von Bodenschätzen (den sogenannten Tagebau) verändern die Ökosysteme von Polissia. Derartige abrupte Änderungen haben für Tiere, die sich im Laufe der Jahrtausende an bestimmte Bedingungen angepasst haben, nachteilige Folgen ergeben. Die Tiere sterben aus oder werden selten. Darüber hinaus sind sie durch Wilderei vom Aussterben bedroht.

Wälder, Sümpfe und Wiesen des Naturschutzgebiets Polissia bieten den Lebensraum einer Vielzahl von Tieren, Vögeln und Insekten. Als größte Gruppe der Wirbeltiere in Polissia sind die Vögel zu nennen. Ihre Zahl beträgt 246 Arten hier. Viele Tierarten des Naturschutzgebiets Polissia stehen auf den nationalen und internationalen Roten Listen. Es gibt 49 Säugetierarten im Polissia-Naturreservat, darunter relativ viele die vom Aussterben bedrohten Tierarten: Dachs, Hermelin, Nordluchs, Fischotter, Schneehase. Der WWF (World Wide Fund For Nature) hat das Projekt „Retten wir die Luchse“ begründet. Das Projekt verfolgt den Zweck, die Luchse in den Karpaten und in der Polissia zu erhalten. Der Luchs (*Lynx lynx*) ist ein großartiges Raubtier, dessen Zahl doch ständig durch die Jagd sinkt. Es gibt auch ein anderes Naturschutzgebiet in Polissia – Riwnenskyj Naturreservat. Es hilft, die Natur von Polissia zu bewahren und die Biodiversität zu fördern. Die meisten Menschen ignorieren die Verbote. Mit dem Eintritt warmer Tage verursachen sie durch das Verbrennen von trockenem Gras Brände, die zu enormen Umweltschäden führen. Die in trockenem Gras oder auf der Bodenoberfläche lebende Tiere sterben in den brennenden Stoppeln. Das Feuer tötet unzählige Insekten, ihren Larven, Puppen und andere kleine Tiere. Die Nester und die Orte von der Legung der Eier zahlreicher Vogelarten werden durch das Feuer zerstört. Was so großes Interesse erweckt, ist die Tatsache, dass nicht nur die Pflanzen und Tiere, sondern auch die Menschen selbst leiden.

Die Gefahr des Artensterbens war noch nie so ernst wie heute. Die Erhaltung der Biodiversität und der Integrität natürlicher Ökosysteme ist der Schlüssel für die nachhaltige Existenz und Entwicklung unserer Gesellschaft. Unser Wohlstand wird schließlich von naturverträglicher Bewirtschaftung, von der Entwicklung einer ressourcenschonenden Konsumkultur und von einem wirksamen Umweltschutz abhängen. Es ist nicht zu spät, die Situation zu ändern. Wir sollten sofort auf allen Ebenen, von der lokalen bis zur globalen beginnen, an der Bewahrung unserer natürlichen Lebensgrundlagen teilzuhaben.

### LITERATUR

1. Fragen zur Tierwelt in Polissia. URL: <http://ukrainaincognita.com/zhytomyrskaoblast/ovrutskyiraion/selezivka/tvarynnyi-svit-poliskogo-zapovidnyka>
2. Günter Murr: Entwicklung und Handlungsmöglichkeiten von Umweltverbänden in der internationalen Politik. Das Beispiel WWF. Oekom, München 1991 S.158

## **POLITISCH KORREKTE DEUTSCHE SPRACHE: ABWESENHEIT VON SPRACHLICHE DISKRIMINIERUNG**

Die politisch korrekte Sprache gebraucht man nicht darum, nun durch die Sprache wie durch ein Wunder positive Effekte und eine diskriminierungsfreie Welt zu schaffen, sondern die Voraussetzung dafür erst mal zu schaffen, in dem das, was an sprachlicher Diskriminierung und Herabwürdigung hängt.

Die Sprache kann auf verschiedene Weise diskriminieren. Die offensichtlichste Weise ist, dass es für bestimmte Bevölkerungsgruppen Bezeichnungen gibt. Das ist im Bereich des Rassismus besonders deutlich; das ist aber auch im Bereich der Behindertenfeindlichkeit deutlich. Auch bei Menschen mit körperlichen oder geistigen Einschränkungen sollen feinfühliger Begriffe wie „Menschen mit Behinderung“ oder „Förderschüler\*innen“ dafür sorgen, dass sich Menschen nicht gekränkt oder beleidigt fühlen. Grundsätzlich gilt: Von Diskriminierung Betroffene reagieren sehr viel sensibler darauf, wie sie bezeichnet werden als andere [1].

Gesellschaftliche Veränderungen spiegeln sich in der Sprache wider: solche Wörter wie „Weib“ (früher absolut üblich) oder „Fräulein“ passen nicht mehr in ein modernes Frauenbild.

Viele Wörter, die es lange Zeit nur in männlicher Form gab, haben inzwischen eine weibliche Form: Die „Vorständin“ steht beispielsweise seit 2013 im Duden [1].

Es wird also nicht das generische Maskulinum benutzt, zum Beispiel „Bürger“, sondern „Bürgerinnen und Bürger“. Oder in der Schreibweise das Gendersternchen, also „Bürger\*innen“ oder der Gendergap, „Bürgerinnen“ [2].

Als Alternativen, um Frauen auch sprachlich sichtbar zu machen, werden die Nennung der weiblichen und männlichen Form (Ärztinnen und Ärzte) oder neutrale Formulierungen (Arbeitnehmende) angeregt. Bestimmte Volksgruppen werden in den Massenmedien – durch ausabweichend vom tradierten Sprachgebrauch – mit ihren Eigenbezeichnungen benannt: Inuit statt Eskimos, Sinti und Roma statt Zigeuner. Ausländer werden zu Menschen mit Migrationshintergrund oder mit Zuwanderungsgeschichte. Zum guten Ton gehört es, die Putzfrau als Raumpflegerin“, den Toilettenmann als „facility manager“ zu bezeichnen. Berufe mit schlechtem sozialem Prestige werden so zumindest sprachlich aufgewertet. Prinzipiell werden negativ konnotierte Spracheinheiten durch solche ersetzt, die beanstandete Teilaspekte ausblenden oder positive Gesichtspunkte betonen.

Unbestritten ist, dass sich die neuen, „politisch korrekten“ Ersatzausdrücke abnutzen können, wenn sich die negative Konnotation nach einer Weile auch auf die Neubildung überträgt: für den deutschen Sprachraum Neger – Schwarze – Farbige – Afro-Amerikaner [2].

Solche substanzlosen Kategorisierungen führen schnell zu offen diskriminierender Sprache. Die verzweifelte Suche nach einem „akzeptablen“ Wort für „Menschen mit dunkler Hautfarbe“ — von Neger zu Farbiger oder Schwarzer zu dunkel häutiger Mensch zu Menschen mit anderer Hautfarbe — verstellt den Blick auf die Frage, warum man Menschen überhaupt nach ihrer Hautfarbe kategorisiert — welche Situationen es selbst bei viel Phantasie geben könnte, in denen dies eine relevante Unterscheidung ist [2].

Die Sprachgeschichte zeigt, dass jedes neueingeführte, neutralgemeinte Wort hier negative Bedeutungskomponenten annehmen wird, solange die zugrundeliegende Kategorisierung nicht wenigstens explizit benannt wird.

## REFERENCES

1. Forster, I Political Correctness / Politische Korrektheit. [Электронный ресурс]. – Режим доступа: <https://www.bpb.de/politik/grundfragen/sprache-und-politik/42730/politische-korrektheit>
2. Stefanowitsch, A. Warum wir politisch korrekte Sprache brauchen [Электронный ресурс]. – Режим доступа: <https://www.cicero.de/kultur/sprache-politisch-korrekt-political-correctness-diskriminierung-vorwuerfe>

*A. Bezusa*

*Research supervisor: V.A. Kovalchuk,  
Doctor of Science (Education)*

*Language tutor: I. V. Samoylyukevych,  
PhD (Education), Professor  
Zhytomyr Ivan Franko State University*

## THE FORMATION OF SOCIAL COMPETENCE IN THE PROCESS OF ORGANIZING COGNITIVE ACTIVITY IN THE ENGLISH LESSONS

One of the hottest issues of the 21st century is considered to be human socialization and communication skills. The process of socialization and the ability to communicate begin to develop from childhood.

The Concept of the New Ukrainian School covers the goal of the formation of ten key competencies in primary-school learners. [1] The list of these competencies is enshrined in the Law on Education. The formation of key competencies of younger learners is a goal in the teaching process of modernizing the content of education.

The social competence is one of the important competencies for developing personality in young learners. Society needs prepared competent personality. A competent approach is one of the directions of the educational institution is to create the conditions in our work for the formation of social competence.

The future of humanity increasingly requires the education of students of independent, initiative, responsible citizens, capable of productively interacting in the fulfillment of social, economic and industrial goals.

Performing these goals requires the development of personal qualities and creativity of the individual, the ability to self-develop and acquire new knowledge, the ability to solve life's problems, the ability to navigate and adapt to the constant changes in society.

By the analyzing the definition of social competence, we came to conclusion that it is the foundation on which the social, emotional and cognitive skills and behaviors that learners need to build for successful social adaptation. The important to combine social and communicative competencies in working with young learners, because the children are established interaction with different people, learners find themselves in society of people. [2]

Communication is the major aspect of the process of organizing cognitive activity in the English lesson. During this process learner to develop learning skills, such as attention, memory and thinking. In general the process of organization cognitive activities are mental processes through which learners make sense of the world around us and learning to know their environment both internal and external.

The teacher can use different tasks of the process of organization cognitive activities in the English lessons, which help learners, forge positive relationships. We help children develop social competence, through the ability to read emotions, cooperate, make friends and negotiate conflicts. The teacher can carry out this work tasks in pairs or in group.

As results of our article is to explain importance of formation of social competence in primary-school learners. This team shows that the formation of social competence in the English lessons can be effectively by using different tasks in the process of organization cognitive activity. The tasks to help realized to develop communication in young students in the English lessons. So, to developing communicative skills can greatly help learners to realize themselves in the future.

## REFERENCES

1. Нова Українська Школа. Концептуальні засади реформування середньої школи. – [Електронний ресурс]. – Режим доступу: <https://mon.gov.ua/tag/nova-ukrainska-shkola>
2. Розвиток соціально-комунікативної компетентності обдарованих учнів початкової школи: посібник / Н.В. Лук'янчук, Н.А. Климова, О.А. Ковальова, Ю.Ю. Савченко та ін. ; за заг. ред. Н.В. Лук'янчук і Н.А. Климової. Інститут обдарованої дитини. Київ, 2014. 132 с.

***M. Biloshytska***  
*Research supervisor: I.V. Novitska,*  
*Candidate of Pedagogical Science,*  
*Assistant*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: I. V. Samoylyukevych*  
*PhD (Education), Professor*  
*Zhytomyr Ivan Franko State University*

## **USING INNOVATIVE TECHNIQUES FOR TEACHING ENGLISH IN THE EXTENDED-DAY PROGRAMME IN PRIMARY SCHOOL**

The creative abilities of primary-school learners are developed through the use of new ways of teaching and learning, such as: games, projects and interactive techniques, both in the classroom and after classes. In this article, we will disclose why using innovative techniques in the extended-day programme is important and how it could contribute to learning English after classes.

Interactive techniques have been an object of study with a number of scholars, including O. Pometun [3, c. 57], L. Pyrozhenko who argue that the educational process takes place under the condition of constant, active interaction of all learners.

As noted by L. Varzatskaya, L. Kratasyuk [1, c.2-3]., in the process of using interactive techniques, the learner and the teacher are equal subjects of the educational process. They jointly determine the purpose of the activity, objectives, and learning outcomes. The learners are aware of what they have achieved at a certain stage of learning, as the personal experience of creative activity has been enriched.

There are two types of innovation techniques: those based on pair/group work (1) and class work (2). The first one involves the interaction of participants in small groups (in practice, from 2 to 6 people), the second one implies the joint work and interaction of the whole class. The experience of interactive learning in the extended - day program allows us to identify effective interactive techniques that are systematically combined with other teaching methods:

1. Work in pairs. During making tasks, the students discuss the situation, the phenomenon of the situation, facts, the event, exchange their thoughts, seek a common solution. This method allows to quickly perform exercises that are either temporary or impossible in the normal setting.

2. The circle. The students seat in two circles - inside and outside. The inside circle is stationary and the outside is moving. There are two methods of use - for discussion (there are "pair disputes" with each other, each participant of the inside circle having his or her own, unique evidence), or for the exchange of information .

3. Aquarium. This is a role-playing game in which one microgroup works in the center of the class and the others act as observers, analyzing the situation from the outside. Afterwards, the groups in the outside circle discuss the group's performance and their own achievements.



Conclusion: Innovative techniques stimulate students' cognitive processes, involve them actively in the learning process, encourage students to work together, express their thoughts, take responsibility for their learning and develop their learning skills. To do this, the teacher should be aware of potential psychological problems of primary school learners. Only under these conditions will the selection and use of innovative techniques will be successful.

## REFERENCES

1. Кратасюк Л. Інтерактивні методи навчання: Розвиток комунікативних і мовленнєвих умінь / І.Кратасюк // Дивослово. – 2004. – №10.– С. 2-11.
2. Пометун О. Сучасний урок. Інтерактивні технології навчання: Науково-методичний посібник / О.Пометун, Л.Пироженко. – К.: Видавництво А.С.К., 2004. – 192 с.

*Y. Bodashevsk*

*Research supervisor: A.V. Shayuk*

*Candidate of Medical Sciences, Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: Natalia Andriichuk,*

*Candidate of Pedagogical Sciences, Associate Professor*

## THEORETICAL FOUNDATIONS OF GENDER IDENTITY

There are many opinions among scientists on what gender identity is. Some of them such as T. Bendas [1], I. Klecyna [3] say that it is the identification of oneself with a certain sex, the attitude to oneself as a representative of a certain sex, the adoption of certain forms of behavior, the formation of certain characteristics.

E. Maccoby, C. Jacklin [4] believe that gender identity is formed under the influence of social expectations, half-rule stereotypes. S. Bem [2] points out that the formation of gender identity is connected with the adoption of gender attitudes, with the concept of "male" and "female". When a child starts to understand his or her gender identity, psychological mechanisms that affect the qualities and attitudes of understanding the "Other" are initiated. Understanding also accompanies the realization of other mechanisms: identification, inheritance or imitation, encouragement, punishment, sensual cognition, empathy, reflexion and conformality.

In the theory of cognitive development of gender L. Kohlberg, S. Bem [1] believe that all information on gender behavior is reflected in the mind of the individual in the form of gender schemes.

A. Eagly's theory of social roles shows that most gender differences are the products of different social roles which support or oppress certain behavioral options for men and women [4].

Thus, we can say that gender identity is the awareness of its relationship to the cultural definition of femininity and masculinity. This concept embraces subjective

experience and represents the psychological interiorization of male and female characters in the process of interaction "I – and – the Other".

Gender identity is not a complete process, because it is constantly transforming, evolving, ensuring the adequacy of existence. The search for identity means finding an identity with someone, something, with yourself, a person constantly self-identifying.

In early adolescence the influence of society on gender attitudes, gender stereotypes, gender identity remains strong enough.

That is why the goal of our research is to study the psychological characteristics of the gender identity formation in boys and girls.

## REFERENCES

1. Бендас Т. В. Гендерная психология: Учебное пособие. СПб.: Питер, 2008. - 431 с.
2. Гендерная психология. Законы мужского и женского поведения / Шон Берн – СПб.: Прайм-ЕВРОЗНАК, 2007. – 318, [2] с.
3. Гендерная психология. 2-е изд. / Под ред. И. С. Клециной. – СПб.: Питер, 2009. –496 с.
4. Горноста́й П.П. Гендерна соціалізація та становлення гендерної ідентичності // Основи теорії гендеру: Навчальний посібник. – К.: “К.І.С.”, 2004. – 132-155с.

*Ye. Bondarieva*

*Research supervisor: L.V. Pohrebniak,*

*Candidate of Economic Sciences,*

*Associate Professor*

*Lviv Institute of Economics and Tourism*

*Language tutor: I.V. Skril*

## FOREIGN EXPERIENCE OF USING MANAGEMENT METHODS IN HOSPITALITY

Competitive advantage determines the success of modern enterprises such as hospitality companies on the market. In the management process, methods and concepts that, when properly applied, facilitate the company's innovative activities play the key role, thus contributing to building competitive advantage.

“Management methods” means the set of certain techniques, methods and approaches that affect staff in order to achieve specific results (the competitiveness of products, services, organization and other objects in the external or internal market). Doctor of Economics, Professor R. Fathutdinov proposed the classification of modern management methods according to the degree of freedom of the control object: coercion, motivation and persuasion. [1]

The Stockholm School of Economics has conducted the research of Ukrainian hotel business enterprises. The study shows the impact of management methods

such as high salaries, variable payments, empowerment of employees, career growth, staff training, performance appraisal and others. [2] According to R. Fathutdinov's classification in Ukraine the most effective method is “persuasion”. It includes: monitoring of social and psychological processes; modeling of social and psychological processes; psych technology, moral stimulation, etc.

It is important to compare Japanese, American and European management methods with domestic. We specify and characterize the methods and management concepts most commonly used by hospitality companies in the process of building competitive advantage. The core benefit of these considerations is that they serve to identify those activities of hospitality companies in which the analyzed methods and concepts found practical application.

The Japanese human resource management system synthesis of imported ideas and cultural traditions. It is fundamentally characterized by the Japanese people's national attitude to work and to the company: dedication, identification with the company and sacrifice. Motivation is the most practical method used by Japanese executives. The most important task is to establish good relationships with employees. [3]

The US companies are maximizing profits as a key tactical task. American managers are focused on some individual values and results. Management activities in the US companies are based on individual responsibility, evaluation of individual results, the development of clear short-term goals. The methods used by American managers are motivation methods (coincidence with Japanese methods) and coercion.

The European model of management methods focused on developing partnerships between entrepreneurs and workers. European management is slightly different from American management. This is reflected in the active (compared to the US companies) involvement of staff in ownership, profits and decision making, which is due to the specific nature of the property.[4] The European system of management is used methods of “persuasion”.

Thus, all four of the models are presented the use all three groups of HRM methods. Coercive methods are more commonly used in the US, the “motivation” method in Japan and the US, and the “persuasion” method in European countries and Ukraine.

## REFERENCES

1. Фатхутдинов Р. А. Новые методы управления персоналом. [Electronic resource]. Access mode: <http://www.ipnpu.ru/article.php?idarticle=002660>
2. Моргулис-Якушев С. В. Шесть эффективных методов управления персоналом [Electronic resource]. Access mode: <http://www.ipnpu.ru/print/000459>
3. Такаянаги Сатору. Японская система управления трудовыми ресурсами. [Electronic resource]. Access mode: <http://www.xserver.ru/user/jstrr/>
4. Кибанов А.Я., Дуракова И.Б. Управление персоналом организации: отбор и оценка при найме, аттестация. - М.: Эксмо, 2010. – 226с.

*A. Bovsunivska*  
*Research supervisor: Y.B. Sikora*  
*Candidate of Pedagogical Sciences,*  
*Senior Lecturer*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: Plakhotniuk N.P.*

## **THE USE OF THE PROJECT METHOD IN TEACHING INFORMATION TO SENIOR PUPILS**

The current stage of education development in Ukraine is connected with the need to solve the problem of students' creative potential. The search of methods of its development is gradually increasing and is aimed at independent, individual, paired, group activities, improving the effectiveness of students' education.

However, in today's context, where society demands not only the level of knowledge of school graduates, but also their ability to work independently, the ability to deal with a problem or phenomenon in terms of different sciences, we all face the need to find a new form of educational activity. We need an approach that will teach students the skills of independent exploration and research, increase their motivation to learn, and give children a holistic picture of the world. Project activity is one of the possible ways to achieve these goals.

The project method is a set of desirable results, ideas, hypotheses for forming a creative theoretical product. It is a complex of techniques, actions and procedures in a certain sequence to solve a task that is personally meaningful to the student and designed as the expected final product. In computer science, a project is an independent thorough study of any problem with the presentation of work results.

The main purpose of the project method is to enable students to form their own knowledge in the process of solving practical problems or tasks, which require the integration of knowledge from different subject areas. If we talk about the project method as a pedagogical technology, it involves a set of research, investigative, problematic methods, which are creative in their nature. The teacher plays the role of the developer, coordinator, expert and consultant within the project. That is, the basis of the project method lies in the development of students' cognitive skills, the ability to construct their knowledge independently, to navigate in the information space and in the growth of critical and creative thinking.

The project method involves the students' independent actions with required presentation of results. The defense of creative projects also enhances the communicative abilities of students, their ability to present their projects reasonably. The project activity takes the student beyond the limits of the lesson, the textbook, presents the problem in all its volume, from the positions of different disciplines, develops creative thinking, arouses interest in studying the techniques and methods of finding original solutions in any field of human activity.

The students' group work in a project allows them to acquire communication skills. In addition, the method of projects allows to make the study material more interesting, visual, memorable for a long time taking into consideration a small

number of hours (1-2 hours per week) and a very large program of the computer science course. This, in turn, will lead to positive motivation for learning and positive results in enhancing students' cognitive processes. The problem of applying the project method in this aspect has not been fully understood and there are many issues and disputes. Having studied the literature on the topic and communicating with the teachers of computer science, we have identified a range of problems in using this method:

- lack of methodological recommendations and developments on the use of the project method in teaching computer science;
- the lack of a reference result for the teacher and students to solve the problem.

- But there are also the advantages:
- self-control;
- group activity;
- individual and creative approach to solving non-standard tasks;
- teacher-student interaction;

Example project

The project method is most often used in lessons of control and generalization of knowledge. It should be noted that in such lessons, students begin to understand where and how they will be able to apply their knowledge. When working on a project, the student can see himself how well he has worked, the mark becomes a less important factor than achieving the goal of the project.

Topic: Functioning of school information and communication Internet environment.

Educational subject: computer science

Duration: academic year

Participants: a group of students in grades 9-11

Objective: To support the functioning of the site

Product: Our Class Website

Public presentation of the Internet website

Course of the project: getting acquainted with the technology of creating sites, identifying potential user groups and their interests, updating the content of the site.

The use of the project method in education as one of the methods of integrated learning, can significantly increase the cognitive activity of children, develop creative thinking, the ability to find information about an interesting object or phenomenon and use this knowledge to create new objects of reality.

## REFERENCES

1. Abashyna N. S. Rozvytok klyuchovykh zhyttyevykh kompetentsiy cherez metod proektiv [Development of Key Life Competences through the Project Method]. Kyiv, Departament. 2003. Pp. 257 – 258. (ukr)

2. Vlasyuk O. Proektna diyal'nist' – perspektyva rozvytku osobystosti [The Project Activity – the Prospect of the Personal Development]. Kyiv, Departament. 2008. 520 p. (ukr)
3. Horoshkina O. M. Linhvodydaktychni zasady navchannya ukrayins'koyi movy v starshykh klasakh pryrodnycho-matematychnoho profilyu: monohrafiya [Linguodidactic Principles of Teaching Ukrainian Language in Classes with NaturalMathematical Profile]. Luhansk, Alma-mater. 2004. 362 p. (ukr)

***T. Bovsunovska,***

*Research supervisor: I. Lityaga  
Candidate of Pedagogical Sciences,  
Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: N. M. Andriichuk  
Candidate of Pedagogical Sciences, Associate Professor*

## **SOCIAL SUPPORT FOR THE REPRODUCTIVE RIGHTS OF STUDENT FAMILIES**

The problem of studying the family as a social phenomenon is quite urgent today since, among all values in the life of Ukrainian society, family occupies an important place. The family performs one of the most important functions - the reproductive function, the reproduction of the social life representative - the person.

Today there is a need to study the issue of the student family, its peculiarities of existence, the performance of the reproductive function, since its formation and development of relations between the spouses will depend on their further family relationships which in turn have an impact on the development of society.

Modern scientific studies of student families in Ukraine are presented in the works of both Ukrainian and local researchers and scientists: L. Avdeeva, O. Bezpalko, I. Zverev, A. Kapska, G. Muratov, etc [1].

The student family as one of the varieties of the young family is a poorly researched subject. Her research dates to the late 80's and early 90's of the last century. The family is a micro-environment for students to meet life's needs, such as love, rest, communication and psychological comfort. The student family is a part of a special group of society, because it forms a new member of the community and performs a number of important functions.

Thus, G. Muratova defines a student family as a young family in which both spouses are full-time university students and who are officially registered as married and do not exceed 25 years of age [2].

The main problem for the student family is the social support for its reproductive function. The essence of this function lies in the continuation of the human race, that is, in the birth of a child. New difficulties and contradictions arise in connection with the birth of a child which requires a great deal of time and

effort, additional mental and material workload, lifestyle changes and certain sacrifices.

Today in Ukraine young families face the problem of having a baby. Due to problems, young people postpone childbirth until later which negatively affects the demographic situation in the country. Young people are increasingly striving for life, to graduate from university, to make a career and to live for themselves, and only after that to have children. But there are many student families who have children of their own and who need social support from both higher education institutions and the state.

Universities do not have an effective system of social support for the reproductive rights of the student family. Also, there are neither independent medical and social offices in the educational establishments which can solve certain issues of prevention and progression of diseases in students, providing medical care nor equipped places for breastfeeding, baby diaper and hygienic procedures, etc.

Therefore, to overcome all these problems, the student family needs comprehensive psychological and pedagogical support from the educational institution and the state. The main purpose of such support is to create the conditions necessary for the comfortable development of a happy student family within the walls of the educational establishment.

#### **REFERENCES**

1. Антонян–Шевчук Б. Л. Студентська сім'я як об'єкт соціально-педагогічного аналізу. Наука і освіта. Науково-практичний журнал Південного наукового центру НАПН України (5(122)), 2014. – С. 207 - 211.
2. Муратова Г. М. Студенческая семья в условиях системных изменений российского общества / Г. М. Муратова. – М., 2011. – 28 с.

*A. Brezina*

*Wissenschaftliche Betreuerin: Lyubanets I. I.  
Staatliche Universität Baranovichi*

#### **„PSEUDOANGLIZISMEN“ IN DER DEUTSCHEN SPRACHE**

Es gibt vermeintlich englische Begriffe, die kein Engländer versteht. Sprachwissenschaftler nennen so etwas „Pseudoanglizismen“. Dabei handelt es sich um Begriffe, die englisch klingen, aber entweder im Englischen eine grundverschiedene oder gar keine Bedeutung haben. Grosse Gefahr lauert jedoch in Pseudoanglizismen, die man nicht als solche erkennt [1].

Scheinanglizismen existieren nicht nur in der deutschen Sprache, sondern auch in anderen Sprachen. Scheinanglizismen – wie auch die Verwendung anderer Anglizismen – sollen der deutschen Aussage eine gewisse Modernität verleihen.

Besonders verbreitet sind sie in der Jugendsprache, der Werbe- oder Mediensprache und in einigen Fachsprachen [2].

Für diese Gruppe der „Pseudoanglizismen“ in der deutschen Sprache gibt es zahlreiche Beispiele:

- Das Wort *Dressman* existiert im Englischen nicht. Es kann zu Missverständnissen führen, da es im englischsprachigen Raum als Transvestit (ein Mann, der gerne Frauenkleider trägt) übersetzt werden kann. Ein passendes deutsches Wort wäre hierfür „männliches Fotomodell“.

- Des Weiteren existiert das Wort *Fotoshooting* so nicht, jedenfalls nicht in dieser Form. In Englisch würde das Aufnehmen von Fotos *photosession* heißen.

- Das wohl bekannteste Beispiel eines Scheinanglizismus im Deutschen ist das Synonym für „Mobiltelefon“, *das Handy*. Viele Leute streiten sich bei der Frage, ob *Handy* ein Anglizismus ist oder nicht. Sicher ist jedoch, dass der Begriff im Englischen mit der Bedeutung „Mobiltelefon“ unbekannt ist. Im britischen Englisch spricht man von *mobilephone* und im amerikanischen Englisch von *cellphone* oder auch *cellularphone*. Das Wort „Handy“ existiert im Englischen zwar, aber da ist es ein Adjektiv und entspricht dem Deutschen „handlich“ oder „praktisch“. In der Sprachwissenschaft wird *Handy* als Anglizismus angesehen, da dieses Wort von der Aussprache und Schreibung her englisch, was bei der Bildung des Wortes sicherlich auch beabsichtigt war [1].

- Weiter geht es mit dem Begriff *Oldtimer*. Auch hierbei kann es zu reichlich Missverständnissen kommen: Im Deutschen bezeichnet das Wort ein altes Auto, im Englischen jedoch bedeutet *old-timer* „alter Hase“ oder „alter Mensch“. Der korrekte englische Begriff für *Oldtimer* ist *vintagecar* oder *veterancar*.

- Auch den *Showmaster* oder *Talkmaster* gibt es so im Englischen nicht. Einen Moderator würde man im Englischen als *host* oder *showhost* bezeichnen, und den Moderator einer Talkshow als *chat-show host* oder *talkhost*.

- Die „deutsche“ Bezeichnung für eine Person im Alter zwischen 20 und 30 Jahren, *Twen*, existiert ebenfalls nicht in der englischen Sprache [1].

- Ein letztes Beispiel ist der Begriff *Wellness*. Es bedeutet Wohlbefinden, Spass und eine gute körperliche Verfassung. Dieser Begriff wird heutzutage ziemlich inflationär verwendet und ein beliebtes Werbewort.

Frankreich ist im Kreuzzug gegen Anglizismen. Seit dem 30. März müssen englische Wörter wie *chat*, *tuning* und *talk* nun ihren französischen Entsprechungen weichen [1].

Die Unterwanderung der deutschen Sprache mit (Pseudo)Anglizismen ist ein Alltag, allerdings ist es fraglich, ob sie immer tatsächlich immer wünschenswert ist.

Die Sprache von Goethe tut sich ihrerseits schwer mit Anglizismen.

## REFERENCES

1. Кунцевич, Л. В. Способы словообразования псевдоанглицизмов в современном немецком языке. [Электронный ресурс]. – Режим доступа: [https://www.gramota.net/articles/issn\\_1997-2911\\_2013\\_6-1\\_28.pdf](https://www.gramota.net/articles/issn_1997-2911_2013_6-1_28.pdf)



2. Jašová, M. Der Einfluss des Englischen und Amerikanischen auf die deutsche Sprache. [Электронный ресурс]. – Режим доступа: [https://is.muni.cz/th/r8mb5/bakalarka\\_do\\_isu.pdf](https://is.muni.cz/th/r8mb5/bakalarka_do_isu.pdf)

**A. Brezina**

Wissenschaftliche Betreuerin: Lyubanets I. I.  
Staatliche Universität Baranovichi

## DER EINFLUSS DER ANGLIZISMEN AUF DIE DEUTSCHE SPRACHE

Der Einfluss anderer Sprachen auf Deutsch war immer erheblich. Heute überwiegt der englische Einfluss.

Die Fremdwörter machen heute einen gehörigen Teil des deutschen Wortschatzes aus. Der Anteil der Fremdwörter ist etwa 25 %, wobei viele diese Wörter, besonders aus dem Griechischen und Lateinischen, nicht mehr als "fremd" aufgefasst werden. Es gibt ungefähr 10 % wirklich „fremd“ Wörter im Deutschen [1].

Die Übernahme englischer Sprachelemente im Deutschen vermehrt aus modischen Gründen. Insbesondere in der Jugend- und Geschäftssprache ist eine starke Übernahme angloamerikanischer Sprachelemente festzustellen. In der Geschäftswelt hingegen wird die Anglisierung der Sprache mit dem Zwang zur Globalisierung begründet.

Englische Wörter erscheinen auch im Bereich der Musik (*breakdance*), auf dem Gebiet der Mode und des Gesellschaftslebens (*Leggins, Piercing, Smoking, Klub, toasten, Roastbeef*), der Politik und der Wissenschaft (*Streik, Lokomotive, Partner*). Im 19. Jh. entwickelte sich auch die neue Fachsprache des Sports (*Sport, Match, Trainer, Hockey, Green, Advantage*). Einige englische Eindrücke wurden eingedeutscht (Fußball – *football*, Strafstoss – *penalty kick*). Die technologische Progression bringt immer neue Wörter mit. In der Geschäftswelt hängt Anglisierung mit dem Zwang zur Globalisierung zusammen. Die Anglizismen markieren besonders stark modische, technische, oder gesellschaftliche Trends (z. B. *Internet, Jobsharing, surfen, Last-Minute-Reise* usw.). Diese Wörter kommen häufig nach kürzerer Zeit außer Betracht [2].

Die Anglizismen und Amerikanismen spielen eine wichtige Rolle in der Jugendsprache. Die Jugendlichen wollen ihren Idolen, die oft aus den USA kommen, nacheifern. Die Wörter wie z. B. *cool, flirten, Show, People, City, Lollipop, Hit, Diskound* viele andere benutzt die junge Generation täglich. Die Adjektive aus dem Englischen sind manchmal umgedeutet: *clever, easy, happy, heavy, high*. In der Sprache der Jugendlichen ist die Fremdwortfrequenz höher, die Angloamerikanismen erscheinen hier als Modewörter [2].

Als Anglisierung bezeichnet man die Übernahme kultureller, wirtschaftlicher oder sozialer Eigenarten aus dem Amerikanischen und Britischen und Verwendung englischer Begriffe im deutschen Sprachgebrauch.

Ein kulturelles Beispiel für eine Anglisierung ist ein Versuch, amerikanische Feste in Deutschland einzuführen wie z. B. *Valentinstag* oder *Halloween*.

Man kann auch eine sozialökonomische Ausrichtung nach Amerika beobachten und Anglisierung der Wirtschaft.

Anglizismen sollen der deutschen Aussagen eine gewisse Modernität verleihen.

Bei näherer Betrachtung zeigt sich, dass sich dieser Einfluss nicht auf die Übernahme angloamerikanischer Wörter beschränkt. Mit den Wörtern werden oft auch fremde Schreibungen, Lautungen, grammatische Formen, Wortbildungsweisen übernommen, die sich im Deutschen weiter ausbreiten [2].

Um diesem kulturellen und sprachlichen Verfall entgegenzuwirken ist es wichtig, die eigene Kultur wieder mehr unters Volk zu bringen und die Bevölkerung wieder mehr für die eigenen Traditionen zu begeistern. Das ist vor allem für Deutschland wichtig.

### REFERENCES

1. Hintze, F. Der Einfluss des Englischen auf die deutsche Sprache. Anglizismen – Bereicherung oder Zumutung? [Электронный ресурс]. – Режим доступа: <https://www.grin.com/document/90042>
2. Jašová, M. Der Einfluss des Englischen und Amerikanischen auf die deutsche Sprache. [Электронный ресурс]. – Режим доступа: [https://is.muni.cz/th/r8mb5/bakalarka\\_do\\_isu.pdf](https://is.muni.cz/th/r8mb5/bakalarka_do_isu.pdf)

**M. Budziak**

*English tutor: Natalia Andriichuk,  
Candidate of Pedagogical Sciences, Associate Professor*

### SOCIAL WORK WITH FAMILIES CARING FOR CHILDREN WITH SPECIAL NEEDS

Every year the number of children with special needs doubles. There are more than 135,000 children with disabilities announced at the All-Ukrainian Meeting on Inclusive Education in Kyiv, January 2019,

People with special needs include who have physical congenital anomalies, diseases of the senses and musculoskeletal system, endocrine system, respiratory organs, etc. For children with such functional impairments, the primary environment for life, development, and socialization is the family, which is the child's primary rehabilitation environment.

Social assistance algorithm:

- acquaintance, invitations to cooperation and assessment of the client's needs (diagnostics);
- work planning;
- it's implementation;
- evaluation of the end result, termination or continuation. [3]

Social patronage is a form of close interaction of a social worker with the family, which consists staying with the family 24 hours a day and providing various types of assistance: material, educational, psychological. Depending on the specific conditions, the patronage can last 4 - 9 months. [4]

The social patronage of families raising children with special needs consists of six stages: getting acquainted with a family agreement, joining a family, collecting family information, and analyzing family information accordingly. The key stage is Stage 5 - removing the family from social exclusion. The task of the social worker is to organize a network of interactions with working in various governmental and non-governmental organizations and related to the family, to solve problems, and also involve private individuals connected with the family.

Stage 6 of Social Patronage - Leaving the Family, characterized by providing the Social Worker with a Family Change Card and setting up family surveillance for up to 1 year.

Thus, successful family work is facilitated by friendly, informal, partnerships between family members and the social worker. The social worker must be able to arrange communication between children and adults so that they can feel the joy and satisfaction of joint affairs.

## REFERENCES

1. State Statistics Service of Ukraine. Electronic resource. [Access mode: <http://www.ukrstat.gov.ua>. - State Statistics of Ukraine]
2. Kapska A.Y. Social work. Tutorial / A.Y. Kapska. - K.: Slovo Publishing House, 2011. - 400 p.
3. Development of personality in different conditions of socialization: a collective monograph / scientific edited by Professor L.O. Kalmykova, Professor G.O. Khomich. - K.: Slovo Publishing House, 2016. - 472 p.
4. Social pedagogy: a small encyclopedia / According to Ag. Prof. I.D. Zvereva. - K.: Center for Educational Literature, 2008. - 336 p.
5. Technologies of social and pedagogical work: Textbook / For the General. ed. Prof. A.I. Kapskaya. - K., 2000. - 372 p.
6. Shahraj V.M. Technologies of social work. Textbook / V.M. Shakhrai. - K.: Center for Educational Literature, 2006. - 464 p.

*E. Duko*

*Le chef scientifique: I. I. Lyubanets, le maître assistant de la chaire de la formation professionnelle de langue étrangère de l'Université d'État de Baranovitchi*

## LA SÉCURITÉ ENVIRONNEMENTALE

La sécurité environnementale (SE) est un ensemble de conditions, de processus et d'actions qui assure l'équilibre écologique dans l'environnement et ne conduit pas à des dommages vitaux (ou à des menaces de tels dommages) à l'environnement et aux humains. C'est aussi un processus visant à assurer la protection des intérêts vitaux de l'individu, de la société, de la nature, de l'État et de l'humanité entière contre les menaces réelles ou potentielles posées par les impacts environnementaux anthropiques ou naturels [1].

La criminalité environnementale représente un problème transnational en plein essor, car elle implique des bénéfices importants et de faibles risques.

Cette criminalité se manifeste sur tout le cycle d'utilisation des ressources naturelles par l'homme. Les problèmes associés à la sécurité environnementale, par exemple le trafic d'espèces sauvages, l'exploitation forestière et la pêche illégales ou le trafic de déchets dangereux, peuvent être considérés comme prioritaires par les pays.

Néanmoins, des autorités et agences œuvrant pour la protection de l'environnement ont vu le jour au cours des 20 – 30 dernières années.

En outre, dans le cadre légal pour les questions environnementales à l'échelle nationale et internationale, la réglementation relative aux activités polluantes et au changement climatique s'est étoffée.

Le changement climatique constitue la preuve que nous n'avons pas été capables de réguler et contrôler les activités économiques humaines de façon à prévenir les inégalités environnementales telles que la pollution de l'air, du sol et de l'eau.

Par exemple: Le programme de sécurité environnementale d'Interpol intègre et réaffirme la mission d'Interpol, tout en s'intéressant aux menaces potentiellement catastrophiques sur les ressources naturelles et la biodiversité, comme l'exploitation commerciale illicite des ressources naturelles et le commerce illégal, ou bien la destruction de l'habitat et les activités néfastes pour la qualité de l'environnement. Le trafic d'espèces sauvages anéantit les efforts de préservation de ces espèces. Deux projets d'Interpol, Wisdom et Predator, visent à lutter contre le braconnage et le trafic illégal d'espèces en voie de disparition telles que les éléphants, les rhinocéros et les grands félins d'Asie [2].

Si les mesures légales prises contre la criminalité environnementale sont faibles, les progrès effectués par les États vulnérables sont freinés et ces États se retrouvent exposés à un gouvernement malsain. L'exploitation des ressources naturelles, par exemple pour la sylviculture et la pêche, représente traditionnellement le facteur le plus déstabilisant à cause des bénéfices élevés et des risques faibles qui y sont associés. Si elle n'est pas supervisée, les conséquences sociales, politiques et économiques peuvent être graves et aboutir à des conflits [2].

La biodiversité est un composant fondamental de notre écosystème, mais le changement climatique met en péril l'environnement dans son ensemble, sur la Terre entière, et notre subsistance.

## LITERATURE

1. La sécurité environnementale: un passage obligé pour la gouvernance. [Электронный ресурс]. – Режим доступа: <http://regardssurlaterre.com/la-securite-environnementale-un-passage-oblige-pour-la-gouvernance>.
2. Interpol: Grouped'appui national pour la sécurité environnementale [Электронный ресурс]. – Режим доступа: <file:///C:/Users/User/Downloads/National%20Environmental%20Security%20Task%20Force%20Manual%20FR.pdf>

*A. Filenko*

*Language tutor : T.Yu. Biloshytska*

*Candidate of Pedagogical Sciences, Senior Lecturer*

*Zhytomyr Ivan Franko State University*

## BOHDAN KHMELNYTSKY

Bohdan Khmelnytsky was born in 1596 and died in 1657 in Chyhyryn. He was Hetman of the Zaporozhian Host from 1648 to 1657, a founder of Hetman state (1648–1782). His father served as an officer under the Polish crown of hetman S. Zolkiewski and his mother was a Cossack descent. Bohdan Khmelnytsky completed his schooling before 1520 and acquired a broad knowledge of world history and fluency in Polish and Latin. Later he acquired a knowledge of Turkish, Tatar and French. The battle of Cecora (1620), in which he lost his father and was captured by the Turks, was his first military action. He spent two years in Istanbul and then was ransomed by his mother and returned to Ukraine.

In 1620s he joined the registered Cossacks. Later he married Hanna Somko, a Cossack's daughter from Pereiaslav. By 1637 he attained the high office of military chancellor. By the Ordinance of 1638 the Polish King revoked the autonomy of the Zaporozhian Host and placed the registered Cossacks under the direct authority of the Polish military command in Ukraine. The office of military chancellor, which Khmelnytsky has held, was abolished and Khmelnytsky was demoted to a captain of Chyhyryn regiment.

In 1638 he visited Warsaw with a Cossack delegation to petition King Vladyslav IV to restore the former Cossack privileges.

By 1645 his reputation for leadership was such that King Vladyslav IV, in putting together a coalition of Poland, Venice, and other states against Turkey, turned to him to obtain the support of the Zaporozhian Cossacks. These events provided Khmelnytsky with wide military and political contacts.

Khmelnytsky has been regarded with suspicion for many years by Polish magnates in Ukraine. In spite of the fact that Khmelnytsky received a title to

Subotiv in 1646, the Chyhyryn assistant Vicegerent Czaplinski raided the estate, seized movable property, and disrupted the manor's economy. Khmelnytsky's small son was severely beaten at the marketplace in Chyhyryn. Under these conditions Khmelnytsky's wife died in 1647.

At the end of December 1647 Khmelnytsky departed for Zaporozhia with a small (300–400 men) detachment. There he was elected hetman. This event marked the beginning of a new Cossack uprising, which quickly turned into a national revolution.

The great uprising of 1648 was one of the most cataclysmic events in Ukrainian history. It is difficult to find an uprising of comparable magnitude, intensity, and impact in the history of early modern Europe. A crucial element in the revolt was the leadership of hetman Bohdan Khmelnytsky, whose exceptional organizational, military and political talents to a large extent accounted for its success.

Khmelnytsky was buried on 25 August 1657 in St Elijah's Church in Subotiv, which he himself had built. His greatest achievement in the process of national revolution was the Cossack Hetman State of the Zaporozhian Host (1648–1782). His statesmanship was demonstrated in all areas of state-building — in the military, administration, finance, economics, and culture.

**A. Gladun**

*Le chef scientifique: I. I. Lyubanets, le maître  
assistant de la chaire de la formation  
professionnelle de langue étrangère de  
l'Université d'État de Baranovitchi*

## **L'ACTIVITÉ PROFESSIONNELLE ET PÉDAGOGIQUE D'UN PROFESSEUR D'ÉDUCATION PHYSIQUE ET SPORTIVE**

Le professeur d'éducation physique et sportive est un spécialiste travaillant dans le domaine de l'éducation physique et des sports. .

Le domaine d'activité professionnelle d'un professeur d'éducation physique et sportive comprend les formes de travail suivantes:

- éducation dans le domaine de l'éducation physique et des sports;
- loisirs moteurs et réhabilitation;
- promotion d'un mode de vie sain;
- activités dans le domaine des services, du tourisme;
- travaux de recherche et développement;
- effectuer des compétences [1].

Dans le même temps, l'activité professionnelle d'un spécialiste de l'éducation physique et du sport vise à étudier et à améliorer les capacités physiques, mentales et fonctionnelles d'une personne, à développer et à approuver les principes d'un mode de vie actif et sain, ainsi qu'à la mise en œuvre pratique des principes au

moyen de la culture physique et des sports, et à façonner la personnalité, sa familiarisation avec les valeurs universelles, les valeurs de la culture physique et des sports.

La compétence professionnelle d'un professeur d'éducation physique et sportive est la possession de la quantité nécessaire de connaissances, de compétences sportives qui déterminent la formation de son activité pédagogique, la communication pédagogique et la personnalité en tant que porteur de certaines valeurs, idéaux et conscience pédagogique.

Football, volley, gymnastique, athlétisme, natation... Des sports collectifs aux sports individuels, en salle ou en plein air, celui qu'on appelle encore "le prof de gym" maîtrise l'organisation matérielle, les règles et l'arbitrage d'un large éventail de disciplines auxquelles il doit initier ses élèves dans les écoles. C'est un sportif, mais c'est un enseignant avant tout. Son rôle ne se cantonne pas au choix d'un sport et à l'encadrement d'une activité, sifflet à la bouche. À lui de développer les capacités motrices de ses élèves, mais aussi leurs sens de l'initiative, du respect des règles et leur esprit d'équipe. Il doit également pouvoir faire preuve d'autorité, savoir s'adapter à la variété des capacités de ses élèves – mais aussi multiplier les efforts pour rendre ses cours intéressants et utiles [2].

Enfin, le professeur d'éducation physique et sportive doit assurer que tous ses cours se font dans la sécurité la plus totale, notamment en vue d'éviter qu'un de ses élèves ne se blesse.

Le professeur d'éducation physique et sportive a pour mission d'initier les élèves à la théorie et à la pratique de plusieurs disciplines sportives et ainsi de former des citoyens lucides, autonomes, physiquement et socialement éduqués, dans le souci du vivre ensemble.

## LITERATURE

1. Les aptitudes d'un enseignant d'Education Physique et Sportive [Электронный ресурс]. – Режим доступа: <https://www.superprof.fr/ressources/sport-danse/sport/sciences-du-sport/entrainement-sport3/capacites-prof-de-sport.html>
2. Fiche Métier: Professeur d'éducation physique et sportive [Электронный ресурс]. – Режим доступа: <https://www.jobintree.com/metier/professeur-education-physique-sportive-674.html>

*E. Gubskaya*  
*Research supervisor: E.V Chernyak,*  
*senior lecturer*  
*Baranovich state University*  
*Language tutor: M.D. Lavrenkova*

## **CORRUPTION CRIME IN THE REPUBLIC OF BELARUS**

One important sign of organized crime is corruption. Corruption as a socio-political phenomenon is negative. At present, in its scope and consequences, it has become an important factor that threatens not only the political life of society, but also the moral, economic and religious sphere of society.

In accordance with Art. 1 of the Law “On Combating Corruption” [1] corruption is the deliberate use by a state official or an equal person of him or a foreign official of his official position and related opportunities in order to illegally obtain property or other benefits in the form of work, services, patronage, promises of benefits for oneself or for third parties, as well as bribery of a state official or an equivalent person or a foreign official by providing them with property or other benefits in the form of work, services, patronage, promises of benefits for them or for third parties so that this government official or an equal person or foreign official performs actions or refrains from them in the performance of their official (labor) duties, and also the performance of these actions on behalf of or in the interests of a legal entity, including a foreign one.

In everyday life, such a concept as corruption is most often used as a negative phenomenon not only in the political life of society, but also in economic and social ones. Also, corruption has always existed and was a constant factor in state institutions of power and was inherent in all states at any time during their development.

In the Republic of Belarus, as in all countries of the world, the following types of widespread corruption are distinguished:

- Legalization of material assets acquired by criminal means, committed by an official using his official powers.
- Payment of a portion of the fine to an employee.
- Promotion of relatives of senior leaders, officials.
- Giving (receiving) a bribe and much more [2, p. 34].

In practice, the most common corruption crimes are receiving and giving a bribe. Bribery is considered one of the most dangerous manifestations of corruption.

According to Art. 430 of the Criminal Code of the Republic of Belarus [3], the taking of a bribe by an official is punishable by restriction of liberty for a term of three to five years with deprivation of the right to occupy certain positions or engage in certain activities or imprisonment for a term of up to seven years with a fine and deprivation of the right to occupy certain posts or engage in certain activities.



## REFERENCES

1. О борьбе с коррупцией [Электронный ресурс]: Закон Респ. Беларусь, 15 июля 2015 г., № 305-3 // ЭТАЛОН. Законодательство Республики Беларусь/ Нац. центр правовой информ. Респ. Беларусь. – Минск, 2018.
2. Путова, Н. В. Коррупция и ее общественная опасность: конспект лекций / Н. В. Путова. – Витебск: ВГУ, 2013. – 196 с.
3. Уголовный кодекс Республики Беларусь [Электронный ресурс]: 9 июля 1999 г., № 275-3: принят Палатой представителей 2 июня 1999 г.: одобр. Советом Респ. 24 июня 1999 г.: в ред. Закона Респ. Беларусь от 19.07.2016 г. //ЭТАЛОН. Законодательство Республики Беларусь / Нац. центр правовой информ. Респ. Беларусь. – Минск, 2018.

*I. Halamay, U. Drohomyretska,  
Scholarly supervisor: N.I. Andreichuk,  
Doctor of Philology, Professor  
Ivan Franko National University*

### **CATEGORY "UKRAINE" IN WIKIPEDIA: QUALITY OF TRANSLATION OF WIKI-ARTICLES ABOUT UKRAINIAN NATIONAL MUSICAL INSTRUMENTS INTO ENGLISH**

*Keywords: Wikipedia, translation, Ukrainian musical instruments, kobza, sopilka*

The English versions of the articles about Ukraine in Wikipedia is a powerful source of information about our Motherland for many people all over the world, therefore the quality of translation of these articles is of utmost importance. Having chosen two articles about Ukrainian folk musical instruments and having analyzed their English versions in Wikipedia we have discovered that the quality of their translation is rather low. The chosen articles were “Кобза” [2] and “Сопілка” [3]. Kobza and sopilka are deeply rooted in Ukrainian folk culture, and therefore even the translation of these realia is a challenge for a translator. Actually both of the names were transliterated in the English articles: “Kobza” [4] and “Sopilka” [5]. What concerns the translations of texts they are of poor quality as a lot of information has been omitted and both translations fail to create a proper pragmatic effect on the reader.

Wikipedia offers the following definition of *sopilka*: “Народний духовий музичний інструмент, в Україні відомий з княжих часів. Виготовлявся із калинової гілки, бузини, ліщини, очерету та ін.”. The English version of this article is the following: “Sopilka is a name applied to a variety of woodwind instruments of the flute family used by Ukrainian folk instrumentalists. Sopilka most commonly refers to a fife made of a variety of materials (but traditionally out of wood) and has six to ten finger holes”. The name of the material that was used for making sopilkas (viburnum, elderberry, hazel) was omitted in the English version, where it is replaced with the hyponym *wood*, although it is worth noting

that the viburnum sopilka is known to occupy an important place in Ukrainian folklore as viburnum for Ukrainians was associated with a young girl, as noted by Yu. Ivanova: "...калинова сопілка, що розмовляє голосом загиблої дівчини (казка "Калиновасопілка"), –це символ незвичайності калини та її своєрідного "перехідного" призначення, як дерева, що супроводжує людину в найважливіші періоди її життя" [1].

The Ukrainian Wikipedia gives 6 definitions of the word "kobza", each of which is the product of the history of our culture. In English Wikipedia, we can find only one definition: "Kobza, also called bandurka is a Ukrainian folk music instrument of the lute family, a relative of the Central European mandora." If the Ukrainian article gives a separate definition of "Вересаївська кобза", in English this information is completely omitted. There is also no mention of the *torban* in the English article. The translation of some sentences is inaccurate. The assimilation of *Kobzar* to bards creates the idea of a folk singer, but the fact that kobzars were mostly blind people, who were taken from house to house, was omitted and thus the national identity of Kobzaris partially lost and prevents the reader to distinguish him from other folk singers.

The above mentioned drawbacks of rendering information about Ukraine in Wikipedia are but a very small part of problems that currently exist in the field of rendering encyclopedic information about Ukrainian folk musical instruments in Wikipedia. It seems reasonable to create a special Commission that would monitor the faithfulness of translations of Ukrainian articles in Wikipedia. These aspects can also be of special interest for the students majoring in English-Ukrainian translation.

#### REFERENCES:

1. Іванова Ю. І. Символіка калини в українській традиції / Ю. І. Іванова // Наукові записки НаУКМА, 1997.
2. Кобза. URL: <https://uk.wikipedia.org/wiki/Кобза>
3. Сопілка. URL: <https://uk.wikipedia.org/wiki/Сопілка>
4. Kobza. URL: <https://en.wikipedia.org/wiki/Kobza>
5. Sopilka. URL: <https://en.wikipedia.org/wiki/Sopilka>.

**A. Homenko**

*Wissenschaftlicher Berater: O. Chemeris  
Kandidatin der pädagogischen Wissenschaften, Dozentin  
Zhytomyrer Staatliche Ivan- Franko-Universität*

*Sprachlehrerin: I. Swiridenko  
Kandidatin der pädagogischen Wissenschaften, Dozentin  
Zhytomyrer Staatliche Iwan-Franko-Universität*

## LAPLACE-EXPERIMENTE

Die Wahrscheinlichkeitstheorie ist ein Teilgebiet der Mathematik, das aus der Formalisierung, der Modellierung und der Untersuchung von Zufallsgeschehen hervorgegangen ist. Die zentralen Objekte der Wahrscheinlichkeitstheorie sind zufällige Ereignisse, Zufallsvariablen und stochastische Prozesse. Die Wahrscheinlichkeitstheorie entstand und entwickelte sich ursprünglich als angewandte Disziplin (insbesondere für Glücksspielberechnungen). [2]

Wenn man annimmt, dass nur endlich viele Elementarereignisse möglich und alle gleichberechtigt sind (d. h. mit der gleichen Wahrscheinlichkeit eintreten können) so spricht man von einem Laplace-Experiment. Beispiel: Werfen einer idealen Münze, wobei {Zahl} und {Kopf} jeweils die Wahrscheinlichkeit 0,5 besitzen. Dann lassen sich Wahrscheinlichkeiten einfach berechnen. Wir nehmen eine endliche Ergebnismenge  $\Omega$  an, die die Mächtigkeit  $|\Omega| = n$  besitzt, d. h. sie hat  $n$  Elemente. Dann ist die Wahrscheinlichkeit jedes Elementarereignisses

einfach  $P = \frac{1}{n}$ .

Beweis: Wenn  $|\Omega| = n$  ist, dann gibt es  $n$  Elementarereignisse  $E_1, \dots, E_n$ . Einerseits  $\Omega = E_1 \cup \dots \cup E_n$  und andererseits sind zwei Elementarereignisse disjunktiv. Also es gilt:  $P(E_1) + \dots + P(E_n) = P(\Omega) = 1$ . Dies sollte  $n \cdot P = 1$

und daher:  $P = \frac{1}{n}$ . [1]

Als Konsequenz folgt, dass für Ereignisse, die sich aus mehreren Elementarereignissen zusammensetzen, die entsprechend vielfache Wahrscheinlichkeit gilt. Ist  $A$  ein Ereignis der Mächtigkeit  $|A| = m$ , so ist  $A$  die Vereinigung von  $m$  Elementarereignissen. Jedes davon hat die Wahrscheinlichkeit  $P = \frac{1}{n}$ . Also ist  $P(A) = m \cdot \frac{1}{n} = \frac{m}{n}$ . Man erhält also den einfachen

Zusammenhang  $P(A) = \frac{|A|}{|\Omega|}$ . [1] Die Zahl  $P(A)$  wird in einer gegebenen Serie von  $n$ -Tests als relative Häufigkeit des Ereignisses  $A$  bezeichnet. [2]

Bei Laplace-Versuchen ist die Wahrscheinlichkeit eines Ereignisses gleich der Zahl der für dieses Ereignis günstigen Ergebnisse, dividiert durch die Zahl der insgesamt möglichen Ergebnisse.

*Beispiel:* Würfeln mit einem idealen Würfel.  $\Omega = \{\square\square\square\square\square\square\}$ ,  $A = \{\square\square\}$

$$P(H) = \frac{|A|}{|\Omega|} = \frac{2}{6} = \frac{1}{3}$$

Das Ereignis  $A$  – eine hohe Anzahl von Punkten (5 oder 6) hat die Wahrscheinlichkeit  $\frac{1}{3}$ . [2]

Ein typischer Laplace-Versuch ist auch das Ziehen einer Karte aus einem Spiel mit  $n$  Karten oder das Ziehen einer Kugel aus einer Urne mit  $n$  Kugeln. Hier hat jedes Elementarereignis die gleiche Wahrscheinlichkeit. Um die Anzahl der Elementarereignisse bei Laplace-Versuchen zu bestimmen, werden häufig Methoden der Kombinatorik verwendet. [1]

Als Ergebnis haben wir, dass das Laplace-Experiment stochastisch (zufällig) ist. Stochastisch sind Experimente, deren genaue Ergebnisse nicht vorhergesagt werden können. Als Ergebnis Experiment wird ein einzelnes Element aus der Menge  $\Omega$  ausgewählt.

### LITERATUR

1. Heinz Bauer: Wahrscheinlichkeitstheorie und Grundzüge der Maßtheorie. 4. Auflage. Berlin 1991.
2. M. I. Jaldak, N. M. Kuzmina, O. Michelin: Sammlung von Aufgaben und Übungen zur Wahrscheinlichkeitstheorie und mathematischen Statistiken (für Studenten der physikalisch-mathematischen Fachrichtungen der pädagogischen Universitäten). «Umwelt», Poltawa, 2010.

**J. Hordiienko**

*Research supervisor: S.L. Yatenko,  
Docent, PhD (Education),  
Associate Professor of Pedagogy  
Zhytomyr Ivan Franko State University  
Language tutor: I. V. Samoylyukevych,  
PhD (Education), Professor  
Zhytomyr Ivan Franko State University*

### USING MULTIMEDIA AS A MEANS OF INNOVATIVE TECHNIQUES IN ENGLISH LESSONS IN PRIMARY SCHOOL

In this article, we will explore the impact of innovative techniques on the learning process, analyze the mainstream media used in primary school lessons, and identify how innovative techniques affect the development of a comprehensively developed child.

Innovative techniques have quickly entered into all areas of our lives. In this regard, there is an urgent need to use computer technology in the study of many disciplines of the school course. The information in the textbook becomes obsolete when the textbook is published. We made sure that the computer-based multimedia training program used in the lesson allows you to:

- class bring to the students more volume of educational material, than during work with the textbook in a minimum of time in the;
- update theoretical information with new facts and events in a timely manner.

Students' vivid interest in the topic is animated drawings, video clips and voice guidance, which facilitates more active discussion when discussing the topic. Through the use of computers in the classroom, students learn the logic of thinking, develop the ability to express thoughts independently, increase the emotional level of the lesson, a new development get the relationship of student - student and student - teacher. [1;16]

The use of multimedia presentations in the study of L2 contributes to the development of students' active activity, enables the integration of student and teacher learning activities and combines an individual approach with various forms of collective learning activities, taking into account the level differentiation. The most common multimedia educational tools used in primary school lessons are: multimedia presentation; multimedia publications; multimedia simulators.

In addition, the lessons used in presentations reflect one of the main principles behind creating a modern lesson - the principle of fascination. Through presentations, children begin to express their thoughts more actively, to reflect, to try to create their own presentations. The difference between modern simulators and traditional simulators is the ability to simulate different life and learning situations, using multimedia techniques, in particular, high quality animation, three-dimensional (3D) graphics, music. Electronic multimedia publications are based on the principle of mutual complementation of print and computer components, when, on the one hand, the student is able to work with a familiar tool, such as a book while studying a specific topic, and on the other, to use the latest information - computer. Video helps to widen the angles of vision of a child, to observe objects of study in another natural environment, at different times; to know what they are the child cannot see himself. The use of all these multimedia tools allows you to conduct lessons at a high aesthetic and emotional level through the use of animation and music, provides clarity, attracts a large amount of didactic material, increases the amount of work performed in the lesson 1.5-2 times; provides a high degree of differentiation of learning: to approach the student individually, applying multi-level tasks [2;15-16]. So, the idea of incorporating innovative techniques into learning implies the achievement of the goal of high-quality education.

## **REFERENCES**

1. Андрієвська В. М., Олєфіренко Н. В. Мультимедійні технології у початковій ланці освіти. – Інформаційні технології і засоби навчання. – 2010. - №2 (16). – [Електронний ресурс]. – Режим доступу: <http://www.ime.edu-ua.net/em.html>
2. Гнатюк Д. ІТ-технології – Перепустка до майбутнього // Інформаційні технології в школі // Директор школи. – 2003. – Руд. (№47). – С. 15-16.

**A. Hulak**  
*Research supervisor: I. O. Klimova*  
*Candidate of Economic Sciences,*  
*Senior Lecturer*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: S. S. Kukharyonok*

## **FEATURES OF FORMATION OF MODERN MANAGEMENT MODEL IN UKRAINE**

With the changing social structure of Ukraine, the problem of improving the development of the country, which depends on management, personnel, motivation, potential of our society, the specificity of management, aimed at developing individual approaches to solving any problems in different branches of government arises.

Today, in Ukraine at least three branches of governance can be distinguished.

The first one is conventionally called common sense management or sane management. This type of management is being developed at many privatized and newly created enterprises of so-called “new Ukrainians”. The new owners did not have professional management experience. Initial capital accumulation did not require a high level of professionalism in managing a business. It was enough to manage pioneering sane.

The second approach is professional marketing management, which is represented by Western companies that successfully operate in the Ukrainian market. They brought not only Western culture, but also the latest technical base of management.

After all, the third approach in management embodies the majority of Soviet-style leaders who follow the methods and style of administrative command system. [1].

Analyzing the governance in Ukraine, a representative of the Carnegie Foundation, prof. A. Oslund has concluded that the productive achievements in Ukraine do not depend practically on either the industry or the size of the enterprise, and the decisive role is played by the manager with his abilities and will [2].

Lack of management is perhaps the most serious brake of social and economic progress. Selection of leaders and their learning of the methods of forming a market-based system of organization management should become one of the priorities of public policy.

Achievements of the world management should be adapted to the Ukrainian manager, specialist and employer. After all, the central figure of the production management system is a human personality, which is both the object and the subject of management.

In our opinion, the creation and the improvement of an effective management model is impossible without a detailed implementation of “the development of personnel management” (HRM) strategy. It is not only about careful recruitment,

but also about a high, homogeneous level of their skills and high morale. Personnel development should link the professional qualification model of workplaces with the model of personal and business traits of the person, gradually form a consciously active responsible personality, revive true democracy in the relations between the executive and the manager.

## REFERENCES

1. Маркіна, І. А. Менеджмент організації [Текст]: навч. посібник / І. А. Маркіна, Р. І. Біловол, В. А. Власенко; Міністерство освіти і науки, молоді та спорту України, Вищий навчальний заклад Укоопспілки "Полтавський університет економіки і торгівлі". – К.: ЦУЛ, 2017. – 248 с.
2. Особливості формування сучасної системи менеджменту в Україні [Електронний ресурс] – Режим доступу <https://studfile.net/preview/2432947/page:12/>: - Назва з екрану.

**I. Usyk**

*Research supervisor: A.V. Shevchuk*

*Candidate of Historical Sciences, Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: T.Yu. Biloshytska*

*Candidate of Pedagogical Sciences, Senior Lecturer*

*Zhytomyr Ivan Franko State University*

## THIRTY-YEAR WAR IN EUROPE: CAUSES, PERIODISATION AND THE CONSEQUENCES

The Thirty Years War (1618-1648) is the first war between two major unions in Europe: the Habsburg Union (Spanish and Austro-German Habsburgs, Catholic Princes of Germany, Polish-Lithuanian Commonwealth) and the Anti-Habsburg Coalition (France, Sweden, Denmark, Protestant princes of Germany). The reason for the war was the persecution of the Habsburgs in Prague by Protestants and all pro-independence supporters.

There are the following causes of war:

1. The deployment of the struggle between the Habsburgs and their opponents for domination in Europe.

2. Exacerbating the contradictions between Catholicism and Protestantism in Europe.

The reason for the war was the persecution of the Habsburg Protestants and all supporters of independence in Prague, known as "Prague defenestration".

Researchers believe that after the Reformation, which swept across Europe, the Catholic Church made attempts to regain its influence, and through this activity movements throughout Europe emerged. The Pope tried in every way to incite the monarchs to eradicate Protestantism and regain the influence of the Vatican. The power of the Jesuit Order and the Holy Inquisition also increased dramatically. In

the Holy Roman Empire, the riots of minority Catholics began to erupt. In order to suppress the growing uprisings, the Protestant princes united in the Evangelical Union, and the Catholics in turn created the Catholic League. [1, p.143-145]

The Thirty Years War will be divided into several periods:

**Czech stage of the war (1618-1624).** In 1619, the Czech Seimas deprived Ferdinand II of Habsburg of power. The king was Friedrich Pfalz. Ferdinand made an agreement with the Catholic League and defeated Protestants on the slopes of White Mountain on November 8, 1620. Frederick fled, being called the "winter king" because his power lasted one winter. In June 1621, 27 active rebellion members were executed on the Old Town Square in Prague.

**Danish stage of the war (1625-1629).** In 1625, the Danish King Christian IV suppressed the Catholics. Emperor Ferdinand II was forced to create his own army, led by Albrecht Wallenstein. Albrecht Wallenstein made several defeats to the Danes and troops of the Protestant princes. He forced Christian IV to seek peace. Therefore, Denmark pledged not to interfere in German affairs.

**The Swedish stage of the war (1630-1635).** In 1630, Swedish King Gustav II Adolf launched hostilities. His army did not loot and used the latest advances in military affairs. Eventually Gustav II Adolf captured Bavaria. So Ferdinand II turned to Wallenstein again to prevent the Catholic defeat. On November 16, 1632, a decisive battle took place near Lutzen, during which the army of Catholics was defeated. And this battle killed the Swedish king, which accelerated the loss of the Swedes their position in Germany. In the fall of 1634 the Swedish army was defeated.

**Franco-Swedish stage of the war (1635-1648).** The last period of the war took place in the conditions of exhaustion of both opposing camps, which was caused by tremendous tensions and waste of financial resources. In 1635 France entered into an alliance with Sweden and launched hostilities. Military success slowly leaned toward France and Sweden. Summer 1636 the Saxons and other signatories to the Prague Peace returned their troops against the Swedes.

Together with the imperial forces, they pushed the Swedish commander John Banner to the north, but were defeated in the battle of Wittstock. So, in the early 1940s. The Habsburgs were forced to seek ways of peaceful resolution. [2, p.275-278]

In 1648 the Peace of Westphalia (Holy Roman Empire, France, Sweden) was concluded, according to which:

1. Sweden acquired new holdings in Germany, the largest of which was Pomerania. Under the control of Sweden were the mouths of all the great navigable rivers of Northern Germany flowing into the Baltic Sea: Weser, Elbe and Oder.

2. Almost all of Alsace, as well as part of Lorraine, left for France.

3. Independence of the Swiss Union and the Republic of the United Provinces (Netherlands) from the Holy Roman Empire of the German nation.

The Thirty Years' War has made significant changes in Europe. The victorious states France and Sweden have strengthened their influence in European affairs. Most of the cities were destroyed, land turned into wasteland, trade and industry declined. The impact of the Habsburgs in Europe has weakened considerably. The



Austrian Habsburgs limited their influence to Austria and completely lost it in Germany. Spanish has lost influence on European politics. [3, p.391-400]

### REFERENCES

1. Всемирная история: В 4 томах / Оскар Егер; Изд. подгот. творческой изд. группой "Ист. лит.".- Изд. испр. и доп.- С.-Петербург: Специальная литература, 1997-1999.
2. Всесвітня історія: /Б. М. Гончар, В. М. Мордвінцев, А. Г. Слюсаренко, С. П. Стельмах.– К., 2011. – 896 с.
3. История средних веков / Под ред. С. П. Карпова. – М., 2000. – Т. 2.

*A. Kalutsky, M. Paripa*

*Research supervisor: M.D. Lavrenkova,*

*Senior Lecturer*

*Baranovich State University*

*Language tutor: T.M. Greben*

### **CORRUPTION CRIME: NATIONAL AND FOREIGN EXPERIENCE OF STRUGGLE AND PREVENTIVE ACTIONS**

Corruption is a problem not only national but also global. As a phenomenon of public life, corruption exists in all countries of the world, regardless of the form of government, political regime, economic conditions or social development of civil society. Despite the fact that the Republic of Belarus pursues a consistent, balanced anti-corruption policy, new corruption risks appear in connection with the constant changes in social and economic relations. This necessitates continuous improvement of the legislation of Belarus. [3]

In the Republic of Belarus, the legal framework of state policy in the field of the fight against corruption is determined by the Law of the Republic of Belarus dated July 15, 2015 No. 305-Z “On the fight against corruption”. [1]

Any use of official authority or official position out of mercenary or other personal interest, including receiving a bribe for appropriate service actions in the interests of the bribe giver, constitutes a corruption offense. [1]

A certain system of organization of the fight against corruption has been formed in our republic, which includes:

- 1) the development and adoption of an anti-corruption regulatory legal framework and the definition of a mechanism for its implementation;
- 2) the distinction between state bodies of their functions, areas of responsibility and the organization of interaction to combat corruption;
- 3) the creation and maintenance of special anti-corruption units;
- 4) the formation at various levels of commissions, coordination councils and meetings to combat crime and corruption; special information-analytical and forensic centers;

5) providing scientific support for the activities of state bodies in the fight against corruption;

6) the use of state media, the active involvement of citizens, public organizations and labor collectives in the fight against corruption. [4]

But despite all the efforts of the state to reduce the level of corruption, this problem remains relevant to this day.

In the first half of 2019, 463 people were convicted of corruption-related crimes (5.1% less than for the same period in 2018 - 488 people). [2]

If you look at the practice of the United States, you can see significant differences.

In the United States, anti-corruption laws are extremely stringent. So, for various types of corruption - a bribe, kickbacking (payment of part of the illegal money to a transaction participant), etc. - fines are provided in triple size of a bribe or imprisonment of 15 years, or both at the same time, and under aggravating circumstances - imprisonment of up to 20 years. [5]

US anti-corruption laws are systemic. It also consists of legal acts regulating lobbying, banking, exchange and other types of activities. And although this is not a guarantee of the complete eradication of corruption, in the United States its level is much lower than in the Republic of Belarus. [5]

The fight against corruption is facilitated by the fact that in the United States there are virtually no immunities for officials. Any official, including the president, congressmen and senators, may be prosecuted, although in a special manner, after his removal from office. [5]

As the analysis shows, the US has built a fairly effective system that creates the conditions for an effective fight against corruption. [5]

In our opinion, it would not hurt the Republic of Belarus to borrow successful practices from the United States and replenish their arsenal in the fight against corruption, since the measures currently being applied are clearly not enough to really combat corruption, which, unfortunately, is confirmed by the persistent upward trend in the number of people in our country convicted of corruption crimes.

## REFERENCES

1. Закон Республики Беларусь от 15 июля 2015 года № 305-З «О борьбе с коррупцией».
2. Сведения за первое полугодие 2019 г. о числе привлеченных к уголовной ответственности и мерах уголовного наказания по уголовным делам о коррупционных преступлениях [Электронный ресурс] / Верховный Суд Республики Беларусь. — Минск, 2019. — Режим доступа: <http://www.court.gov.by/ru/statistika1/6ed5eb4b3f9f44b8.html>. — Дата доступа: 27.10.2019.
3. Чепелев С. Н., Чепелев А. Н., Чепелева Е. Н., Сажина В. В. О динамике борьбы с коррупционной преступностью в Республике Беларусь за период с 2014 по 2018 год // Молодой ученый. — 2019. — №25. — С. 371-

373. — URL <https://moluch.ru/archive/263/60850/> (дата обращения: 27.10.2019).
4. Конюк, А. В. Прокурорско-судебная практика по уголовным делам о коррупционных и других преступлениях против интересов службы: практ. пособие / А. В. Конюк, В. В. Лосев; Акад. упр. при Президенте Респ. Беларусь. — Минск: Академия управления при Президенте Республики Беларусь, 2018. — 336 с.
5. Бочарников И. В. Зарубежный опыт противодействия коррупции // Государственная власть и местное самоуправление. 2013. № 9. С. 14-17.

***O. Kardasheva***

*Research supervisor: O.V. Anichkina,  
Candidate of Pedagogical Sciences, Associate Professor  
Zhytomyr Ivan Franko State University  
Language tutor: T.V. Lytnyova,  
Candidate of Pedagogical Sciences, Associate Professor*

## **APPLICATION OF INERT GASES**

We all studied inert gases, in our attempt to find out what they are and what chemical and physical properties they possess. But we have never paid attention to the fact that studying them usually takes quite little time and a great deal of material is being lost. Really their use is of great importance for our life. Studying chemistry or other science will make some sense if it serves humanity and does not harm. This problem is considered in the paper. Noble gases are rare gases, chemical elements that form the main subgroup of group 8 of the Mendeleev periodic system: Helium No (2), Neon Ne (10), Argon Ar (18), Krypton Kr (36), Xenon Xe (54) and Radon Rn (86). The discovery of inert gases was a difficult task: since the content of these elements in nature is very poor. By the end of the 18th century, many of the well-known gases have been discovered. They were oxygen – the gas that supports combustion; carbon dioxide, and finally, nitrogen, that does not support combustion and does not effect lime water. Back in 1785, the English chemist and physicist H. Cavendish discovered some new gas in the air, which was extremely stable chemically. That was an inert gas, or rather argon [1].

Argon is widely used because of its low cost. It is used to create an inert atmosphere when handling non-ferrous, alkali metals, liquid steel as well as in fluorescent and electric lamps. Argon welding has become a new technology of cutting and welding refractory metals. This gas is also considered the best option for filling wetsuits. The argon isotope is used to test ventilation systems. Unlike argon, helium is used in blends for scuba diving. It does not cause diverse narcotic poisoning at great depths and their caisson disease when been lifted to the surface. Since it is much lighter than air, airships, balloons, probes maybe filled with it. In addition, it does not burn and is much safer than earlier used hydrogen. A mix of helium with oxygen is used in medicine for treatment of respiratory diseases.

Helium has high permeability. Some devices that find leaks in systems operating at low or high pressure are based on this gas property [2].

The sixth most common element in the universe is neon, which goes after hydrogen, helium, oxygen, nitrogen, and carbon. Neon is widely used in many different areas of human activities. In combination with helium, this chemical element is used as a specialized working medium for certain types of gas lasers. Another useful property of such gas product is that it has the ability to interact with electric current, creating a bright glow of orange-red. Due to this, it is used to create signal lamps for lighthouses and airports [1].

Nowadays, xenon has become very widely used. Its radioactive isotopes are used in medicine: in radiography for diagnosis, for general anesthesia. Xenon is used for rocket fuel in spacecraft engines. This gas is used to produce discharge lamps. Thanks to the good colour rendering, xenon can be used to illuminate large spaces: stadiums, showrooms, fairs. With xenon lamps you can grow plants. Unlike other gases krypton is used in producing high-power lasers. In everyday life it is used for insulation and sound insulation of plastic windows. In addition we can't but mention some of the therapeutic properties of radon associated with the use of so-called radon baths.

They are useful in the treatment of a number of chronic diseases: peptic ulcer of the duodenum and stomach, rheumatism, osteochondrosis, bronchial asthma. Radon is used in agriculture to activate pet food.

So, we see that this problem has not been studied yet and we know only a small part of what we still need to know.

## REFERENCES

1. Ахметов Н.С. Загальна і неорганічна хімія : підруч. для вузів / Н.С. Ахметов. – 7 вид. – М.: Вышш.шк., 2008. – 743 с.
2. Петров М.М., Михилев Л.А., Кукушкин Ю.Н. Неорганическая химия : учебное пособие для сред. спец. учебн. завед. – 3-е изд, перераб. / М.М. Петров, Л.А. Михилев, Ю.Н. Кукушкин. – Л.: Химия, 1981. – 544 с.

*Kh. Karpyn*

*Research supervisor: H.V. Shvets, Senior Lecturer*

*Lviv Institute of Economics and Tourism*

*Language tutor: H.V. Shvets, Senior Lecturer*

## FOREIGN LANGUAGE IN THE PROFESSIONAL ACTIVITY OF FOOD TECHNOLOGY SPECIALIST

Today, when all borders are open to us, tourism is a form of intercultural relations. It is a powerful tool that influences border expansion. It promotes mutual enrichment of cultures. Along with tourism workers, food technologists communicate with business partners and representatives from other countries. That is why intercultural communication takes a key place in the professional activity of

food industry professionals. The communication process, communication strategies and communication competence include the ability to use foreign language to achieve professional skills. All this are the prerequisites for the successful activity of a specialist in the food industry. Foreign language for hospitality professionals is one of the tools that helps to make decisions, act and persuade. By the way, it also creates business atmosphere, helps to understand the culture of other country's representative and the mentality of the people. This is why the ability to use a foreign language professionally promotes career growth. We believe that a graduate of the Faculty of Tourism should have the necessary knowledge of foreign language, and not only professional skills. Because proficient knowledge of foreign language for a hospitality expert is a sign of professional competence. In general, professional communication skills demonstrate the communicative competence of hospitality experts, in particular the ones in food industry. The use of foreign language in the professional activity of the food technologist helps to solve various professional tasks, communicate with foreign clients, establish contacts with catering establishments abroad, cooperate with excellent chefs, contact the host party, and be acquainted with special documentation in original: contracts, food technical sheets, menus. After all, writing the necessary professional documents, working with business correspondence, reading professional literature require perfect knowledge of foreign languages. Moreover, only a specialist who knows at least one foreign language will be able to adapt to the multicultural environment and realize his/her professional personal potential. One of the main skills of hospitality industry professional, after knowledge of special subjects, is a perfect knowledge of foreign languages. Increasing one's own knowledge of foreign languages is the main task of the food technologist in the modern world.

## REFERENCES

1. Boyko H. Aim and learning content of professional oriented monologue competence formation of the future food technological engineers. / *Pedagogical Sciences: Theory, History, Innovative Technologies*, 2017, № 10 (74) [Electronic resource] - Access mode: <https://pedscience.sspu.sumy.ua/wp-content/uploads/2018/04/18.pdf>
2. Popova L. The role of foreign language in the professional development of students of technical specialties. / *KPI National Technical University of Ukraine* [Electronic resource] - Access mode: <http://www.kamts1.kpi.ua/en/node/923>

**M. Kashniuk**

*Research supervisor: H.I. Hrymashevych,  
Candidate of Philological Sciences, Associate Professor  
Zhytomyr Ivan Franko State University  
Language tutor: T.V. Lytnyova  
Candidate of Pedagogical Sciences, Associate Professor*

## **FUNCTIONING OF ANTHROPONYMS IN FICTION**

Today the analysis and decoding of proper names of characters, territorial and material objects are of great importance in modernist and postmodernist literature. The section of linguistics that studies proper names is called onomastics.

Depending on the denotation the literary onomastics is divided into different sections: anthroponyms, toponyms, theonyms, hydronyms, chromatonyms, ideonyms, etc.

The article proposes to consider the most common category in fiction, namely anthroponyms, and to determine their function in it.

Anthroponyms are people's own names. N. Maliuga writes: "In fiction choosing one's own name is an extremely important tool for structuring reality. On one hand this choice is determined by the social context, on the other hand it determines and structures it" [2, p. 390].

Proper names in modernist and postmodernist works play a special role, because with the formation of anthropocentrism in literature, there is a need to give a certain hidden or symbolic meaning to the name of characters. With the help of analysis and research of the anthroponym of any character, we can trace this character, the author's attitude to it, and the goal that the character himself pursues. It is not uncommon for a name to be intertextual, for example, when a work uses biblical names with already known connotations – "Mary", "Judas", "Luke", "Moses", "Adam", "David", etc.

Writers can use real names of persons, events, phenomena, geographical points in their works, or they themselves can create non-existent names that will fit the style of their work. Such author's fictional names are called pictoimage (e.g. Romeo and Juliet).

When creating first and last names, the author can use derivatology. The combination of the two parts of the denotation can already carry a semantic and stylistic function. But such fictonyms are rarely used in relation to the main characters and most often serve to provide a comic or sarcastic structure.

Sometimes it happens that the writer uses fake names or surnames to indicate quite real persons, perhaps correcting them somewhat (for example, Balkonskyi points to the real surname Volkonskyi).

The literary onym that the author creates has different characteristics from the generally accepted ones, because when creating a character, the writer with the name gives a specific stylistic, semantic and symbolic meaning to it and this distinguishes it from the others. In that very sense and with the symbolism given by the author they can only function within the work. If the content of the character

has a pronounced personality, then its name can be used in the sphere of human communication. "The literary onym becomes a fact of speech only when it leaves the work and begins to be used beyond the bounds of it as a productive image (Shakespeare's Hamlet) or a certain type of reality (M. Cervantes' don Quixote), gradually being turned in the latter case into a General name: Ukr. Quixote, etc." [1, p. 3] – O. Karpenko says about the transition of the artistic onym to the sphere of common use.

Anthroponym field of artistic work is actively studied by scientists and literary critics for a better understanding of the work and style of the author, however, despite significant achievements in this field, the development of literary onomastics has not reached a wide scale yet.

## REFERENCES

1. Карпенко О.Ю. Про літературну ономастику [Електронний ресурс] / О.Ю. Карпенко. – Режим доступу: <http://karpenko.in.ua/wp-content/uploads/2013/02/Karpen4.pdf>
2. Малюга Н. Мотивація літературно-художніх антропонімів / Н. Малюга // Сучасні проблеми мовознавства та літературознавства. – 2016. – Вип.16. – С. 389-392.

***K. Katentsova***

*Research supervisor: H.I. Hrymashevych*

*Candidate of Philological Sciences, Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: T.V. Lytnyova*

*Candidate of Pedagogical Sciences, Associate Professor*

## SPECIFIC FEATURES OF ONYM NOMINATION OF A WOMAN IN THE NOVEL "MARUSIA" BY VASYL SHKLIAR

Studying the nomination of a person in writers' works becomes quite actual nowadays, because fiction is a source of observing the functioning of person's nomination in the structure of any prose or poetic text. Ukrainian linguists I. Franko, L. Poliuha, L. Belei, B. Pryshva and others considered the nomination of individuals to be the subject of linguostylistic analysis. For example, Yu. Karpenko rightly noted that a writer chooses names for the characters, having already studied their nature and features, knowing their role in the development of the plot [1, p. 68-74].

In Vasyl Shkliar's novel "Marusia" the dominant role is given to nominations for designating male persons. The onym nomination of women was revealed in much smaller degree, but this very thing caused the possibility of author's deepest interpretation of it. The following nominations are made in the work for the designation of female persons: Aza, Alevtyna, Anastasiia, Vasylyna, Vira, Halyna, Hanna, Yelyzaveta, Zholia, Zynoviia (Zenia), Kylyna (Kylia), Klara, Mahdalyna,

Mariia, Marylka, Nadiia, Oleksandra, Palazhka, Pipka, Rozaliia (Roza), Sofiia (Sonia), Tetiana, Ustyna, Khloia, Yadviha (Yavdokha).

The main character of the novel is a young girl named Oleksandra ("defender" in Greek [2, p. 197]) after her birth. Taking another name "Mariia" she headed the deed of her dead brothers, who fought for the liberation of their native land.

In the "Dictionary of Ukrainian Names" by I. Triiniak we find out that the name "Mariia" is a female personal name of ancient Hebrew origin, a form of Hebrew name "Miriam". Marār– "to be bitter" – "bitter" [2, p. 212].

The author also pays attention to another heroine, Oleksandra's mother Yavdokha Sokolovska, born Yadviha Kvasnytska. In the novel Yadviha is portrayed as a proud, honorable and loving woman. Yavdokha (Yevdokiia) – "tenderness", "devotion", "veneration" in Greek [2, c. 121].

The variety of origin names to designate female persons is used in the novel. The names of Greek origin are predominant: Alevtyna – "smeared, rubbed (olive oil), who smears"; Anastasiia (Anastas), translated from Greek as "resurrection" ("brought back to life") etc. Names of ancient Hebrews are also available: Aza – "strong, mighty"; Anna – "gentle, merciful, sweet"; Yelyzaveta – "the one who honors God"; etc. Here we also meet the names of Latin origin: Klara – lat. clatus – "loud, light, shining"; Kylyna – lat. "eagle".

The main characters have several variants of names, their frequency of use is high. For example, Yadviha, Yavdokha, Yadzia; Oleksandra, Sasha, Sashunia.

Here we also find deductives: Nastunia, Palazia, Ustynka, Sashunia, Marusia, and peyoratives: Marylka, Lizka, Pipka; hypocoristics are especially common: Hanya, Yadzia, Vira, Nadia, Lisa, Sonia, Sasha, Rosa, Klara, Kyliia, Tania, Zenia, Zholia, Aza.

The author depicts his characters using some specific features of the name. For example, Nadiia is "reliable", "strong" (the woman who survived the death of her beloved men in prison); Halyna is "gentle, compassionate, sweetheart" (a daughter taking care of her mother). Therefore, we can conclude that the onym nomination has a significant influence on the formation and development of the characters in the novel "Marusia" by Vasyl Shkliar.

## REFERENCES

1. Карпенко Ю.О. Літературна ономастика Ліни Костенко : монографія /Ю.О. Карпенко, М.Р. Мельник. – Одеса : Астропринт, 2004. – 216 с.
2. Трійняк І.І. Словник українських імен. – К. : Довіра, 2005. – 508 с.
3. Шкляр В. Маруся : роман / Василь Шкляр. – Харків : Книжковий клуб "Клуб сімейного дозвілля", 2014. –320 с.



**K. Katruk**  
*Research supervisor: N.P. Pavlik,*  
*Doctor of Pedagogical Science,*  
*Associate Professor*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: N.M. Andriychuk*  
*Candidate of Pedagogical Science,*  
*Associate Professor*

## **TECHNOLOGIES OF PARENTS' NON-FORMAL EDUCATION IN PRESCHOOL INSTITUTIONS**

The goal of pre-school education is ensuring the holistic development of children, their physical, intellectual and creative abilities on the basis of upbringing, training, socialization and formation of necessary life skills. Parents are responsible for obtaining pre-school education. Parents on their own choose the ways and forms for realizing the right of children to pre-school education. It is necessary to ensure the partnership between pedagogues, children and parents for providing the discovery and development of the preschool child's abilities, talents and opportunities.

The technologies of non-formal education of parents in pre-school educational institutions were researched by such scientists as: T. Pantyuk, N. Pavlik, L. Nagai and others.

The educational activity of a pre-school educational institution is aimed at the development of every educational seeker through different ways of interacting, for example: ensuring the opportunity of involving children to contemporary activities and communication with different population groups [3, p. 27].

Nadal L. says that every teacher's and parent's meeting fulfils a few functions connected with each other:

- educational - providing parents with a set of pedagogical knowledge;
- analytical - the ability to use own pedagogical experience;
- diagnostic - revealing changes in the state of the pedagogical culture of the parents and positive changes in the practice of family education;
- stimulating – encouraging parents to improve their own pedagogical experience [1, p. 126].

In modern conditions for qualitative realization of educational function in interaction of teacher with parents it is necessary to possess the technologies of parents' non-formal in pre-school educational institutions.

Pantyuk T.I. believes that non-formal education is an organized, structured and purposeful educational activity conducted outside formal educational institutions, aimed at pleasure the diverse educational needs of different (from early childhood to old age) population groups. However, it doesn't provide a legalized diploma.

The commonest non-formal education technologies of parents in pre-school education are: coaching, group's training, learning in action, storytelling, shadowing, secondment, buddying, e-learning, etc. [2, p. 204].

Non-formal education technologies are aimed at building equalite partnerships between the teacher and the pupil. As a result, the pupil acquire the competencies he needs.

Therefore, the non-formal education of parents in institutes of pre-school education at the present stage provides the partnership between pedagoges, children and parents. It assists for discovery and development of pre-school abilities, talents and opportunities.

### REFERENCES

1. Nagay L. Partnership of the institution of education and parents as a prerequisite for personal development and successful learning / L. Nagay // Director of the school, lyceum, gymnasium. - 2013. - № 5. - P. 124-130.
2. Samodumskaya A.L. Systematization of Adult Education Centers as Providers of Non-Formal Learning in Ukraine / AL Samodumskaya // ScienceRise. Pedagogical Education. - 2019. - № 4. - P. 36-40.
3. Stadnik N.V. Implementation of the curriculum "Organization of cooperation with parents" in the process of preparation of future specialists in preschool education / NV Stadnik, Yu. O. Volynets // Folk Education. - 2018. - Vip. 3, pp. 25-31.

***E. Khomiak***

*Language tutor:*

*K. V. Levkivska*

*Candidate of Pedagogical Sciences,*

*Senior Lecturer of*

*Zhytomyr Ivan Franko State University*

### SYSTEM-NORMATIVE PROVIDING, AS BASIS OF THE AESTHETIC SYSTEM OF P.E IN UKRAINE

Physical education software includes the state program of development of the branch in the system of relations with other social phenomena: education, professional and military activity, leisure of different age and social groups of the population. An example of a modern state program is the Target Comprehensive Program "Physical Education - Health of the Nation" (1998) and the National Doctrine for the Development of Physical Culture and Sports (2004).

The legal basis for physical education up to 2009 was the State tests and standards of assessment of physical fitness of the population of Ukraine (1996). Together with the Uniform Sports Classification, this system was the program-normative basis of physical education of the population of Ukraine and strongly influenced its physical fitness and health.

The proposed system of testing by scientists of Ukraine at that time (1996) had no analogues in the other countries. A qualitatively new approach to the methodology for determining regulatory requirements, based on the use of ideal

and appropriate standards of physical fitness, which reflected the requirements for physical fitness by society and living conditions.

The advantage of the system was: scientific validity of testing; reliability and informativeness of tests; a fairly complete description of the physical fitness of all age groups; availability of tests (other than swimming) for mass use under normal conditions; the availability of alternative tests, which increased their accessibility to the general public; continuity of standards at all stages of physical improvement of personality; clear standardization of testing procedures; the existence of a unified, reliable and at the same time simple system of evaluation of test results; the ability to limit the integral number and qualitative assessment of the physical fitness of the subjects to be tested; harmonization with the relevant procedures and standards of evaluation of international organizations; an opportunity to compare the results of testing with indicators of physical fitness of the population of other countries, world standards. Unfortunately, in 2009 the decision of the Cabinet of Ministers of Ukraine abolished them. Currently, there is no program-normative basis for physical education in Ukraine.

The content of the software should take into account the biological, pedagogical and psychological patterns of managing the physical condition of the human body in the process of physical education. Ignoring these patterns in the programs prevents the implementation of the pedagogical process, which does not lead to the goal of physical education: improving the level of physical condition, improving health, reducing morbidity, as evidenced by the epidemic of chronic non-communicable diseases in Ukraine, increasing the number of students and student youth, who have various types of health disorders up to 90.0%.

Therefore, the imperfect social subsystem is a brake on the development of the pedagogical subsystem, reduces its effectiveness and does not justify the material costs involved in its economic support.

## REFERENCES

1. Фізичне виховання. Навчальна програма для вищих навчальних закладів України III–IV рівнів акредитації. – К.: МОНУ, 2003. – 44 с.
2. Слімаковський О.В. Використання засобів української народної фізичної культури у фізичному вихованні студентів: Автореф. дис. ... канд. наук з фіз. вих. і спорту: 24.00.02 / О.В. Слімаковський. – Рівне: Рівненський держ. гуманітар. ун-т, 2001. – 20 с.

*V. Khotynska*  
*Language tutor: T. Yu. Biloshytska*  
*Candidate of Pedagogical Sciences, Senior Lecturer*  
*Zhytomyr Ivan Franko State University*

## **YAROSLAV THE WISE**

Yaroslav the Wise was born in 978, Grand prince of Kyiv from 1019; son of Grand Prince Volodymyr the Great and Princess Rohnida of Polatsk; During his father's reign Yaroslav governed the lands of Rostov (from ca 988) and Novgorod the Great (from 1010). His father died in 1015 while preparing an expedition to subdue Novgorod, and after his death Yaroslav waged war against his brother Sviatopolk I for the Kyivan throne. He defeated Sviatopolk and his Pecheneg allies at the Battle of Liubech in 1015 and assumed the title of grand prince .In 1018, however, Sviatopolk and his father-in-law, Bolesław I the Brave of Poland, defeated Yaroslav's army at the Buh River and drove Yaroslav from Kyiv. In 1019 Yaroslav and his Novgorodian army routed Sviatopolk at the Alta River and regained the Kyivan throne.

To strengthen his power and provide order in social and legal relations in his realm, Yaroslav arranged for the compilation of a book of laws called «Pravda Yaroslavova». During his rule Christianity spread and grew stronger in Rus and was established the organisational and hierarchical structure of the Rus church. The first monasteries were formally established and he founded a primary school and library at St Sophia's Cathedral and he sponsored the translation of Greek and other texts into Church Slavonic.

The role of Yaroslav's reign was tremendous for Kyiv Rus. As a European power Kyiv Rus reached its zenith under his rule. To ensure the unity of this state Yaroslav introduced primogeniture, according to which his eldest living son, Iziaslav of Turiv, was to succeed him as grand prince and ruler of the Kyiv and Novgorod lands; Sviatoslav would rule the Chernigov land, Vsevolod — the Pereiaslav and Rostov lands, Ihor — the Vladymyr-Volynskyi land, and Viacheslav — the Smolensk land. As a result Kyiv Rus would never again be united.

To defend his state from the attacks of nomadic tribes, Yaroslav fortified the southern frontier by building along the Ros River, the Trubizh River, and the Sula River the towns of Korsun, Kaniv, Pereiaslav, Lubny, and Lukoml and lines of ramparts, castles, and outposts. In 1037 he routed an army of Pechenegs that had attacked Kyiv, and initiated construction of the Saint Sophia Cathedral to commemorate his victory. During Yaroslav's reign the cities of Kyiv, Novgorod the Great, Chernihiv, Pereiaslav, Volodymyr-Volynskyi, and Turiv were considerably transformed. Over 400 churches were built in Kyiv alone, which was turned thereby into an architectural rival of Constantinople. Yaroslav's walled inner city in Kyiv covered an area of nearly 60 ha. It was entered through the Golden Gate, Polish Gate, and Jewish Gate, and the Saint Sophia Cathedral stood in the center, encircled by large palaces.

Yaroslav strengthened the international role of KyivanRus' through dynastic unions. He married Ingigerd, the daughter of King Olaf Skötkonung of Sweden, and arranged marriages for his daughters YelysavetaYaroslavna, Anna Yaroslavna, and Anastasiia with Kings Harald III of Norway, Henry I of France, and Andrew I of Hungary respectively. His son IziaslavYaroslavych married Gertrude, the daughter of Mieszko II of Poland; VsevolodYaroslavych, the Byzantine princess Maria, of the Monomachus line; Sviatoslav II Yaroslavych, the granddaughter of Emperor Henry II; and Volodymyr, Oda, the daughter of Count Leopold von Stade. The monarchs Olaf II Haraldsson and Harald III of Norway and Edmund II Ironsides of England sought asylum at Yaroslav's court, and he concluded alliances with Emperors Henry II, Conrad II, and Henry III.

Yaroslav was buried in the Saint Sophia Cathedral, where his marble sarcophagus has been preserved.

***V. Koroliuk, N. Milevich***

*Research supervisor: Sverchevskaya I. A.*

*Candidate of Pedagogical Sciences,*

*Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: Dienichieva O.*

## **IMPORTANCE OF PROGRAMMING IN MODERN SOCIETY**

People use programming languages to create and record programmes for computers. Programming skills are highly valued in our information society. Professional programmers can code in multiple languages by switching between them to perform different tasks. And even on the other side of the technical world to understand one popular language becomes a great item for a resume [1].

According to different experts there are some main programming languages:

**Java.** It is one of the most common languages for creating apps, programs, web content and Android games etc. According to the statistics, 90% of desktop back-end applications are developed by using it.

**C, C ++ i C #.** It is considered to be the imperative language that forms the base for programs in other popular languages. Moreover, C sharp combines Python and Java. It is suitable for developing both desktop and mobile applications. Thereby, C # is required to be studied.

**PHP** is the language for writing scripts for dynamic websites and application development. The language is very popular because it is compatible with the most popular WordPress CMS.

**Python** is the high level server language for websites and mobile apps. The main advantage of it is the availability of neural networks and corresponding libraries.

**JavaScript.** It is the multi-platform and dynamic language for writing scripts for websites. The fairly simple syntax makes the code easy to learn [1; 3].

Undoubtedly, computer science classes are introduced in schools all around the world. Children are taught to use a computer and write simple programs. Adults can take free courses and also join the technical environment. Programming is a field of activity that primarily requires the understanding of languages rather than professional documented education. You can do this at any age; however, the main thing is to find "your" language [1]. Therefore, programs can control our home computers, Bank servers and Internet portals, tablets, mobile phones, washing machines, elevators and etc.

In contrast, it must be admitted that not everyone can understand that learning programming brings benefits that don't have much to do with technology. Experts say that it has a positive effect on both the cognitive abilities and social skills of students. Children who were taught the basics of computer science with an emphasis on algorithmic thinking and logical constructions received a range of social and academic skills. They also achieved improvements in meta-cognitive abilities. Students know better how to learn new information that is associated with the development of self-control and self-education. Students will also begin to develop different types of thinking and creativity [1].

To draw the conclusion, one can say that programming is necessary for our personal development. The field of programming is growing and is valued more and more by its specialists. Thus, in the programming process an individual can improve not only the level of knowledge but also get the financial independence.

## REFERENCES

1. Мови програмування [Електронний ресурс]. – Режим доступу: <http://ipkey.com.ua/uk/faq/925-programming-languages.html>
2. Програмування – що це означає? [Електронний ресурс]. – Режим доступу: <https://lviv.dityvmisti.ua/blog/4804-dlia-chogo-ditiam-neobkhidno-vyvchaty-programuvannia-ta-robototekniku/>.
3. Топ 10 мов програмування у 2019 [Електронний ресурс]. – Режим доступу: <http://apers.kpi.ua/top10-mov-programuvania-2019>.

**A. Kostetska**

*Wissenschaftlicher Berater: G. Mischchuk*

*Kandidat der Geschichtswissenschaften, Dozentin*

*Zhytomyrer Staatliche Ivan- Franko-Universität*

*Sprachlehrerin: I. Swiridenko*

*Kandidatin der pädagogischen Wissenschaften, Dozentin*

*Zhytomyrer Staatliche Iwan-Franko-Universität*

## **RELIGIONSPOLITIK DER UDSSR IN DER WESTUKRAINE (1944-1946)**

Die Sowjetisierung der Westukraine folgte der alten Formel der sowjetischen Nationalitätenpolitik «national in der Form, sozialistisch im Inhalt». Dieser «sozialistische Inhalt» hatte aber einen russischen Geschmack. Ein Beispiel dafür ist die Kirchenpolitik.

Hier strebte die sowjetische Führung die Vereinigung von griechisch-katholischer und russisch-orthodoxer Kirche an. Nach anfänglicher Vorsicht verhaftete der NKVD im April 1945 den neuen Erzbischof Josyf Slipyj zusammen mit allen Bischöfen und vielen Priestern, die sich der Vereinigung der beiden Kirchen widersetzten. Begleitet wurden die Verhaftungen von einer Kampagne gegen den kurz zuvor verstorbenen Erzbischof Andrij Septyckyj. Ihm wurde vorgeworfen, er sei gleichzeitig Agent des Papstes und der Deutschen gewesen [2].

Die unierten Befürworter einer Vereinigung von griechisch-katholischer und russisch-orthodoxer Kirche gründeten eine Initiativgruppe, die bis Oktober 1945 etwa sechs- bis achthundert unierte Geistliche auf ihre Seite zog. Auf einer vertraulichen Versammlung empfahl der Gründer der Initiativgruppe, Havryjil Kostel'nyk, der ukrainischen Intelligenz, sich der orthodoxen Kirche anzuschließen. Als Begründung führte er an, die Bolschewiki strebten danach, die örtliche Intelligenz zu vernichten, und nur der Mantel der orthodoxen Kirche könne sie schützen. Bei seinen Besuchen in Kiew und Moskau habe er gesehen, wie sehr die Kirchenpolitiker von der Westukraine lernen wollten. Die Kirche der Westukraine müsse der Lehrer der Ostukraine sein. Vom 8. bis 10. März 1946 fand schließlich die Vereinigungssynode mit 216 Teilnehmern aus der Geistlichkeit und aus dem Laienstand in der Lemberger Georgskathedrale statt [1].

Die Reaktion der ukrainischen Intelligenz auf die Zwangsvereinigung fiel unterschiedlich aus: Ein Teil sah in ihr die Chance, die Kluft zu den Ostukrainern zu überwinden und damit die ukrainische Position in der Sowjetunion zu konsolidieren. Andere suchten unter dem Mantel der russisch-orthodoxen Kirche Schutz für sich und ihren Glauben. Die meisten sahen in der Vereinigungskampagne und den Verhaftungen aber eine Russifizierungsmaßnahme. Einige Gläubige kündigten an, sie würden lieber römisch-katholisch werden als zur Orthodoxie übertreten. Nach dem Vereinigungskongress vom März 1946 wurden - nach neuen Schätzungen ukrainischer Historiker - etwa 1.400 Priester und 400 Mönche verhaftet und 200 Priester erschossen. Falls die Zahlen stimmen, wäre innerhalb zweier Jahre mehr

als die Hälfte der unierten Geistlichkeit Opfer staatlicher Repressionen geworden [2].

Die Liquidation des UGCC war Teil des Plans zur Sowjetisierung der Westukraine. Mit dieser Maßnahme versuchte die neue Regierung, die geistige Unterstützung der nationalen Befreiungsbewegung zu untergraben.

### LITERATUR

1. Christoph Mick Die Ethnisierung des Stalinismus. URL: [http://chtyvo.org.ua/authors/Mick\\_Christoph/Die\\_Ethnisierung\\_des\\_Stalinismus\\_Wirksamkeit\\_ethnischer\\_Kategorien\\_bei\\_der\\_Westukraine\\_1944\\_48\\_nim.pdf](http://chtyvo.org.ua/authors/Mick_Christoph/Die_Ethnisierung_des_Stalinismus_Wirksamkeit_ethnischer_Kategorien_bei_der_Westukraine_1944_48_nim.pdf)
2. Fragen zur ukrainischen Geschichte im 20. Jahrhundert. URL: <https://www.bundestag.de/blob/411750/6631dd7f4c04c6a13165e33295b62733/wd-1-065-08-pdf-data.pdf>

**S. Kostiuk**

*Research supervisor: O. M. Boreyko,  
Candidate of Pedagogical Sciences,  
Associate Professor*

*Language tutor: I. V. Samoylyukevych,  
PhD (Education), Professor  
Zhytomyr Ivan Franko State University*

### PATRIOTIC EDUCATION BY MEANS OF VISUAL ARTS IN THE ENGLISH LESSONS IN PRIMARY SCHOOL

A view of patriotism is formed from early childhood back at school. Patriotic education of young schoolchildren is so important particularly at the time our native land is in danger still suffering from hostilities.

A word “patriotism” (from “patris”) has a Greek origin and means “motherland”. It appeared during the French Revolution for the first time (1789-1793 years). The main goal of school is to raise a child as a true citizen of Ukraine and a patriot having personal responsibility towards a native country. The main aspect of patriotic education is to fix a colorful and unforgettable childhood in young learners’ imagination together with some images of native land and nature schoolchildren will be bearing in mind all their life [1].

Using visual art in patriotic education provides necessary conditions to reveal natural inclinations, abilities, a creative worldview of pupils in order to realize their potential. It’s an integral part of native nation vital activity and creativity [2].

In the English lessons, patriotic education employs a variety of artistic means ranging from national symbols and signs to the visualization of national traditions and ceremonies. English teachers can encourage schoolchildren’s patriotism owing to some visual arts. English lessons can be collective ones according to the form of arrangement when all children are involved in work. Individual lessons tend to a



child's activity on their own or group projects when a number of pupils develop their creative aspirations. For example, a teacher can propose children to paint a common poster on the issue "Peace in Ukraine", individual postcards to support ATO warriors, future letters for our country or a creation of national symbol ornaments. Painting eggs (Pysankarstvo) could be a vivid example of children involvement in patriotism. Ornamenting an egg and preparing for Easter any pupil is most likely to recollect every nation has its own traditions in particular the Ukrainian one.

That's why the above mentioned forms of work in English lessons are inherent in national spiritual achievements shaping thereby a general culture of personality. Art works enable to reveal a variety of national culture to schoolchildren in regard to the whole material world encouraging the formation of patriotic feelings [3].

So, to conclude, the main task of school is to bring up a child as a real patriot of Ukraine with a feeling of personal responsibility towards his/her motherland. Teaching prospective patriots, English teachers must apprehend that future of children is in their hands together with some peculiarities of children's immature worldview formation and understanding.

#### REFERENCES

1. Стась М. Формування естетичних творчих якостей та умінь майбутніх учителів засобами образотворчого мистецтва. Автореф. дис.канд. пед. наук: 13.00.02 / Національний педагогічний університет імені М. П. Драгоманова. - К., 2001. - 21 С. 12
2. Денисенко В. Національна ідея в системі національного виховання підростаючого покоління // Українська національна ідея: витoki і сьогодення. Матеріали доповідей Всеукр. наук.- практ. конф., 7-8 жовтня 1999 р. - К.: Знання, 2000. - 105 с.
3. Методика навчання іноземних мов і культур: теорія і практика : підручник для студ. лінгв. ун-тів і фак. ін. мов вищ. навч. закладів / Бігич О.Б., Бориско Н.Ф., Борецька Г.Е. та ін./ під загальн. ред. С.Ю. Ніколаєвої. – К. : Ленвіт, 2013. – 590 с.

**G. Kostrikina**

*Research supervisor: A.V. Shayuk,*

*Candidate of Medical Sciences,*

*Associate Professor*

*Zhytomyr Ivan Franko State University*

*English tutor: Natalia Andriichuk,*

*Candidate of Pedagogical Sciences, Associate Professor*

## **THE FEATURES OF MOTHER'S ATTITUDE TO CHILDREN WITH HEARING IMPAIRMENTS**

According to WHO, there are nearly 300 million people with hearing loss in the world. In Ukraine 42,000 adults are deaf and communicate through sign language.

According to Lev Vygotsky, deafness not only changes the child's attitude to the world, but also affects relationships with people [1,p. 102].

The significant decrease of child's hearing is a traumatic factor for the parents and is often the cause of their divorcing with further desintegration of family relationships [3, p. 67-83], [4, p. 101-104].

C. Vaccari, M. Marschark indicate that hearing parents often do not have effective means of communicating with their nonhearing children [5, p. 793–801].

Various aspects of child-parent relations in families raising children with developmental disabilities are covered in their works by Charova O.B., Zaitseva E.S., Poloukhina E.A., Khimko I.B., etc. Most of them concern children with intellectual disabilities. Certain aspects of child-parent relations in families raising deaf children are covered in scientific articles by Drobot O.A., Idaeva R.A., Kapelyuch D.R., etc.

The purpose of our work was to investigate the peculiarities of maternal attitude towards children of this category.

The study was conducted on the basis of the Zhytomyr Special Boarding School of I-III Degree № 2. The mothers of children with hearing impairments aged 6 to 12 years (30) were surveyed. Employees of the school who are mothers of normotypical children of the same age (30) were distinguished as a control group.

The studies were conducted using the PARI (Parental Attitude Research Instrument) and the The Modification of the Parental Attitudes Questionnaire (A. Varga, V. Stolin).

The PARI Questionnaire is aimed at exploring the most general features of parenting. The methodology identifies 23 scales – signs that relate to different aspects of the relationship of parents to the child and their family life. Eight attributes from 23 ones describe the attitude to the family role and 15 ones are related to parent-child relationships. These 15 attributes are divided into 3 groups:

I - optimal emotional contact;

II - excessive emotional distance with the baby;

III - excessive concentration on the baby.

The parental attitude test questionnaire (Varga and Stolin) is focused on diagnosing of parental attitudes. The methodology includes 5 scales, each of which reflects a particular aspect of the attitude to the child: "Acceptance - rejection", "Cooperation", "Symbiosis", "Authoritarian hypersocialization", "Little loser".

The task of the first stage of our work was to study the most common features of the parental position. The PARI technique was used for this purpose.

The comparison shows that rates of the factor "Optimal emotional contact" are significantly prevailed in the group of normotypical children's mothers. Mothers of hearing impaired children received lower scores on the scale of "Verbalization", "Partnership", "Development of child activity", "Equalizing relationships" in comparison with the mothers of normotypical children. This indicates they have a deficit of communication with their children and a lower desire for partnerships.

On the contrary, on the scales which were included in the indicator "Extra emotional distance", mothers of children with hearing impairment showed higher scores than mothers of normotypical ones. Such mothers are more irritable; however, on the other hand, they focus excessively on the child, as evidenced by high scores on the scale of "Excessive anxiety", "Suppression of will", "Exclusion of extra-familial influences".

The next objective of our study was to investigate specific settings in mothers who hearing impaired children compared to those who have normotypical ones. For this purpose we used the Stolin - Varga questionnaire.

Half of the mothers of hearing impaired children have deviations in the "Acceptance-rejection" and "Symbiosis" scales. A child with developmental disabilities is perceived by them as infantile, unadapted and inept.

The following conclusions were made, according to the results of the study:

1. Mothers of children with hearing impairments are less likely to make optimal emotional contact and to communicate with their children compared to mothers of normotypical children.

2. About half of mothers of hearing impaired children have difficulties with the acceptance of their baby.

## REFERENCES

1. Vygotsky L. Sobraniye sochinenij v 6 t. [Collection of work in 6 V.]. Moscow. Pedagogica. 1983. V 5. 369 p. (in Russian)
2. Molchanova L.N., Fomina A.V., Chekanova A.V., Osobennosti vnutrisemejnych otnoshenij v semje, vospityvajushchej rebenka s narushenijami slucha [Features of intrafamily relationships in a family raising a child with hearing impairment] *Scientific result. Pedagogy and psychology of education: scientific journal of Belgorod State National Research University*. 2018. № 4, V. 4. p. 83-95. (in Russian)
3. Nikitina Yu.V., Chochlova A.Yu. Osobennosti detsko-roditelskogo vzaimodejstvija v semjach, vospityvajushchich detej s narushenijami slucha [Peculiarities of child-parent interaction in families raising children with hearing impairments] *Clinical and special psychology: the scientific electronic journal of MGPPU*. 2015. № 2., V. 4. p.67–83. (in Russian)

4. Nikishina V.B. Desktruktivnost semejnych odnoshenij kak faktor narushenij psichicheskogo razvitija u detej [Destructiveness of family relationships as a factor of mental disorders of children]. *Yaroslavl Pedagogical Bulletin*. 2003. №4(37). p. 101-104. (in Russian)
5. Vaccari C., Marschark M. Communication between parents and deaf children: Implications for social-emotional development. *Journal of Child Psychology and Psychiatry*. 1997. № 38(7) P. 793–801.

**V. Kovalchuk**

*Research supervisor: O.V. Anichkina,  
Candidate of Pedagogical Sciences, Associate Professor  
Zhytomyr Ivan Franko State University  
Language tutor: T.V. Lytnyova,  
Candidate of Pedagogical Sciences, Associate Professor*

## **SOLVING CHEMICAL TASKS AS AN IMPORTANT COMPONENT OF STUDYING CHEMISTRY**

Calculation tasks possess a special place in studying chemistry. Their systematic solving promotes the conscious assimilation of chemical knowledge, the formation of logical thinking, the development of mental activity, as well as teaches the practical use of the acquired theoretical knowledge. Solving chemical tasks is an important aspect of mastering the bases of chemistry. The introduction of tasks in the educational process makes it possible to implement the following didactic principles of learning:

- ensuring students' independence and activity;
- achieving the unity of knowledge and skills;
- establishing relation between learning and life.

Calculation tasks can be used at all stages of the educational process: in studying new material, in its assimilation, as well as in the verification and control of students' knowledge. In the process of solving the tasks, there exists students complex thinking activity, which determines the development of both the content component of thinking (knowledge) and the activities one (operations, actions). The closest link between knowledge and action is the basis for the formation of different ways of thinking: judgments, conclusions, arguments [1].

Tasks help to organize the research situations necessary for problematic learning, as well as to test students knowledge and to consolidate the learning material. Solving calculation tasks produces the abilities and skills to calculate. This is an important means of language development and students thinking.

The chemistry calculation tasks provided by the curriculum can be roughly divided into the following types and subtypes.

I. Calculations according to chemical formulas. They are divided into: calculating relative molecular weight of substance; calculating the mass fraction of an element in a compound; calculating the number of atoms (molecules) in a given

amount of substance; calculating the mass of a certain amount of substance and the amount of substance of its certain mass; calculating the volume of gas taken in a certain amount of substance; calculating the mass of a certain volume of gas under normal conditions and the volume of gas which a certain mass of gas occupies under normal conditions; calculating the relative density and molecular weight of gases.

II. Calculation using the concepts of solutions: calculation of the mass fraction of solute in solution; calculation of mass of solute in solution; calculation of solubility of substances.

III. Calculation by chemical reaction equations: calculation by chemical equations of the amount of substance that participates in the reaction by the known amount of another reactant; calculation by chemical equations of masses of substances or volumes of gas by the known amount of substance that reacts or is obtained as a result of the reaction; calculation of volume ratios of gases in chemical reactions; calculation by thermochemical equations; calculating the mass or volume of the reaction product by the known mass or volume of the impurity-containing starting material; determination of the mass or volume fraction of the yield of the reaction product in relation to the theoretically possible one; calculation by chemical equations if one of the reactants is taken in excess.

IV. Finding formulas of substances: finding the molecular formula of gaseous organic matter based on its density, relative density in hydrogen or in air, and the mass fractions of the elements; determination of molecular formula of gaseous organic matter based on mass or volume of combustion products.

V. Combined tasks [1].

Different types of chemistry calculation tasks have always been stipulated by chemistry curriculum for a comprehensive school. These are the calculation tasks that give the didactic ability to show the importance of chemical knowledge, their practical application in everyday life and medicine. The tasks serve as motivational factors for studying chemistry and they encourage students to study the subject. The ability of students to solve chemistry calculation tasks is indicative of a higher level of students initial knowledge of the subject. Teachers systematic use of such tasks in the educational process enables students to realize their knowledge and skills, to show the real level of initial achievements, to receive good marks and, as a result, to assert themselves, to enjoy themselves, to enjoy learning and to stimulate their desire to further studying [2].

Therefore, these tasks develop students thinking, logic, promote the acquisition of knowledge, skills and habits, develop their mathematical abilities. Studying chemistry is impossible without the solution of chemical tasks.

## REFERENCES

1. Буринська Н.М. Методика розв'язування задач / Н.М. Буринська. – К. : Либідь, 1996. – 80 с.
2. Староста В.І. Навчання школярів складати й розв'язувати завдання з хімії: теорія і практика. – Ужгород: Гражда, 2006. – 327 с.

*V. Kovbasuik,  
Student,  
I. Samoylyukevych,  
PhD (Education), Professor  
Zhytomyr Ivan Franko State University*

## **THE ROLE OF INTELLECTUAL SKILLS OF PRIMARY-SCHOOL LEARNERS IN ENGLISH LESSONS**

In this article, we will discover the specific features of formation of intellectual skills in the context of studying the Humanities. By the Humanities we mean academic disciplines that study aspects of human society and culture. The intellectual development system includes materials from all school subjects and allows going through all stages of development. Intelligent training based on system material is carried out from the first grade to the fourth one.

In our developing technology-focused world, the Humanities are needed in our classrooms now more than ever to provide balance and perspective. The Humanities strengthen our global view, broaden our intellectual foundation, teach us to communicate clearly, help us to develop creative and critical thinking skills, teach us to be problem solvers, create engaged citizens and thinkers, reinforce cultural and ethical responsibilities and values, help us to understand the impact that science, technology, and medicine have had on society, and create well-rounded academics, students and thinkers.

The Humanities encourage students to think critically and creatively. They teach students to contemplate humanity and to inquire about the complex world around them. The questions raised in literature, philosophy, and religion courses teach students to think critically and listen actively.

Tasks are composed in accordance with certain stages of intellect development. Feature of the exercise system is that it creates conditions for step-by-step execution of mental actions.

Two types of activities are the key to the full development of the child in primary school. The first type of activity is the learning of the accumulated experience of mankind, and introduction to modern culture. Learning activities are based exactly on this process. For elementary school in English lessons it can be: working in groups over text, a picture, over authentic materials, watching a video or a cartoon, demonstration.

The second type is a creative activity that involves an individual self-realization. Unlike the learning activities, this type of activity is not aimed at the acquisition of the previously known information, but is focused on the implementation of the learner's own ideas related to the creation of something previously unknown by him. In the English lessons in primary school, the second type may include such activities as acting, role-play by story, storytelling, drawing, writing a poem or fairy tale, creating handmade products.

Learners solve various problems by using the previously mentioned activities. Information search problems aimed at the development of the child's abilities are

to be solved during the creative activity. If the ability to learn is forming in the process of training activities, the ability to search and find new solutions is forming in the framework of creative activity.

**Conclusion.** We think that students who participate in a well-rounded education including the Humanities are capable of creative problem-solving. Creative people with creative solutions are valuable in the modern world. By exposing primary-school pupils to art, literature, and culture in the English lessons, we teach learners the important nuances of creativity. When learners engage in meaningful discussions and learn to appreciate and interpret creative works, they begin to learn to express themselves and their own thinking more creatively.

## REFERENCES

1. Bogoyvlenski, A. N. (1992). Intellectual activity as the problem of creativity. – Moscow: Education.
2. Davydov, V. V. (1986). Problems of developmental education: the Experience of theoretical and experimental research. – Moscow: Education.
4. Matyushkin, A. M. (2008). Problem situations in thinking and learning. – Moscow: Direct Media Publishing.

*O. Krachkovska*

*Research supervisor: O. M. Vlasenko*

*Candidate of Pedagogical Sciences*

*Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: I. V. Samoilyukevych*

## THE FORMATION OF SOCIAL COMPETENCE IN PRIMARY SCHOOL LEARNER BY MEANS OF EDUCATIONAL SUBJECTS

**Introduction.** The State Educational Standard based on a competent approach. One component of this approach is social competence. Social competence consists of knowledge of norms and rules of communication and behavior in a society, knowledge of own personal characteristics, aspiration to manifest itself in a socially approved activity, value attitude to oneself and others. The younger school age is useful for the development of social competence since this period pupils, are changing the mental and social spheres.

**Presentation of the head material.** In the conditions of socio-economic changes, education aims to give children a certain level of knowledge and skills that helped them to develop the ability to live in modern society, achieve significant goals, effectively interact with their environment, solve vital problems and discuss their actions.

Considering the essence of social competence, many researchers define it as knowledge, skills, and methods (models, samples, scenarios) of behavior in various spheres of public human life.

For our point of view, the most accurate is the definition of social competence, which gives V. N. Kunitsyna (1995): Social competence is a system of knowledge about social reality and oneself; a system of complex social skills and skills of interaction, scenarios of behavior in typical social situations, allowing to quickly adapt and adequately make informed decisions, taking into account this situation.

G. E. Belitskaya (1995) defines the structure of social competence and identifies the following components: 1) the motivational part is the vision of the life of other people as the highest value, manifestations of kindness, attention, and help; 2) the cognitive component is the knowledge of other people, the ability to understand their characteristics, interests, needs; 3) behavioral components are related to the choice of appropriate communication methods, ethically acceptable behavior.

Scientists believe that the ways and conditions that are applied to improve social competence in one society are not suitable for use in another.

The primary school-age is the stage of development of the child, which corresponds to the period of education in primary school. This period is favorable for the formation of the qualities of the personality of the pupil. It is due in large part to the peculiarities of age, the new social situation of development, the transition to the new social position of the child into the status of a schoolboy. Based on educational activity, a new type of relations with people formed in the child, the importance of interpersonal and business relations increases.

One of the main ways to develop social competence is to model and learn about the manner of behavior and interaction in each of these surroundings. The younger schoolchild should be purposefully acquainted with the traditions developed in school, the rules of actions, the norms of interaction with peers and adults in different life (and not only school) situations.

The process of forming the social competence of pupils in the sphere of education performs several functions: educational, propaedeutic, healthy, integrating, protective, preventive.

Competencies - the personal qualities formed in the younger school age and the corresponding manifestations in behavior, it is advisable to divide into the following three groups:

- Competencies like personal qualities that determine the behavior of the junior student in educational and other affairs.
- Competencies like personal qualities that determine the behavior of the junior student in communication with people.
- Competencies like personal qualities that determine the evaluation of the behavior of the younger student.

The formation of social competencies can be achieved both in lessons and after-hours. It is possible under the following conditions: group training, organization of project activities, creation of a "success situation" or use of innovative methods of education.

The role of subjects in shaping social competence defined as an inner reserve of subjects studied by junior students, and it is related to the cognitive,



motivational, and behavioral components that form the structure of social competence.

The specific of our investigation dictates the necessity of the consideration of the role of content in primary education. In particular, in the aspect of the formation of social competence in the movement of specific subjects.

The orientation of the course 'Ukrainian Language and Literature' on the formation of social competence and its components formulated in the State Educational Standard of Primary General Education. It presented in the form of provisions on the role of language in the socio-educational function. It revealed through the main speech function of the continuity of generation in the social and cultural experience of society.

The subject 'Mathematics' forms the ability of students to analyze the everyday problems of mathematical content. It determines the necessity of master their mathematical modeling as a method of activity in the study of real objects and processes and in solving learning-cognitive and practice-oriented.

The purpose of natural education for general primary education is to build the scientific thinking and cultural research. It is also the development of systemic perceptions of the integrity and diversity of nature, the establishment of principles of sustainable development that are part of social competence.

The purpose of the technical education industry for general secondary education is to develop in students the ability to change the world with the means of modern technologies without harming the environment, to use technologies for their own self-realization, cultural and national expression.

Therefore, at this stage of primary educational development, the main focus is the education of a socially competent adult personality. It should also be note that the educational material of content lines of different subjects it implemented through each topic through mutual integration and complementarity. It also has elements of social competence formation.

**Conclusion.** As a result, the process of social competence formation is important. It has peculiarities and conditions, the observance of which will contribute to the successful development of the social competences of the younger student.

In addition to the fact, the formation of social competence must be systematic and involved in the teaching of school subjects during extracurricular activities. The teacher activity is also important. The main goal is to create a favourable educational environment in which all social competences of the junior school will be effectively developed.

## REFERENCES

1. Беккер Н. В. Основы формирования социальной компетентности школьников. Научно-педагогическое обозрение. 2015. № 2 (8). С. 54-62.
2. Державний стандарт початкової загальної освіти [Електронний ресурс]. – Режим доступу: <http://zakon2.rada.gov.ua/laws/show/462-2011-%D0%BF>.

3. Куницына В.Н. Социальная компетентность и социальный интеллект: структура, функции, взаимоотношение // Теоретические и прикладные вопросы психологии. - 1995. - Вып. 1. Ч. 1. - С. 48-59.
4. Ніколаєску І.О. Формування соціальної компетентності учнів загальноосвітніх навчальних закладів відповідно до вимог нових державних освітніх стандартів: Науково-методичний посібник. – Черкаси: ОПОПП, 2014. – 76 с.
5. Павелків Р. В. Вікова психологія :підручник / Р. В. Павелків.– Вид. 2-е, стер. – К. : Кондор, 2015. – 469 с.

**A. Krivodubskaja**

*Wissenschaftliche Betreuerin: Lyubanets I. I.  
Staatliche Universität Baranovichi*

## **ÖKO-KOSMETIK: NEUE MARKETING TRENDS**

Der Trend geht zum “Ohne”: ohne Silikone, ohne Parabene, ohne mineralölbasierte Rohstoffe, ohne Mikroplastik. Öko-Kosmetik verzichtet auf viele Inhaltsstoffe, die umstritten, aber in herkömmlicher Kosmetik häufig noch enthalten sind.

Es ist kein Geheimnis, dass jetzt natürliche und umweltfreundliche Produkte ein Trend sind. Wir wählen häufiger nützliche und Natürliche Produkte. Das gleiche gilt für Kosmetika. Unter den vielen kosmetischen Produkten in den Regalen finden wir Öko-Kosmetik. Öko-Kosmetik können in zwei Hauptgruppen unterteilt werden:

- Naturkosmetik;
- Bio-Kosmetik [1].

Die Inhaltsstoffe für Öko-Kosmetik stammen aus Pflanzen, die Verwendung von tierischen Inhaltsstoffen und der erlaubte Prozentsatz von Hilfskomponenten sind erlaubt.

Hier sind fünf gute Gründe für Kosmetik aus der Natur.

- Öko-Kosmetik verzichtet auf Giftstoffe. Synthetische Inhaltsstoffe sind in der Naturkosmetiktäbu.

- Tiere und Umwelt durch natürliche Kosmetiksachen. Die Richtlinien sind umfassender und strenger und verbieten jegliche Art von Tier versuchen bereits seit mehreren Jahren.

- Allergien lassen sich vermeiden, wenn man auf Chemie verzichtet. In der Öko-Kosmetik werden nur natürliche Duft- und Farbstoffe verwendet. Als Alternative werden ätherische Öle, Blütenwasser oder Farbpigmente aus Carotin verwendet [3].

Öko-Kosmetik muss strengere Anforderungen erfüllen: bei Ihrer Herstellung ist die Verwendung von tierischen Komponenten zu lässig, der Anteil der

Hilfsstoffe sollte 5% nicht überschreiten, strenge Grenzwerte gelten auch für Rohstoffe, Wasser und Umweltschutz.

Öko-Kosmetik ist nicht nur gesünder für deinen Körper, sondern auch weniger umweltschädlich. Natürliche Kosmetik ist nicht nur genauso attraktiv wie herkömmliches Make-up, sondern schützt deinen Körper auch vor schädlichen Stoffen.

Öko-Kosmetik ist heute ein sicherer und natürlicher Weg zur Schönheit.

Die drei wichtigsten Siegel sind Natrue, das BDIH-Siegel und Ecocert.

**BDIH:** Wie bei fast allen Qualitätssiegeln muss auch bei dem BDIH auf synthetische Duft- und Farbstoffe, Silikone, Paraffine und alle Stoffe aus der Erdölproduktion verzichtet werden. Der Einsatz von Rohstoffen von toten Wirbeltieren ist nicht gestattet. Ein Produkt darf nur dann als "Öko" bezeichnet werden, wenn die biologischen Inhaltsstoffe 95% des Produktes ausmachen.

**NATRUE:** NATRUE unterteilt seine Qualitätssiegel in drei Stufen: Naturkosmetik, Naturkosmetik mit Bio-Anteil und Biokosmetik. Der Prozentsatz der biologischen Inhaltsstoffe erhöht sich bei jeder Qualitätsstufe.

**ECOCERT:** 95% aller Inhaltsstoffe müssen natürlichen Ursprungs sein. Bei der Kategorie "Naturkosmetik" sind dabei die Hälfte biologisch, unter der Bezeichnung "Ökologische und biologische Kosmetik" 95% der Bestandteile [2].

## REFERENCES

1. Экокосметика – что это такое? [Электронный ресурс]. – Режим доступа: <http://www.ekocosmetika.ru/natural-cosmetics-what-is-it>.
2. Сертификаты органической косметики. [Электронный ресурс]. – Режим доступа: <https://myecotest.com/eko-kosmetika/sertifikaty-organicheskoy-kosmetiki/>.
3. Vorteile der Naturkosmetik: 5 gute Gründe für Naturkosmetik. [Электронный ресурс]. – Режим доступа: <https://www.evidero.de/vorteile-naturkosmetik>.

**M. Kurilo**

*Wissenschaftliche Betreuerin: N. N. Krugljakova  
Staatliche Universität Baranovichi*

## DAS VONG-PHÄNOMEN

Als Vong wird ein Sprachstil der deutschen Sprache bezeichnet, der Mitte der 2010er Jahre als Internetphänomen entstand und teilweise in die deutsche Jugendsprache einging.

Die „Vong-Sprache“ zeichnet sich durch viele Anglizismen, Malapropismen, eine veränderte Grammatik und absichtlich positionierte Rechtschreib- und Tippfehler aus.

Darüber, wo das Vong-Phänomen herkommt und wer es erfunden hat, herrscht noch Uneinigkeit. Dem Rapper Money Boy schreibt man zumindest zu, dass er einer der ersten war, der Artikel wie „ein“ oder „eine“ durch die Ziffer 1 ersetzt und

damit einen Hype in sozialen Netzwerken wie Twitter und Facebook losgetreten hat [1].

Die Vong-Sprache basiert auf falscher Grammatik und unzureichender Rechtschreibung – genau das macht das Phänomen aus und führte offen sichtlich erst dazu, dass sich die skurrilen Wortneuschöpfungen zu einem regelrechten Internet-Hype entwickeln konnten.

Das Vong-Phänomen ist alles, ausser verhunztes Deutsch: Sprachspiel, Mittel der Provokation und der ironischen Distanzierung. Phänomene wie dieses zeigen die Lebendigkeit der Sprache und vor allem eine Lust der Sprachbenutzer\*innen am Sprachspiel.

Die Vongische Logik, also das bewusste Aufbrechen der Grammatik- und Rechtschreibformen, funktioniert, weil wir die richtigen Regeln kennen. Manche gehen sogar noch einen Schritt weiter und sehen durch aus die Möglichkeit, dass die Vong-Sprache Fehler, die tatsächlich so im Netz gemacht werden, aufdecken [1].

Die Konstruktion „vong...her“ jedenfalls taucht mittlerweile nicht nur in zahlreichen Reklamewerbungen auf.

Der „Vong“-Stil ist eine spielerische Art, mit Sprache und Grammatik umzugehen, die seit Monaten die sozialen Netzwerke erobert. Dabei werden Wörter absichtlich falsch geschrieben und verkürzt, „ein“oder„eine“durch„1“ersetzt und „n“ durch „m“. Inzwischen gibt es sogar schon eine Bibel in der „Vong“-Sprache: „Holyge Bimbel. Storys vong Gott u s1 Crew“.

Nach einer You Gov-Studie vom Oktober 2017 hatten 48 Prozent der Befragten unter 25 Jahren die Vong-Sprache selbst benutzt. In dieser Altersgruppe kannten 81 Prozent die Sprache. Insgesamt hatten 51 Prozent der Deutschen diesen Jargon wahr genommen. 59 Prozent der Befragten, die diese Sprachvarietät kennen, gaben an, dass ihnen deren Verwendung auf die Nerven geht[2].

Am 17. November wählte eine Jury im Auftrag des Langenscheidt Verlages den Ausdruck „I bims“ zum Jugendwort des Jahres 2017. Auch in Österreich wurde 2017 der Satz „Hallo, I bims!“ zum Jugendwort des Jahres gewählt[3].

Was zunächst nach Blödelei klingt, hat durch aus eine ernstere Metaebene. Das Wissen um die korrekte Verwendung von Deutschesprache und Grammatik wird zum Distinktionsmerkmal.

Die «Vong»-Sprache lädt zu herrlichen Spielereien ein, die auch schon in Medien oder der Werbung Einzug gehalten haben.

## REFERENCES

1. Turysheva, O Sprechen Sie Vong? [Электронный ресурс]. – Режим доступа: [file:///C:/Users/User/Downloads/turysheva%20277-285%20\(1\).pdf](file:///C:/Users/User/Downloads/turysheva%20277-285%20(1).pdf)
2. „I bims vong der Jugend“: Mehrheit ist genervt von Jugend- bzw. Netzsprache. [Электронный ресурс]. – Режим доступа: <https://yougov.de/news/2017/11/16/i-bims-vong-der-jugend-mehrheit-ist-genervt-von-ju/>

3. Armin T. Linder: Wir erklären die Herkunft und Bedeutung. „I bims“ zum „Jugendwort des Jahres“ gekürt: Was bedeutet dieser Begriff, bitte? [Электронный ресурс]. – Режим доступа: <https://www.merkur.de/multimedia/i-bims-ist-jugendwort-jahres-2017-herkunft-und-bedeutung-begriffs-8323344.html>

*V. Lavreniuk*  
*Research supervisor: I. I. Vovchenko*  
*Language tutor: K. V. Levkivska*  
*Candidate of Pedagogical Sciences,*  
*Senior Lecturer of*  
*Zhytomyr Ivan Franko State University*

## **THE DEVELOPMENT OF SPORTS TOURISM IN UKRAINE**

The ability to autonomously survive in extreme conditions is a quality that is characteristic of experienced tourist-athletes. However, theoretical and practical training is necessary for its development.

Sports tourism is an active and often extreme type of travel. It implies autonomous overcoming of great distances and various local obstacles, which requires a tourist to have physical strength, good health and possession of various skills. Unlike regular routes, tracks for sports tourism are classified according to difficulty levels [1].

They are determined by the presence of all kinds of obstacles on the way - peaks, passes, canyons, rocks, glaciers, rapids, etc. Overcoming routes of a certain length and complexity entitles the tourist to receive a sports title - from the youth category to the international master of sports.

Sports tourism is one of the most popular sports. It has a centuries-old history and traditions that contain not only a sports component, but also a special worldview for adventure lovers, as well as an unusual lifestyle. [2]

As for the types of sports tourism, it includes many different directions:

- Mountaineering - conquering mountain peaks and passing passes along certain routes;
- Mountain tourism - hiking at an altitude of more than 3000 m with overcoming local obstacles;
- Hiking - moving on the plains and mountains, at an altitude of less than 3000 m;
- Water tourism - rafting on rafts, kayaks, kayaks, rafts, sailing;
- Caravanning - rallies and other races along routes containing categorized obstacles;
- Ski tourism - ski slopes, snowboarding, cross-country skiing;

- Cycling tourism - bike races of varying complexity, team competitions in cycling [2].

Combined sports tourism is often practiced when travelers have to overcome obstacles inherent in its various types on the same route. This form of competition was called the tourist all-around. Sports tourism is usually a group, as a rule, the team includes 5-10 people.

Today, sports tourism is an effective way to attract people to a healthy lifestyle. In this regard, considerable attention has been paid by public authorities. Sports tourism as a type of tourism was defined in the Law of Ukraine "On Tourism". He was paid attention to in the State Tourism Development Program for 2002-2010, approved by the Cabinet of Ministers of Ukraine dated April 29, 2002 No. 583 and the Cabinet of Ministers of Ukraine "On approval of measures for the development of foreign and domestic tourism" dated June 27, 2003No.390-R. In Ukraine, sports tourism is carried out under the leadership of the Sports Tourism Federation of Ukraine, which was established on September 22, 2000 at the Constituent Congress, which took place in Vinnitsa, and was registered by the Ministry of Justice of Ukraine on February 8, 2001 (certificate No. 1572) as an all-Ukrainian public sports organization.

The Federation directs its efforts to the development of pedestrian, mountain, bicycle, water, ski, sailing, speleological, automobile and motorcycle types of sports tourism. The main activities of the Federation include:

- The organization and conduct of sports tourism events - All-Ukrainian and regional competitions in the technology of sports tourism and sports hiking and expeditions;
- the study and promotion of sports tourism resources of the territory of Ukraine, the development and testing of classified tourist-sports routes;
- assistance in the organization of educational and methodological work on the training and advanced training of sports tourism personnel;
- Promotion of information, regulatory and methodological support for the development of sports tourism in Ukraine;
- development of the structure of the Federation [3].

## REFERENCES

1. V. Zigunov Historical Aspects of Development of Federal Sports Tourism in Ukraine // Physical Development, Sports and Health Culture in Common Suspension: Zbirniknaukovyhprrats. - 2008 p - p. 54-56.
2. Sports tourism in Ukraine and around the globe - Portal for travel lovers with comfort [Electronic resource] - Access mode: <http://travelluxtour.info/vidy-turizma/sportivnyi-turizm/>
3. Sports Tourism Federation of Ukraine - Official site [Electronic resource] - Access mode: <http://www.fstu.org.ua/>

*E. Leonenya*  
*Research supervisor: I.R. Dzik,*  
*senior lecturer Baranovich state*  
*Language tutor: M.D. Lavrenkova*

## **COMPENSATION OF MORAL DAMAGE IN PROTECTION OF HONOR, DIGNITY AND BUSINESS REPUTATION**

The article discusses the most pressing issues related to civil procedure relations and the concept of compensation for moral harm as a way of protecting honor, dignity and business reputation.

Ensuring the rights and freedoms of a citizen of the Republic of Belarus is the supreme goal of the state. Everyone has the right to protection from unlawful interference with his personal life, including from encroachment on the secret of his correspondence, telephone and other messages, on his honor and dignity [1].

A special rule on civil protection of honor, dignity and business reputation is enshrined in Article 153 of the Civil Code of the Republic of Belarus:

- A citizen shall have the right to demand in court the refutation of information defaming his honor, dignity or business reputation, if the disseminator of such information does not prove that it is true. At the request of interested persons, protection of the citizen's honor and dignity after death is allowed.

- If information defaming the honor, dignity or business reputation of a citizen is disseminated in the media, it must be refuted in the same media. If the information is contained in a document issued by the organization, such a document must be replaced or revoked.

- A citizen in respect of whom information has been disseminated defaming his honor, dignity or business reputation, is entitled, along with the refutation of such information, to demand compensation for losses and non-pecuniary damage caused by their dissemination.

- If it is impossible to establish a person who disseminated information defaming the honor, dignity or business reputation of a citizen, the citizen in respect of whom such information is disseminated has the right to apply to the court with a statement that the disseminated information is not true.

- The rules of this article on the protection of the business reputation of a citizen shall accordingly apply to the protection of the business reputation of a legal entity, except for compensation for non-pecuniary damage [2].

Judicial protection is an important guarantee of ensuring the rights and freedoms of citizens provided for by the Constitution. At the same time, attention should be paid to the problem of the court when considering cases of protecting honor, dignity and business reputation: haste and mistakes are made that entail the abolition of court decisions, despite the small number of such cases.

In order to correctly apply legal norms in cases of compensation for non-pecuniary damage in protecting honor, dignity and business reputation, it is necessary to correctly and in accordance with the law determine the object to

which the damage was done, i.e. determine the content of protected goods. It is only worth recognizing that, in the absence of a clear legal regulation of the definition of honor, dignity and business reputation, the unresolved nature of the object of an infringement entails the absence of a unified approach to cases of compensation for moral harm in judicial practice [3].

It should be noted that at the moment in the legislation of the Republic of Belarus in the form of a legal norm, only “business reputation” is defined. The concept of honor and dignity are not legally binding. This is a significant gap in the legislation of the country.

As a conclusion, I would like to emphasize the need to consolidate at the legislative level such concepts as honor and dignity. This absence creates a difference in judicial practice in cases of compensation for non-pecuniary damage, since the law enforcer, in particular the judge, is forced, based on his own legal understanding and convictions, to determine that he has honor, dignity and business reputation [4].

### REFERENCES

1. Конституция Республики Беларусь 1994 года (с изменениями и дополнениями, принятыми на республиканских референдумах 24 ноября 1996 г. и 17 ноября 2004 г.). - Мн.: Амалфея, 2005. - 48 с.
2. Гражданский кодекс Республики Беларусь: Кодекс Республики Беларусь от 07 декабря 1998 г., №218 - 3 (в ред. от 28.12.2009) - Мн., Современная школа, 2009. - 576 с.
3. Костюченко Е. А., Проблема определения понятия чести, достоинства и деловой репутации при компенсации морального вреда в Республике Беларусь [Электронный ресурс] // Право: современные тенденции: материалы VI Междунар. науч. конф. (г. Краснодар, октябрь 2018 г.). — Краснодар: Новация, 2018. — С. 45-47. — Режим доступа: <https://moluch.ru/conf/law/archive/311/14533/> – Дата доступа: 18.03.2020.
4. Шкитова А. В., Проблемы компенсации морального вреда при защите чести, достоинства и деловой репутации [Электронный ресурс] // Молодой ученый. — 2018. — №28. — С. 57-60. — Режим доступа: <https://moluch.ru/archive/214/52036/> – Дата доступа: 18.03.2020.



## **INTERNATIONALER TOURISMUS. ENTWICKLUNG, STATISTIKEN.**

In vielen Ländern zählt der Tourismus zu den wichtigsten Branchen der Volkswirtschaft. So gehört der Tourismus z. B. in 83% der Länder zu den fünf wichtigsten Exportbereichen und ist die maßgebliche Devisenquelle in zumindest 38 % der Länder. Entsprechend der Definition der WTO umfasst der Tourismus, „die Aktivitäten von Personen, die an Orte außerhalb ihrer gewohnten Umgebung reisen und sich dort zu Erreizeit-, Geschäfts- oder bestimmten anderen Zwecken nicht länger als ein Jahr ohne Unterbrechung aufhalten.“

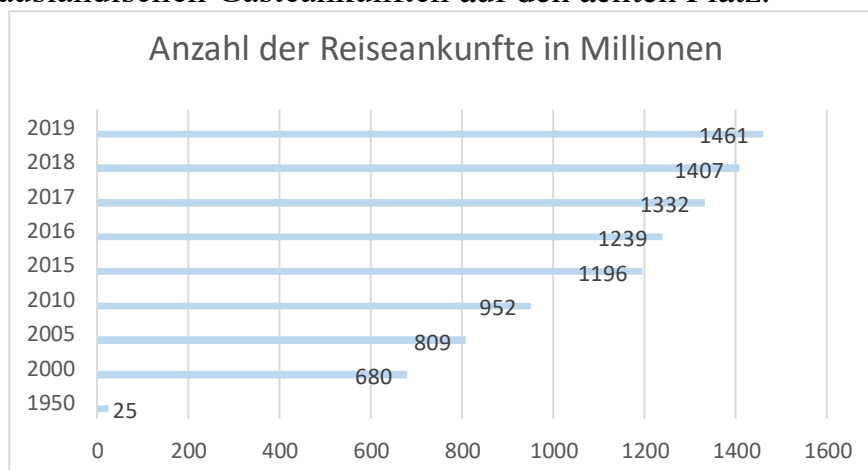
Warum der heutige Tourismus so zum Phänomen in der Neuzeit geworden ist, zeigt ein historischer Rückblick auf die in den verschiedenen Abschnitten herrschenden politischen, kulturellen und wirtschaftlichen Verhältnisse. Dabei ist es deutlich zu erkennen, dass die uns heute bekannten Motive teilweise auch schon im Altertum existierten. Wahrscheinlich waren es die Ägypter, die als erstes Volk aus Neugier oder zum Zwecke der Erholung zu Reisen aufbrachen. Archäologen entdeckten an Wänden ab 2600 v. Chr. Gebauten Pyramiden Zeichen Ägyptischer Reisenden.

Insbesondere im Römischen Reich (753 v. Chr. bis 493 v. Chr.) bekam das Reisen einen regelrechten Aufschwung. So wurde ein kontinentales Straßennetz gebaut, eine Frühform des Zweitwohnungstourismus brach aus. Eine dynamische Reisebewegung startete etwa ab Mitte des 11. Jahrhunderts durch meist zweckorientierte Reisen von Kreuzzüglern, Wallfahrern, Pilgern wie auch Handwerkern und Scholaren. Im 17. Jahrhundert entwickelten sich durch den Barock Pilger- und Wallfahrten wieder zu einer Art der Massenbewegung.

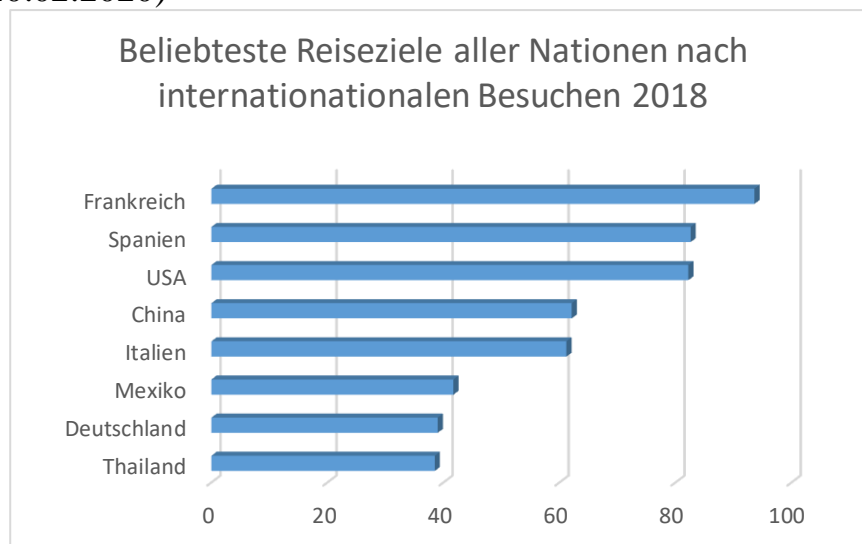
Der weltweite Tourismus hat in den letzten Jahrzehnten stark zugenommen. Im Jahr 2018 wurden nach Angaben der UNWTO über 1,4 Milliarden weltweite grenzüberschreitende Reiseankünfte gezählt. Zum Vergleich: 1950 waren es 25 Millionen. Die weltweiten Tourismuseinnahmen beliefen sich 2018 auf rund 1.450 Milliarden US-Dollar. Die Länder mit den höchsten internationalen Tourismusaufgaben waren mit großem Abstand China, die USA und Deutschland. Die beliebtesten Reiseziele von Touristen aller Nationen sind Frankreich mit fast 94 Millionen Ankünften internationaler Touristen im Jahr 2018, Spanien und die USA. Eines der am wenigsten von Touristen besuchten Länder ist der Inselstaat Tuvalu mitten im Pazifischen Ozean – hier wurden im Jahr 2017 nur rund 2.000 Ankünfte internationaler Reisender gezählt. Nach Angaben zur Verteilung der Verkehrsmittel bei Reisen weltweit sind Flugzeuge und das Auto die beliebtesten Transportmittel. Im Jahr 2018 wurden in der weltweiten Luftfahrt rund 46 Millionen Flüge verzeichnet.

Im Beherbergungsgewerbe, speziell in der Hotelbranche, konnten Hotelbetriebe im Asien-Pazifik-Raum im Jahr 2018 einen durchschnittlichen Erlös von rund

61 Euro pro verfügbarem Zimmer erzielen. Amerika erreichte im Vergleich von rund 69 Euro, der Nahe Osten und Afrika rund 72 Euro und Europa im Durchschnitt 82 Euro. Hier ist auch die Auslastung in der Hotelbranche mit über 72 Prozent am höchsten, in Nahem Osten und Afrika mit 63 Prozent aktuell am niedrigsten. Die meisten Hotels weltweit hatte im Jahr 2018 die Wyndham Hotel Group, die größte Hotelgruppe nach Anzahl der Zimmer ist Marriott International mit über 1,3 Millionen Zimmern. Eine immer beliebtere Alternative zur klassischen Hotellerie stellt das Übernachten in privaten Unterkünften dar. Mit knapp 1,5 Milliarden internationalen Reiseankünften war das weltweite Tourismusaufkommen im Jahr 2019 so hoch wie nie zu vor. Mit wenigen Ausnahmen ist die Anzahl der grenzüberschreitenden Reisen in jedem Jahr weiter gestiegen und ist heute etwa 10 Mal so hoch wie noch vor 50 Jahren. Das Land mit den meisten internationalen Besuchern im Jahr 2018 war dabei Frankreich. Bereits seit mehreren Jahren führt Frankreich das Ranking der beliebtesten Reiseziele aller Nationen weltweit an. Mit rund 93,6 Millionen internationalen Besuchern im Jahr 2018 liegt es noch vor ebenfalls sehr beliebten Destinationen wie Spanien, den USA oder China. Deutschland schafft es in diesem Jahr mit rund 39 Millionen ausländischen Gästeankünften auf den achten Platz.



**Abbildung 1.** Weltweites Tourismusaufkommen nach Anzahl der Reiseankünfte in den Jahren 1950 bis 2019. (Veröffentlicht von Statista Research Department, 20.02.2020)



**Abbildung 2.** Beliebteste Reiseziele aller Nationen nach internationalen Besuchern 2018 (Veröffentlicht von Statista Research Department, 22.10.2019)

### QUELLENVERZEICHNIS

1. Entwicklung und Struktur im internationalen Tourismus [Elektronische Ressource]. - Zugriffsmodus:<https://www.grin.com/document/141810>
2. Statistiken zum Tourismus weltweit [Elektronische Ressource]. - Zugriffsmodus:<https://de.statista.com/themen/702/tourismus-weltweit/>
3. Roman Egger, Kurt Luger: Tourismus und mobile Freizeit: Lebensformen, Trends, Herausforderungen 2015, ISBN 978-3-7386-0507-5
4. Valentin Müller: Internationaler Tourismus und kulturelle Globalisierung. Reisende als Prototypen des «Weltbürgers» Impressum: Copyright © 2017 GRIN Verlag ISBN: 978-3-6686-6480-7.

***I. Lisohurska***

*Research supervisor: L.V. Hutsalo  
Candidate of Historical Sciences,  
Zhytomyr Ivan Franko State University  
English tutor: Natalia Andriichuk*

### THE PROBLEMS OF SEPARATISM IN CATALONIA

Today, one of the most developed areas in Spain – Catalonia – demonstrates clear separatist intentions. And it is not just about expanding autonomy, but more and more slogans are about supporting independence. Undoubtedly, the creation of a new independent state will change not only the existing map of Europe, but also the system of international relations. Therefore, our topic is relevant and necessary taking into consideration the political processes that are currently taking place around the world.

Separatism has a long history and has been investigated in numerous historical and political studies by many scientists. A. Baranov wrote about the “Spanish question” and the separatism of the Catalans. He described both the current state of affairs and the political strategies of the parties. G. Volkov wrote about Catalan nationalism and P. Yakovlev revealed the possible consequences for Catalonia to form a new state.

Catalonia is a semi-autonomous region in north-eastern Spain with a unique history dating back almost 1,000 years. The wealthy region has about 7.5 million people, with their own language, parliament, flag and anthem. Catalonia also has its own police forces and it controls some of its public services.

The reasons of separatism in Catalonia lie not only in the economic (the population of the region is 16% of the kingdom's population, but it produces 23% of GNP, moreover, the economic growth of Catalonia is 3.3% per year) and ethnic (own language, culture) spheres, but also in the historical ones. Catalan nationalists

have long complained that their region sends too much money to poorer parts of Spain for taxes are controlled by Madrid.

On September 11, 2012 hundreds of thousands of citizens went out to the streets of Barcelona to demand the independence back. On November 9, 2014 after the government of Spain refused to authorize the independence referendum, Catalan authorities ignored the prohibition restricted by the Constitutional Court and held a mock vote anyway.

In the referendum on October 1, 2017, declared illegal by Spain's Constitutional Court, about 90% of Catalan voters supported the independence. But turnout was only 43%.

The referendum in Catalonia not only angered official Madrid but it also was rejected by EU structures. The European Commission said Catalonia would be out side the European Union if it left Spain. The leaders of the separatist movement had to leave the country. However, the fight has not stopped. On September 11, 2018, the march along the streets of Barcelona took place again. In June 2018, Catalan nationalists regained control of the region from Madrid's direct rule after a new government was sworn in.

Several large-scale strikes took place in Barcelona last fall. For example: metro strikes, trains strikes and also airport strikes. There were hundreds of victims during these events, the traffic was blocked, and hundreds of flights were canceled.

So, the Catalonia's independence question is still not resolved and separatist sentiment in this region is increasing day by day. The main sources of the separatism movement in Catalonia are the enormous economic potential of the region and the unfair (according to Catalans' opinion) tax policy of the state. Also, separatism is facilitated by the fact that Catalonia has its own parliament and the number of parties supporting the idea of independence is steadily increasing.

## REFERENCES

1. Baranov A. Separatism in Modern Catalonia: Resources and Political Strategies / A. Baranov // Current Problems of Europe. – 2014. – № 2. – P. 95-113.
2. Volkova G. Catalan nationalism and the problems of the territorial integrity of Spain [Electronic resource]. – Access mode: <https://cyberleninka.ru/article/n/katalonskiy-natsionalizm-i-problemy-territorialnoy-tselostnosti-ispanii>

**V. Liubych**  
*Research supervisor: O. M. Boreyko,*  
*Candidate of Pedagogical Sciences,*  
*Associate Professor*  
*Language tutor: I. V. Samoylyukevych,*  
*PhD (Education), Professor*  
*Zhytomyr Ivan Franko State University*

## **USING INTERACTIVE TEACHING TECHNIQUES FOR TEACHING ENGLISH IN PRIMARY SCHOOL**

**Introduction.** To meet the challenges of the New Ukrainian School, English teachers need to improve the methods and techniques of teaching, make their learners the main actors in the lesson, so that they will master the foreign language as a means of communication together with their classmates.

The main goal is to get children interested in learning in the English lessons, to transform lessons into travelling, role-plays, games and small shows. Using interactive techniques increases the level of cognitive activity, develops critical thinking and develops the ability to make solutions in primary-school learners. We believe that modern education should focus on interactive teaching methods and educational technologies in primary-school in English lessons.

Therefore, the topic of our article is «Using interactive teaching techniques for teaching English in primary school». In this article, we will give an overview of interactive teaching methods in English lessons in primary school.

Interactive learning is a special form of organising cognitive activity that has a specific purpose – to create a comfortable learning environment, in which each learner feels their success. Using interactive methods encourages children to learn, making the learning process interesting in English lessons. Almost all children want to know a foreign language. But they have difficulty reaching that goal. It lowers motivation, activity disappears, and success worsens. It is necessary to constantly apply different types of educational activity, to be in the role of teacher, to be the organizer of communication that to make the lesson fascinating.

Teachers need to apply such methods of teaching that help to maintain the interest of students in a foreign language and help to involve all students in speech activities. These techniques and methods include: work in pairs; work in groups; games, including role-playing; creating a communication situation, doing projects, creating conference lessons, brainstorming, case studies, behaviour modelling, the peer feedback.

The main forms of interactive work are the educational interaction of learners in pairs and small groups in English lessons. Below are some effective sample tasks to be done in pairs and groups.

- Identify the hero by description (children are divided into teams, and each team makes up with a story about a well-known hero, the other team must identify the hero by description);

- Mathematic games "Shop Inventory" (learners are divided into pairs, one is the seller, another is the buyer. The buyer should ask questions "how many" etc.);
- Think-pair-share (learners pair up to discuss and compare their ideas).

**Conclusion.** On researching the problem of interactive technologies in English lessons in primary school, we came to the conclusion that the most effective techniques and methods are interactive games, work in pairs, work in groups, brainstorming, creating projects and case studies. Using interactive techniques is a means of creating necessary conditions for communicatively effective learning in English lessons.

## REFERENCES

1. Abramova G. A., S. V. A. Business games: theory and organization. – Ekaterinburg: Business book, 2010 – P. 30 - 106.
2. I.V. Vachkov Basic Technologies of Group Training Izd-vo "Os-89", Moscow, 1999.
3. Yakovleva, N., Yakovlev E. (2014). Interactive teaching methods in contemporary higher education. Pacific Science Review 16

*D. Lomako*

*Wissenschaftliche Betreuerin: Lyubanets I. I.  
Staatliche Universität Baranovichi*

## DEUTSCHE WIRTSCHAFT: POTENZIAL, TRENDS UND ENTWICKLUNGSPROBLEME

Der Hauptindikator für das Entwicklungsniveau und die Stabilität eines Landes ist die Wirtschaft. In einer entwickelten Wirtschaft ist jede Geschäftseinheit interessiert. Wenn man die Wirtschaft Deutschlands auf lange Sicht betrachtet, kann man sehen, dass die wichtigsten makroökonomischen Indikatoren wachsen. Deutschland ist wirtschaftlich eines der sieben am weitesten entwickelten Länder der Welt. Sie können nicht glauben, dass Deutschland, ein Land, das im Zweiten Weltkrieg verloren hat, mehr als ein Zehntel seiner Bevölkerung verloren hat, mehr als die Hälfte des industriellen Potenzials, aufgeteilt in vier Besatzungszonen, sich bis Ende der 40er Jahre in einer schwierigen Situation befand, aber zu Beginn der 60er Jahre zurückkehrte in den zehn am wirtschaftlichsten entwickelten Ländern der Welt. Das „Wirtschaftswunder“ Deutschlands wurde durch die Teilnahme des Landes an der internationalen Arbeitsteilung unterstützt. Die Bundesrepublik Deutschland konnte zwischen 1951 und 1960 ein „Wunder“ vollbringen, als das BIP um durchschnittlich 8% pro Jahr wuchs [3].

In Anbetracht der Struktur und Dynamik der wirtschaftlichen Entwicklung zeichnet sich Deutschland durch einen hohen Anteil der Industrie in der Gruppe der Industrieländer aus. Die Struktur des Bruttosozialprodukts Deutschlands in den wichtigsten Wirtschaftssektoren belief sich 2008 auf: Landwirtschaft – 0,9%; Industrie – 30,1%; Dienstleistungen – 69%. Der öffentliche Sektor in Deutschland

ist relativ klein – weniger als 20% des Grundkapitals des Landes. Staatliche Unternehmen liefern jedoch 95% des deutschen Stroms, 75% der Kohle, 80% des Eisenerzes, 50% des Aluminiums und 40% der Autos. Fast die gesamte Infrastruktur befindet sich in den Händen des Staates. Der öffentliche Sektor dominiert auch das Kreditsystem des Landes. Etwa 40% des Bruttosozialprodukts fließen über den Staatshaushalt, und es ist der Haushalt, der die wichtigste staatliche Regulierungsbehörde für die wirtschaftliche Entwicklung darstellt [1].

Wenn wir über die wirtschaftlichen Probleme Deutschlands sprechen, dann ist eines davon das Problem der östlichen Länder (das Gebiet der ehemaligen DDR). Trotz der Tatsache, dass in den letzten 15 Jahren enorme Beträge in die Entwicklung der ostdeutschen Wirtschaft investiert wurden, bleiben sie depressive und völlig unattraktive Regionen des Landes. Die Arbeitslosenquote ist dort doppelt so hoch wie im Landesdurchschnitt. Daher ist die Bevölkerung in Ostdeutschland sehr schnell rückläufig [2].

Die Hauptfaktoren, die zum wirtschaftlichen Erfolg Deutschlands in der gesamten Geschichte des Landes beigetragen haben, sind in erster Linie der menschliche Faktor sowie der ständige Fokus der Wirtschaft auf die Erreichung des wissenschaftlichen und technologischen Fortschritts, eine ausgewogene, wirksame Wirtschaftspolitik der Regierung und die aktive Teilnahme an wirtschaftlichen Prozessen der internationalen Integration.

## REFERENCES

1. Экономика зарубежных стран: учеб пособие / Ю. Г. Козак [и др.] ; под общ.ред. Ю.Г.Козака, С.Н. Лебедевой. –Минск :Выш. шк ., 2009.–431 с.
2. Страны Европы: справ.пособие / Н. В. Захарова.– М.: Магистр: ИНФРА-М, 2010. – 270 с.
3. Wirtschaftin beiden deutschen Staaten. [Электронный ресурс]. – Режим доступа: <https://www.bpb.de/izpb/10131/wirtschaft-in-beiden-deutschen-staaten-teil-1>

*P. Luitsko*

*Research supervisor: L.S. Zubritskaya,  
Senior tutor*

*Baranovich State University  
Language tutor: L.S. Zubritskaya*

## LANGUAGE FEATURES OF COMICS

Now comics have become very popular in the world. Comic book stories represent a variety of literary genres. They are widely used for educational purposes, as well as for learning a foreign language. A comic book is a small book filled with a series of drawings that have a brief textual content. It is considered that translating comics is very easy. They contain little text and many images. However, the fewer words, the greater the meaning of each of them. In addition,

wordplay and onomatopoeia present problems for translation. The style of a wordplay in Russian is completely different from that of a foreign language. In addition, the onomatopoeic system is not so well developed.

After studying the language content and design features of replicas of a number of different comics, we can conclude that onomatopoeia and interjections, pictograms and ideograms, special spelling and punctuation, and text formatting features occupy a large place in them.

Onomatopoeia is the conditional reproduction of sounds of nature, as well as the cries of animals. For example, *chirrup* – twitter, *moo* – grunt, *drip-drop* – the sound of falling drops, *huff* – blow, breathe noisily, *giggle* – chuckle.

Interjections are the words that directly express feelings, experiences, and wills without naming them.

A pictogram is a schematic representation of objects and phenomena using conventional signs. Everyone knows the example of a light bulb that lights up, which means that someone has come up with an idea.

An ideogram is a stylized symbol or sign that represents an idea or object without expressing its name.

Flexible spelling and punctuation is a violation of the generally accepted rules of spelling and punctuation as a means of voicing language and transmitting the mood and feelings of characters.

Features of text formatting is a method that allows to change the shape of letters to emphasize the mood, feelings of the character (anger, hesitation, excitement, fear, etc.) [1, p. 87].

After conducting research, we can distinguish the following functions performed by the above-mentioned language tools in comics: saving language resources – the created sound image replaces a description of the sound or action (process) associated with this sound consisting of several words; expressive – a means of subjectively expressing the attitude of the comic book hero to what is happening, to another hero; sound descriptive tool image sound in speech; simplifying – the connection of the image of the sounding word with the image of the object; descriptive – onomatopoeic words are used to represent the sound, to describe a particular object or situation; characterization – use for indirect characterization of the hero's personality and his emotional state in a given situation; identifying – allows the addressee to identify an object (sound source) by the sound it makes; intensification of emotional impact – used to strengthen the emotional impact on the recipient; aesthetic – onomatopoeic words which are a powerful means of creating an artistic image [2].

English onomatopoeia, which is not present in the Russian language, is particularly interesting and useful to study, although it presents difficulties. They help better understand the English language and English-language culture.

## REFERENCES

1. Журавлев А. П. Звук и смысл. //А. Р. Журавлев. М.: Просвещение., 1981. — 681 с.



2. <https://lingua-airlines.ru/articles/vse-ob-anglijskih-zvukopodrazhaniyah>— [Электронный ресурс]. — [Дата обращения 03.03.2020].

*A. Lukianchuk*  
*Research supervisor: I. O. Klimova*  
*Candidate of Economic Sciences,*  
*Senior Lecturer*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: S. S. Kukharyonok*

## **SMART CITY: A CITY OF THE FUTURE OR A HIGH-TECH UTOPIA?**

A Smart city is the only system in which urban communications, information technology and IoT (Internet of Things) are organically interconnected. They are designed to improve and simplify the urban governance, to support the urban environment, to ensure the safety and quality of the city dwellers' lives [2].

These cities are characterized by six main components: smart economy, smart mobility, smart environment, smart people, good life and good governance. These components interact and complement each other.

The Smart city is not a new concept for the society. Many countries over the world want to build the smart cities. For example, Barcelona (Spain), Amsterdam (the Netherlands), Milton-Kinsey (the United Kingdom), New York (the United States), Fujisawa (Japan), Shenzhen (China) are the most developed cities today [1]. Ukraine also want to build the smart cities. However, there are some obstacles such as time, finance and specialists [4].

There are ten key features of a Smart city: intelligent traffic management systems; smart approach to street lighting; the use of motion sensors and LED lamps; involvement of the city dwellers in management (a public e-procurement system ProZorro and a volunteer projectiGov); smart home; implementation of a Wi-Fi city network; smart public transport; emergency notification; emergency buttons; the use of solar panels and cashless payments [1].

The Smart city consists of elements created by the state. So, the characteristics listed above are public goods. Public goods are the goods that are consumed by all members of the society, produced by the state provided that they bring significant benefits to the society [3].

From our own observations, we can say that certain elements of the Smart city are already working and are being introduced to Zhytomyr. This list includes e-ticket, participation budget, appointment to the doctor, transport arrival time and safe city [5].

But the Smart city has some drawbacks, just like everything that exists. We want to pay attention to some of them. In our opinion, these problems are the most common. Therefore, they must be solved at first. Cascading power failures, the

technological problem of modernization, the high probability of personal data theft, the accumulation of all data in one "hands" are among these problems.

To our mind, the Smart cities are the cities of the future. But unfortunately, not everyone shares this view because new things often scarea lot of people. The society is not ready for dramatic changes in everyday life. We think that it is essential to describe all the positive sides of the Smart city, to analyze the influence of innovation on people's lives, and to tell about the existing smart cities and their importance to the world and society through the media.

## REFERENCES

1. 10 ознак «розумного міста» [Електронний ресурс] – Режим доступу: <http://thefuture.news/smart-city/> – Назва з екрану.
2. Горошко Мирослав. Що таке "розумне місто" і чи вдасться Україні перейняти світовий досвід? [Електронний ресурс] – Режим доступу: <https://life.pravda.com.ua/columns/2018/11/27/234336/> – Назва з екрану.
3. Суспільні блага [Електронний ресурс] – Режим доступу: [https://stud.com.ua/53207/politekonomiya/suspilni\\_bлага](https://stud.com.ua/53207/politekonomiya/suspilni_bлага) – Назва з екрану.
4. Третяк Яна. Галузі майбутнього: «розумні» міста та будинки [Електронний ресурс] – Режим доступу: <https://mind.ua/publications/20188390-galuzi-majbutnogo-rozumni-mista-ta-budinki> – Назва з екрану.
5. Цифрові сервіси [Електронний ресурс] – Режим доступу: <https://www.kyivsmartcity.com/projects/> – Назва з екрану.

**I. Makarchuk**

*Research supervisor: O.M. Bilobrovets,  
Doctor of Historical Sciences, Associate Professor  
Zhytomyr Ivan Franko State University  
Language tutor: T.V. Lytnyova,  
Candidate of Pedagogical Sciences, Associate Professor*

## "VOLYN PROLETARIAN" NEWSPAPER AS THE SOURCE OF STUDYING VOLYN INSURGENT ARMY

Despite the UPR regular army retreat to Poland its struggle did not stop throughout the Ukraine's territory occupied by the Bolsheviks. The insurgent movement which aimed to fight actively against the invaders still continued. Volyn province with its underground organizations was not an exception. The Volyn insurgent army (VIA) was one of those organizations.

The article aims to investigate the way of covering the Volyn Insurgent Army in the Soviet newspaper "Volyn Proletarian".

Yaroslav Tynchenko is worth mentioning among those modern researches who studied the VIA activities in their published works [1]. On the basis of archival materials and other sources he covered the process of forming the VIA

organization from the beginning of its activities until its actual liquidation by the Soviet authorities.

Each year the insurgent movement gradually declined under the conditions of total occupation and the establishment of Bolshevik power on the area. The Soviet authorities actively fought against the insurgent divisions and organizations, most of which having been either discovered or destroyed. The VIA did not avoid the same fate. In October 1922 the Bolshevik authorities organized the total operation as to the exposing and arresting the participants of the underground.

In this context the periodicals of that time such as the "Volyn Proletarian" newspaper published in Zhytomyr deserve some special attention. That Soviet issue published a number of materials related to the investigation and litigation of the VIA members. The Soviet authorities tried to give great public resonance to the process itself. That's why the articles on that case were published under big odious headlines which in their propaganda way presented the VIA as a spy organization financed by the Poles [4].

The first article describing the underground organization was published under the heading "Petliura Military Adventure in Volyn". It briefly characterized the organization and the motives of its activities [2]. The following issues of the newspaper mostly published the testimonies of the arrested participants belonging to the organization leaders [3; 6]. In addition to the testimony of the arrested participants one of the issues published the VIA appeal to the population calling to start an uprising [5].

Thus we can conclude that the Soviet periodicals of that time were rather an important source showing the history of VIA creation and its activities. Some evidence of the arrested participants of the organization were also published there. The use of various sources allows to approach the topic of that organization activities in the complex. However the Soviet press sources should be regarded critically just like any other source of such nature. Their information should be compared with other sources since the publications in Soviet editions are not devoid of both ideological implication and cliché.

## REFERENCES

1. Тинченко Я. Лицарі Зимових походів. 1919-1922 рр. / Я. Тинченко. – Київ : Темпора, 2017. – 760 с.
2. Волинський Пролетарій. – Житомир. – 1922. – № 406. 14 листопада. – С. 1.
3. Волинський Пролетарій. – Житомир. – 1922. – № 427. 8 грудня. – С. 2.
4. Волинський Пролетарій. – Житомир. – 1922. – № 428. 9 грудня. – С. 2.
5. Волинський Пролетарій. – Житомир. – 1922. – № 429. 10 грудня. – С. 1-2.
6. Волинський Пролетарій. – Житомир. – 1922. – № 431. 13 грудня. – С. 1-2.

*A. Maksymchuk*

*Research supervisor: U.U. Ahaopov,  
Candidate of Pedagogical Sciences  
Zhytomyr Ivan Franko State University  
Language tutor: I.V. Samoylyukevych*

## **THE FORMATION OF PRIMARY-SCHOOL LEARNERS' CRITICAL THINKING SKILLS IN THE ENGLISH LESSONS THROUGH THE DEVELOPMENTAL TEACHING AND LEARNING SYSTEM**

The New Ukrainian School is a key reform of the Ministry of Education and Science. The Concept of the New Ukrainian School covers the issue of the formation of ten key competencies in school students. One of the important competences is lifelong learning. This competence provides the ability to search and master new knowledge, to gain new skills, to organize an educational process.

The system of education that exists today does not provide at the necessary level of formation and development of this competence. Therefore, there is a need to look for new learning technologies. That's why our article aims to disclose how to develop critical thinking skills of young learners using developmental learning system.

The task of the system is to form in the child certain abilities and critical thinking for self-improvement. The method of working in a lesson in the system is "search", "research". Children independently look for ways to solve the tasks and problems set before them, express their guesses, hypotheses, try to explain, prove their opinion [2]. The use of such a system in English lessons does not provide students with ready-made knowledge, but creates a situation where students want to acquire this knowledge on their own. The teacher is not a source of information, an explanation of the new. The student and the teacher have a cooperative relationship - they are equal and democratic, respectful and respectful of each other. The student gets nothing ready. Children come to the new way through logical reasoning, first explained by the students.

The teacher should prepare in advance for such a lesson. Studying the grammar topic 'Past Simple Tense' you may be prompted to view the video for the task at first. Ask students 'What was this talk about? What grammatical structure was used most often?' Students need to think about it and they need to establish a connection with theme of talk and grammatical structure. After that the teacher can suggest to create a model how to make Past Simple tense (students do it in groups). When they have got a model they can apply it. The teacher makes a problem situation again; she asks to tell about what students did yesterday. Thus, students self-acquire knowledge using critical thinking, combining facts and analyzing a situation. The teacher only prepares a problematic situation, helps to bring to mind.

Developmental learning requires the teacher's ability to create the conditions of knowledge under which the "burst of conjecture" must occur. In order to have a collective thinking about the problem, the teacher must be able to keep the "pause of ignorance" [3]. The teaching methodology is based on problematization. The

teacher not only informs the children of the findings of science, but whenever possible leads them through discovery, proposes to observe the dialectical direction of thinking to the truth, makes them accomplices of scientific search. Experience shows that use in educational the process of elementary school ideas of developmental learning helps to develop the qualities of an active creative personality, in particular a creative approach to reality and relationships with others is being awakened and affirmed, which characterizes a person as a personality.

### REFERENCES

1. G. D Heyman, "Children's critical thinking when learning from others". *Curriculum Dir Psychologica Science*, 17(5), 344–347, 2010.
2. Практика розвивального навчання. Збірник статей. // За редакцією О. К. Дусавицького. – Харків, 2004.
3. Урок в системі розвиваючого образования (Особенности организации групповой работы). Вып. 3-й. – Сост.: Кондратюк Е. М., Толмачева И. Н., Шилкунова З. И. – Под ред. А. К. Дусавицького. - Харьков, 2002.

*S. Maletska,*  
*Research supervisor: S. A. Kotlovy,*  
*Candidate of Pedagogical Sciences,*  
*Associate Professor*  
*Zhytomyr Ivan Franko State University*  
*English tutor: Natalia Andriichuk,*  
*Candidate of Pedagogical Sciences,*  
*Associate Professor.*

### OCCUPATIONAL BURNOUT SYNDROME IN SOCIAL WORKERS

We live and work in times of significant socio-economic changes that affect the performance of one's professional activities and attitudes.

According to scientists, the syndrome of professional burnout is characteristic for specialists of "communicative" professions, which require high psychological stability in situations of business communication. Social workers tend to burnout due to the specificity of their activities.

For the first time, the term "burn-in" was introduced into the scientific paradigm in 1974 by the American psychiatrist Herbert J. Freudenberg to characterize the psychological state of healthy people who are in intense and close communication with patients in an emotionally-charged atmosphere while providing professional help.

According to the definition of the World Health Organization burnout syndrome is a physical, emotional or motivational exhaustion, characterized by impaired productivity at work and fatigue, insomnia, increased susceptibility to somatic diseases, as well as the use of alcohol or other psychoactive substances in

order to obtain a temporary demeanor which tends to grow into physiological dependence and (in many cases) suicidal behavior.

O. Romanovskaya identifies three factors of the syndrome of professional burnout in social workers: personal, role, organizational. A personal factor includes motivation, ways of responding to stress, and other various individual traits. The most vulnerable are considered to be people who respond to stress in an unrestrained, aggressive way, seeking competition. Workers with high dedication and responsibility are also predisposed to burnout. In fact, such professionals see their vocation in the work, work to the point of abandonment with the installation of a permanent workflow. The role factor is related to role conflict and role uncertainty. The organizational factor includes characteristics of professional tasks, leadership style, and the level of responsibility.

Thus, occupational burnout syndrome has a negative impact on the personal and professional development of social workers and can lead to the following consequences:

- physiological: exhaustion, loss of physical strength; psychosomatic malaise; sleep and appetite disorders, etc .;
- spiritual: dissatisfaction with the level of self-realization; experiencing the futility of effort and hopelessness in making life plans; disdain for their own strengths and capabilities; decrease in the level of personal growth; loss of self;
- Social: reducing the level of satisfaction with the quality of relationships with clients, colleagues or management; loss of friendliness, dehumanization of business relations, loss of care and friendliness in situations of business communication; loss of interest in work and clients; dissatisfaction with social and administrative support, experience of alienation;
- psychological: loss of emotional exaltation and positive mood; reducing work-related self-esteem; the appearance of a sense of desolation; loss of positive energy, dissatisfaction with mood; lack of cheerfulness, loss of emotional equilibrium (feelings of guilt, irritability, exhaustion, restraint, dependence, etc.); violation of the motivational and educational sphere in professional behavior;
- Material: loss of enthusiasm and motivation for material earnings, loss or rejection of clients.

Therefore, occupational burnout syndrome is an extremely harmful condition that adversely affects all areas of human life. Social workers are at risk and one of the categories who often suffer from occupational burnout syndrome. Therefore, this phenomenon requires timely and high-quality diagnostics as well as individual and group work. It is important to prevent the emergence of the main symptoms of professional burnout and to develop skills to effectively neutralize occupational stress. Therefore, it is quite important in the social sphere to organize specialized programs, trainings on psychological discharge and training techniques that reduce the risk of occupational burnout in social workers in order to prevent professional burnout.

## REFERENCES

1. Glavatska O. Features of professional burnout of social workers / O. Glavatska. *Social Work and Education*, Vol. 4, No. 3 2., 2017.C. 46-62.
2. Ilyenko MM Professional "burnout" of social work professionals: factors, content, ways of prevention and overcoming. Actual problems of education and education of people with special needs: abstracts. / MM Ilyenko, DO Puzikov. - K.: Ukraine University, 2008. P. 306–309.
3. Karamushka L.M, Zaychikova T.V Actual problems of psychology: Scientific notes Institute of psychology. GS Kostyuk APS of Ukraine. - K.: Nora-Print, Vip. 21. 2001. P. 210–217.
4. Romanovskaya O.V, Nabilskaya E.M Bulletin of NTUU "KPI". *Politology. Sociology. Right. Vip. 3 (11)*. 2011. P. 103–107.
5. TV Skoryk Prevention of "professional burnout" syndrome of social workers as a necessary condition of professional readiness. / TV Skoryk. *Scientific Notes of the National Academy of Sciences of Ukraine. M. Gogol. Psychological and pedagogical sciences. №3*. 2011. P. 98–100.

*M. Metelska*

*Research supervisor: A. V. Kuznyetsova  
PhD, Associate Professor  
Zhytomyr Ivan Franko State University*

## MAINTENANCE AND BREEDING OF FRESHWATER SHRIMP NEOCARIDINA HETEROPODA

Today, more and more species of living organisms are known for keeping and breeding in an aquarium environment. A few years ago these organisms were known only to a narrow circle of experts. These species include the freshwater shrimp *Neocaridina heteropoda*, which is perhaps the most interesting aquarium crustacean.

The genus *Neocaridina* includes freshwater shrimp species found in China, Japan, Korea, Vietnam and Taiwan. In recent years, many of these species have become increasingly popular in the aquarium industry. In particular, *Neocaridina heteropoda* is popular with freshwater aquariums because of its bright coloration, which includes various shades of red (red cherry), yellow (yellow shrimp) and blue (*neocaridina blue*). Despite the potential economic importance of the decorative shrimp species, there is little quantitative information on the reproductive and growth characteristics of this species; the effect of temperature on these parameters remains unknown. Therefore, it is not surprising that any new species in our region is of interest to aquarists on one hand, and on the other hand it requires a profound study of its physiological and biochemical features.

The purpose of this paper is to study anatomical and physiological features, body structure and ethology of freshwater shrimp for analyzing its place in the aquarium ecosystem.

It is known that this species was firstly found in freshwaters of Taiwan at the beginning of the XXI century [1]. Wild individuals had discernible gray-transparent coloring. Thanks to the work of breeders, individuals of bright red were quickly brought out, which immediately became the object of interest of aquarists from all over the world and were given the unofficial name – cherry shrimp. Other forms of this species with different shades of yellow and blue are also known.

*Neocaridina heteropoda* primarily manifests itself as a phytophage, which feeds mainly on algae and other plant material. However, this shrimp can also feed on organic matter and microfauna, which can be found on the leaves of plants, rocks or glass in the aquarium. Peering through their claws, the shrimp is constantly looking for food.

They are able to clean the thin branches of moss in the aquarium, the bottom for the presence of any organic matter. The shrimp cleans the aquarium of algae and complex organic residues to recycle organic debris that the aquarist has not noticed.

Adult shrimps reach up to about 2.5 cm in length. They prefer pure water with a pH of 6-8 and can withstand temperature fluctuations from 18° C to 30 ° C. According to observations, *Neocaridina heteropoda* lives about 1-2 years. The life of this species is directly influenced by the temperature of the aquatic environment. In general, the lower the water temperature in an aquarium is, the more capable the species is to survive [2].

In keeping a *Neocaridina* shrimp in a home aquarium, one of the most exciting aspects is their ability to reproduce rapidly. *Neocaridina heteropoda* shrimp common (as well as blue, red, black, yellow, etc.) can double their population in 3-6 months in favorable conditions (comfortable temperature, adequate nutrition, absence of other species in the aquarium that can be competitive for them). This feature makes them increasingly popular in home aquariums.

There are 3 conditions that need to be met for breeding shrimp *Neocaridina*.

1. Need for the presence of individuals of both sexes of this shrimp in the aquarium.
2. All water parameters must be stable.
3. There must be a constant source of food.

*Neocaridina* prawns are undemanding, they can be started in the aquarium even 2-3 days after the aquarium is formed. They can easily fulfill the mission of the pioneers and pioneers of your new aquarium

Consequently, *Neocaridina heteropoda* shrimps are active in feeding, they protect their selected hiding places, and in many situations are marked with interesting behavior. It should also be noted the advantages of artificially derived forms of shrimp of this species: their omnivorousness, unpretentiousness and easy reproduction. Even beginner aquarists can easily breed them in the conditions of even a home aquarium.



## REFERENCES

1. Liang X. On new species of atyid shrimps (Decapoda, Caridea) from China // *Oceanologia et Limnologia Sinica*. – 2002. – Vol. 33. P. –167–173.
2. Wang HW, Cai DB, Xu HM (2009) Effects of dietary Selenium supplementation on the activity of antioxidant enzymes of *Neocaridina heteropoda*. *Israeli J Aquac Bamidgeh* 61: 322–329

***K. Mironyuk***

*Research supervisor:*

*O.O. Yumasheva*

*Candidate of Medical Sciences*

*Associate Professor of*

*Zhytomyr Ivan Franko State University*

*Language tutor:*

*K.V. Levkivska*

*Candidate of Pedagogical Sciences,*

*Senior Lecturer of*

*Zhytomyr Ivan Franko State University*

## STUDENTS ANXIETY AND EFFECTS ON MENTAL HEALTH

A student is a relatively qualitatively new stage in the life of every student, upon graduation from a comprehensive school, upon admission to a higher education institution. He now faces many new challenges, tasks, goals, knowledge that he must pass and acquire on his own. The first impressions of the students stay in the higher education institutions usually leave positive impressions and emotions at the beginning, but at the same time, they are not left feeling anxious, because there is a change in the natural environment: acquaintances are replaced by new people, support from parents, teachers from parent's school, replaced by new teachers, new location. Some students are afraid of all strangers, while adding negative emotions associated with numerous independent and modular control work, sessions, attending seminars - workshops, conferences, where you need to show yourself and your knowledge as best as possible, passing practice in schools where they are responsible for others. This is all accompanied by anxiety, which is negatively affected not only by the physical condition, but also by the mental health of the students, so, first of all, it is necessary to prevent and prevent the occurrence of anxiety, and then to overcome it.

The problem of anxiety has been explored by many scientists, and it remains relevant. At present, the socio - economic situation in the country, the changing sphere of life, the search for a person his place in the society, the unknown in tomorrow - all this affects the inner world of man, his experiences and world outlook. Domestic and foreign researchers have been concerned with the disclosure of psychological bases, forms of anxiety and its impact on the psychological and physical development of man. An analysis of recent research and publications has

shown that most works are devoted to the study of anxiety among young people, students, because they are the driving force of a changing society, so they are constantly in a state of doubt, self-doubt, and anxiety.

The social environment, represented by the parents as the first social institution, is the first people the child interacts with to be a source of anxiety. As a mechanism of emotional infection, empathy helps the child understand the emotional state and experiences of the parents, their anxiety, which causes her feelings of anxiety.

Most often, anxiety is manifested in self-doubt, in their actions, which subsequently affects motivation, in low self-esteem, negative self-criticism. It all carries with it, a severe emotional state that adversely affects the human body. There is, from the physiological side, a lot of pressure on the nervous system, and from the psychological - anxiety, constant tension.

Also, one of the causes of anxiety may be a person's non-perception of himself, his personality and uniqueness.

Therefore, the main sources of persistent anxiety are the internal causes of the feature, its experience, as well as the prolonged external stressful situation that arises as a result of the person's frequent state of anxiety.

## REFERENCES

1. Волошок О.В. Особистісні чинники тривожності студентської молоді / О.В. Волошок // Вісник Одеського національного університету. Психологія. – 2012. – Вип. 8. – С. 479 – 484.
2. Пинчук В.А. Психологический анализ устойчивых особенностей эмоциональности / В.А. Пинчук. – М.: Просвещение, 1982. – 218 с.
3. Прихожан А.М. Психология тревожности: дошкольный и школьный возраст / А.М. Прихожан. – СПб.: Питер, 2007. – С. 97 – 103.

***I. Mironyuk***

*Language tutor:*

*K. V. Levkivska*

*Candidate of Pedagogical Sciences,*

*Senior Lecturer of*

*Zhytomyr Ivan Franko State University*

## INTRODUCTION OF METHODOLOGY OF “TABATA PROTOCOL” IN A SCHOOL PROCESS

With development of technologies, with global distribution of network Internet, scientists from different countries began actively to impress in an educational process different technologies of studies and to create methods for the improvement of educational process in schools, institutes, universities.

Among the various techniques that has appeared recently there is one technique that attracts attention. It is called the tabata technique.

Tabata training is a high-intensity interval training that aims to perform the maximum amount of movement in a minimum of time. Tabata has become very popular with practitioners thanks to its very simple and versatile methodology. Tabata is on par with other types of high-intensity training, which is gradually replacing average aerobics and cardio with intense fitness.

Tabata is named after Japanese physiologist and Ph.D. Izumi Tabata, who invented the technique in 1996.

Exercises can be executed to music, exercises sneak up in accordance with age-old features, are messengers for performers, but to be completed to high intensity have the large revitalizing effect.

Tabata training has the following structure: 20 seconds maximum load, 10 seconds rest, repeat this cycle 8 times. This is one Tabata Round, it only takes 4 minutes, but it will be a really crazy 4 minutes! You must be 100% instructed if you want to get the result of a short training. The load should be sharp and explosive. In fact, Tabata is a special case of high-intensity interval training.

Tabata protocol is great for baby charging. First, preschool and junior high school children have scattered attention, and keeping it in one exercise for longer than a few minutes is difficult, and it only takes 20 seconds.

Secondly, in 10 seconds of rest, the baby does not have time to get distracted and switch to something else, and you do not have to convince yourself that charging is useful. Third, you can choose exactly the exercises that the child can do without harm.

A positive thing about the Tabata Protocol for working together with your child is that you work at your own pace, serve the younger generation as an example, and have your child work with you at your own pace, as you can. Just do not force it to increase the tempo specifically. Let it do as it turns out.

Therefore, the Tabata technique is a 4-minute exercise that will inevitably improve health, strengthen the body, improve well-being and find a place in the learning process.

## **REFERENCES**

1. [https://en.wikipedia.org/wiki/Izumi\\_Tabata](https://en.wikipedia.org/wiki/Izumi_Tabata)
2. <https://goodlooker.ru/tabata-trenirovki.html>

***E. Mokey***

*Research supervisor: T.M. Greben,  
Master of Education, Senior lecturer,  
Baranovich State University*

*Language tutor: M.D. Lavrenkova, Senior lecturer*

## **TYPES OF MARKET SURVEYS**

Technically, a survey is a method of gathering and compiling information from a group of people, more often known as sample, with an intention of gaining knowledge by organizations, businesses or institutions. Surveys provide important

or critical information in the form of meaningful data which is further used by businesses or organization to make informed and sound decisions [1].

Market Survey is sales forecasting method which is used to gather information related to the market that cannot be collected from the company's internal records or the external published sources of data. The market survey method is typically employed in the situations where the primary data or first-hand data is required to forecast the demand. Such situation exists when the company wants to introduce a new product or a new variant into the market; then it resorts to the primary data [2]. Market research professionals highlight four of the most common market research surveys:

#### 1. Brand Awareness Market Research Survey

This type of research is used to help companies understand how their brand is perceived and positioned relative to others in the market and in the industry as a whole. It helps companies determine whether their brand messaging is optimized or needs to be adjusted, and sometimes even revised.

#### 2. Customer Satisfaction Market Research Survey

Customer satisfaction is one of the most deceptively elusive things to identify, because many customers themselves proclaim that they are happy right before switch to a competitor.

The core challenge here isn't that customers lack self-awareness, or that they don't want to reveal to a business how they truly feel deep in their heart of hearts. Rather, it's that there is a big difference between customer satisfaction and customer loyalty. Customer satisfaction market research surveys help businesses identify which of their customers are loyal and leaning forward, and what they can do to increase the ranks of this highly profitable group of active customer stakeholders.

#### 3. Product-Based Market Research Survey

While there is overlap between brands and products, there is separation as well — and product-based market research surveys help businesses understand how their products are being used, in what ways they meet or exceed expectations, and in what ways they fall short and could be improved.

#### 4. Competition-Based Market Research Survey

Most businesses have “notes” on their competitors, but trying to glean information about the competitor from third party industry reports, and also from competitors themselves, however, these reports may not tell the full story: because it's ultimately customers who determine what the competitive landscape looks like.

To that end, competition-based market research surveys help businesses connect directly with customers to glean how they perceive competitors [3].

No matter how you plan to create a market research survey, use different kinds of surveys to get quality data fast and easily. They'll allow you to understand the market and your consumers better.

## REFERENCES

1. Types of market surveys with examples [Electronic resource]. – Mode of access: <https://www.questionpro.com/blog/types-of-survey/> – Date of access: 17.03.2020.
2. What is Market Survey [Electronic resource]. – Mode of access: <https://businessjargons.com/market-survey.html> – Date of access: 17.03.2020.
3. Common Types of Market Research Surveys & When to Use Them [Electronic resource]. – Mode of access: <https://www.cfrinc.net/cfrblog/types-of-market-research-surveys> – Date of access: 12.03.2020.

**V. Naumenko**

*Research supervisor: O.Ye. Misechko,  
Doctor of Pedagogical Sciences, Professor,  
Lviv Institute of Economics and Tourism  
Language tutor: O.Ye. Misechko*

## **GLOBALIZATION AND THE TOURISM INDUSTRY: PROS AND CONS**

Have you ever wondered what would happen to people, their relationships and the whole world if national boundaries, linguistic divide, and cultural differences were erased? Globalization is a process that carries such a mission as reunion and cooperation among people, enterprises, and even governments of different nations.

At the same time, the tourism industry has become an integral part of the economic and cultural development of most countries. Significance of tourism industry constantly grows which makes this field become increasingly competitive in the Global era. For that very reason there is no escaping the fact that globalization, which can be traced in all sectors of our lives, has not bypassed tourism either. It has given the already growing tourism the opportunity to expand its influence on the world exponentially.

Like any phenomenon, globalization in tourism has both its own benefits and drawbacks. So, what do we have as a result of this approach? Let's dig deeper into that.

In the first instance, globalization adds to creating a "borderless" world. Open air and ground boundaries facilitate access to the international travels. It is against this background that day by day it becomes increasingly easy to cross the frontiers of a wide variety of countries. In addition, mass travelling today also has a reasonable cost.

In the second place it would be hard to overestimate the importance of development of means of communication and computer technology, which are widely believed to be a main driving force behind globalization. Thanks to technology, establishing connections between individuals and companies in tourism industry has become easier than before. [2] The tourism industry is actively using the capabilities of the Internet. There is a huge development of online trade in services (Booking.com, AirBnb, etc.) and websites of diverse

tourism companies and agencies. In addition, the costs of communication have decreased.

In its turn, tourism plays a powerful role in integrating places and spaces into the world system, thus making it more interrelated. It helps countries develop their tourism potential, while at the same time supporting the environmental component and growth of the environmental awareness.

Living standards are improving in almost every country that is part of globalization. Greater improvement is presented in developed countries, but it is also observed in third world countries. [3]

However, in the process of globalization of tourism, serious problems also appear.

Excessive standardization of consumption behavior and service supply patterns in a number of countries has a negative impact on local culture. Therefore, the trends towards internationalization and unification are opposed by the tendency to maintain uniqueness and national identity. [1]

Environmental awareness itself is not enough. Therefore, many countries are implementing a targeted marketing strategy for the development and preservation of the ecological system and the specific features of the environment and cultural sites.

The processes of globalization are accompanied by a sharp intensification of competition, an increase in mergers and acquisitions of tourism companies. Many market participants reduce their activities in their traditional fields and focus their efforts on tourism and travel, which is considered more profitable. Conglomerates are emerging in the tourist markets, displacing small local businesses that retain local specificity.

There are also many health risks in the globalized world. For example, the "Zika" virus that has raged on the American continent since 2015, especially in Brazil, or "Ebola" that widely spread in West Africa that same year, [4] or the 2020 coronavirus pandemic. Mass tourism, no doubt, influences the spread of the infection.

You cannot disregard a probability of technical hazards and waste recycles problems as a result of a large-scale technological development. Vulnerability to hazards definitely grows with growth of globalization and impacts tourism industry.

In conclusion, it should be emphasized that there are always supporters and opponents of globalization as a phenomenon that affects the world situation, but one way or another it should be taken into account in the development of the tourism industry.

## REFERENCES

1. Новиков В.С. Инновации в туризме. Глава 9. Инновационные процессы в туризме. 9.1.2. Глобализация экономики и туризм.
2. Sticking Together or Falling Apart: Solidarity in an Era of Individualization and Globalization (p. 109).
3. Sophie Ouellet. Mondialisation: avantages et inconvénients [<https://esr.cscmonavenir.ca/files/2011/11/Mondialisation.pdf>]

4. Titouan Chopin. Le tourisme international, enjeu de la mondialisation.  
[<https://major-prepa.com/geopolitique/tourisme-international/>]

***I. Nepomniashchy***

*Wissenschaftliche Leiterin: T.I. Perunchak  
Lwiwer Institut für Wirtschaft und Tourismus,*

*Sprachlehrer: T.I. Perunchak*

## **ERHOLUNGS- UND GENESUNGSPOTENTIAL DER UKRAINE**

In unserem Land gibt es eine Reihe von Kurorten, die auch Ausländer besuchen. Ein besonderes Mikroklima, sauber, oft voller Aromen von Bäumen und Gräsern, Luft, malerischen Bergen und Flüssen, Heilwasser und Heilsmutzz - ein unschätzbare Schatz der ukrainischen Natur.

Wichtige Tatsache ist es, dass man sich in diesen Kurorten das ganze Jahr erholen kann und jedes Mal einen unvergesslichen Eindruck gewinnen und diese Orte aus neuen, unbekanntem Blickwinkeln eröffnen.

Heute gibt es in der Ukraine 58 Resorts, darunter 45 Resorts von nationaler und internationaler Bedeutung sind.

### **Truskawez**

Truskavets ist ein Heilwasserkurort in Lwiwer Gebiet, der sich in einem ökologisch sauberen Gebiet befindet. Es ist eines der beliebtesten Resorts in der Ukraine.

### **Myrhorod**

Myrhorod ist ein moderner Kurhäuser- und Resortkomplex im Gebiet Poltawa. Der grosse medizinisch-diagnostische Komplex, der die modernen Sanatorien "Beresovj Hai", "Myrhorod", "Poltava" und "Chorol" vereint, lockt jährlich über 30.000 Touristen aus fast 30 Ländern der Welt.

### **Resort Schayan**

Resort Schayan ist ein balneologischer Kurort, der an den Hängen des Bergrückens Vyrolat-Gutynsky liegt. Das Resort ist durch seine eigenartigen in der Ukraine Quellen von kohlenstoffhaltigen Mineralwasser bekannt. Im Winter wird Shayan ein Skigebiet.

### **Morschyn**

Morschyn ist einer der ältesten balneologischer Kurorte der Ukraine. Morschyn ist ein führender Ort in der Behandlung von Erkrankungen der Leber, der Bauchspeicheldrüse, des Darms, des Magens und des Diabetes. Das Resort ist mit den Mineralwasserquellen mit einzigartigen heilenden Eigenschaften, moderner medizinischen Basis, hochqualifiziertem medizinischen Personal und einer guten Lage der Sanatorien im Waldpark berühmt - all dies schafft günstige Bedingungen für eine erfolgreiche Erholung und Wirksamkeit der Behandlung.

### **Koblevo**

Koblevo ist einer der größten Badeorte am Schwarzen Meer in der Ukraine. Das von Kieferwäldern umgebene Sandstrandresort verfügt über eine gut ausgebaute Tourismusinfrastruktur - Hotels, Erholungsheime, Ferienhäuser und Privatwohnungen. Hier befindet sich einer der größten Aquaparks im Süden der Ukraine. Er ist durch seinen Heilschlamm bekannt.

### **Bukovel**

Bukovel ist das größte und modernste Skigebiet in der Ukraine und hat sich seit 2008 zu einem Genesungs- und Balneozentrum entwickelt. Bukovel ist ein ganzjährig geöffneter Ferien- und Erholungskomplex, der für mehrere Ukrainer zu einem beliebten Ort für Winteraktivitäten, aktive Erholung und Genesung geworden ist.

### **QUELLENVERZEICHNIS**

1. Ferienort / Inkl. ID Boiko, LA Savrenchuk. - Chernivtsi: Ruta, 2007. - 116 p.
2. Gesetz der Ukraine "On Resorts" vom 5.10.2000, № 2026.
3. Resort Resources der Ukraine / Ed. prof. M.V. Loboda. - K.: Ukrprofzodorovnitza; Tamed 1999.

***T. Nychporuk***

*Research supervisor: S. M. Kolyadenko  
Candidate of Pedagogical Sciences,  
Associate Professor  
Zhytomyr Ivan Franko State University  
Language tutor : N. M. Anriychuk  
Candidate of Pedagogical Sciences,  
Associate Professor.*

### **INFORMATION CULTURE AS TECHNOLOGY OF SOCIAL WORKERS**

In the modern society development terms, informatization is considered to be leading in people's lives. Informatization is an important factor in social development and improving people's productivity. Information technology is aimed at creating and transmitting information. This actualizes the problem of social workers' information culture.

According to the Encyclopedia of Education: information culture is the ability of a society to make the effective use of available information means and resources of information communication, as well as to apply advanced achievements in the field of informatization development [4, p. 362]. R.S. Gurevych emphasizes that the level of information culture is determined not only by the acquired knowledge and acquired skills in the field of information processes and computer disciplines, but also by the ability to exist in the information society, which is primarily inherent in novelty and transience [3, p. 355]. With the expansion of information needs in the social sphere, there is a need to evaluate all input information by



dividing the latter into relevant and irrelevant ones. The information need determines the subject's perception of the information obtained as a result of the search, since this determines the choice of a significant part of the information [1, p. 72].

We conducted a survey of social workers using the Google Form. To identify the level of information culture of social workers, we used the N. I. Gendina test "My information culture" [2]. The purpose of N. I. Gendina's test "My information culture" is to study the level of information culture of social workers.

The sample was provided among 50 respondents, 44 of them were women. The work experience of social workers, who participated in our research study, varies from 1 month to 25 years. Overall, 10% of social workers have a low level of information culture, 84% of respondents have an average level of information culture and only 6% of respondents have a high level of information culture.

So, as we see in the study, a gender imbalance is expressed, because 88% are women and only 12% are men, which is explained by the specificity of their professional activities. The level of information culture is an important characteristic of the professional competence of a specialist in the social sphere. After all, the level of skills mastery to work with information-communication technologies and information-analytical skills depends on the success of social-pedagogical activity, development of creative thinking, ability to model social-pedagogical processes, phenomena and the ways of communication.

## REFERENCES

1. Алексеева С. В. Розвиток інформаційної культури педагогічних працівників професійно-технічних навчальних закладів / С. В. Алексеева, О. Д. Гуменний, В. В. Паржницький – К.:, 2015. – 188 с.
2. Гендина, Н. И. Формирование информационной культуры личности в библиотеках и образовательных учреждениях : учеб.-метод. пособие / Н. И. Гендина, Н. И. Колкова, И. Л. Скипор, Г. А. Стародубова. – 2-е изд., перераб. – М. : Школьная б-ка, 2003. – 296 с.
3. Гуревич Р.С. Формування інформаційної культури майбутнього фахівця // Педагогіка і психологія професійної освіти: результати досліджень: Зб. наук. праць / За ред. І.А. Зязюна, Н.Г. Ничкало. – К., 2003. – С. 354-360.
4. Енциклопедія освіти / Акад. пед. наук України; [гол. ред. В. Г. Кремень]. – К.: ЮрінкомІнтер, 2008. – 1040с.

*D. Olefir*  
*Research supervisor: I. I. Yarmoshyk*  
*Doctor of Historical Sciences,*  
*Professor*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: S.S. Kukharyonok*

## **BURIAL RITES OF THE ANCIENT SLAVS**

In the context of the history of ancient Slavs, burial rite and its studies are also an important component of the study of the antiquities of this ethnic group. It should be emphasized that it is the funeral rite, the burial ground itself and its arrangement, inventory, the position of the deceased – all these components highlight the main trends in the outlook of the early Slavs.

The purpose of our study is to reveal the features of the burial rites of the early Slavs, based on archeological sources, using an example of Chernyakhiv archeological culture in the territory of modern Ukraine. [1, p. 344]

It is important to mention that between the 2nd and 5th centuries AD there was an active movement of tribes. At certain intervals in the territory of modern Ukraine there were a considerable number of cultural communities, each of which had its own peculiarities. For example, Zarubintsy culture, Przeworsk culture, Zubra culture, Kyiv culture, Chernyakhiv culture etc. [1, p. 344]

These peculiarities were also related to the funeral rite, its varieties etc. The idea of death as a relocation to “otherworld” or “afterlife” has always determined the content of traditional funeral rites. They were combined in various sequential actions, which, in accordance with the outlook of the bearers of this culture, were to facilitate the deceased's transition to the "otherworld", to eliminate possible obstacles in his path, to provide him with well-being in the “otherworld”. [2, p. 273]

Concerning the peculiarities of the burial rite of Chernyakhiv culture representatives, it is possible to draw conclusions based on the research of the burial grounds near the village of Velyka Buhaiivka, the village of Toky and the village of Odayi. Chernyakhiv burial grounds are mostly located near settlements. They are also called “burial fields” and range from a few dozen to two or three hundred burials. [3, p. 35]

In general, almost all the dead were laid at the bottom of the grave in an elongated position on the back. Also, it is worth mentioning that the grave had a special pit for a dead person, something like an earthen coffin or an earthen box. The skeletons in the graves lay flat on their backs. These graves also contain personal outfits, such as fibulae, buckles, combs, and jewelry, along with ceramic offerings. The burial rite of the ancient Slavs had its peculiarities, which could be mostly dictated by the influences of neighboring cultures (such as burial in urns) or local phenomena. Also, the ritual of cremation, which was common in the representatives of the early Slavic cultures, is quite interesting and important. [4, p. 20-21]

Thus, analyzing a number of scientific works and sources on this topic, we can conclude that the burial rite of the ancient Slavs in the territory of modern Ukraine is a unique phenomenon and is of great value for historical science, both domestic and worldwide.

#### REFERENCES

1. Археологія України: Курс лекцій: Навч. посібник / Л. Л. Залізняка, О. П. Моця, В. М. Зубар та ін.; за ред. Л. Л. Залізняка. Київ: Либідь, 2005. 504 с.
2. Магомедов Б. В. Черняховская культура Северо-Западного Причерноморья. Киев, 1987. 109 с.
3. Никитина Г. Ф. Могильники Черняховской культуры в Северной Буковине и Бессарабии. Москва: Наука, 1996. 182 с.
4. Седов В. В. Славяне в древности. Москва: Фонд археологии, 1994. 344с.

*A. Olijnyk,  
Sprachlehrerin: I. Sviridenko  
Kandidatin der pädagogischen Wissenschaften, Dozentin  
Zhytomyrer Staatliche Iwan-Franko-Universität*

#### BESONDERHEITEN DER ENTWICKLUNG DER KIEWER RUS-KULTUR

Die aufblühend ostslawische Kultur übernahm die Traditionen der byzantinischen Kultur, der führenden christlichen Zivilisation der damaligen Welt, und entwickelte sie schöpferisch weiter. Es wurden zahlreiche Werke aus dem Griechischen ins Kirchenslawische übersetzt. Es entstanden eigenständige literarische Werke. Im Kyjiwer Höhlenkloster wurde die so genannte Nestor-Chronik geschrieben. Der erste ostslawische Metropolit von Kyiw, Parion, schrieb das "Traktat über Gesetz und Gnade" - die erste Sammlung des vorher nur mündlich überlieferten Rechts<sup>11</sup>. In dieser Zeit entstand auch das bedeutende literarische Werk, das "Lied von der Heerfahrt Igors", das den Feldzug des Fürsten von Nowgorod-Sewersk gegen die Polowzer besingt.

Staat und Kirche haben seit der Einführung des Christentums die Erziehung des Christentums übernommen. Während der Regierungszeit von Wladimir Swjatoslawitsch in Kiew gab es bereits eine Schule, in der Kinder aus der unmittelbaren Umgebung des Fürsten unterrichtet wurden. 1086 gründete der Enkel von Jaroslaw dem Weisen, Janko Vsevolodovna, eine Frauenschule im Andreevsky Kloster.

Das ursprüngliche, unveröffentlichte literarische Werk unserer Vorfahren zu Zeiten der Kiewer Rus wurde durch Chroniken begonnen. Die erste Chronik, die zu uns kam, ist die Geschichte der letzten Jahre, die im 12. Jahrhundert erstellt wurde. Eine der späteren Listen dieser Chronik enthält den Namen des Autors des Klosters Nestor Kiew-Petschersk. Das bekannteste Denkmal der russischen Literatur ist das Wort über das Regiment von Igor. Hauptthema des Stückes: die

erfolglose Kampagne von 1185 Nowgorod-Seversky Prinz Igor Svyatoslavich gegen den Polovtsianer. Der Autor forderte die Fürsten auf, Streit zu vergessen, ihr Heimatland zu vereinen und vor dem Gefährlichen zu schützen. Unter den Genres der Originalliteratur sind kirchliche Predigten zu erwähnen. Sie waren lehrreich und feierlich. Metropolitan Hilarions erstes literarisch-kirchliches Originalwerk des Überlebenden ist das Wort des Gesetzes und der Gnade.

Architektur gehörte zu einem führenden Platz in der Kunst der Kiewer Rus. Architektur in der Zeit der Kiewer Rus entwickelte sich in den Städten, in denen fürstliche Paläste, Bojaren und Verteidigungsanlagen errichtet wurden. Mit der Einführung des Christentums begann der Bau von Tempeln. In den Jahren 989-996 wurde in Kiew eine Steinkirche gebaut, die als Zehntenkirche bekannt ist. Zu dieser Zeit wurde in Kiew die größte staatliche Kathedrale gebaut - Sophia von Kiew, das Goldene Tor, die Tempel von St. George und Irynsky. Der Bau fand nicht nur in der Hauptstadt statt. In Tschernihiw baute Prinz Mstislav Vladimirovich 1036 die Verklärungskathedrale. Ein herausragendes Denkmal der antiken russischen Architektur war die Mariä-Entschlafens-Kathedrale des Höhlenklosters. In den Jahren 1108-1113 baute der Großherzog von Kiew Svyatopolk Michail Izyaslavovych die St.-Michael-Kathedrale mit der goldenen Kuppel.

Unter den Denkmälern der zeitgenössischen Kunst sind die monumentalen Bilder - Mosaike und Wandgemälde - am auffälligsten. Weltklasse-Meisterwerke sind Mosaike der St. Sophia und der St. Michael Kathedrale in Kiew. Die prächtigsten Mosaikbilder der St. Sophia Kathedrale sind Unsere Liebe Frau von Oranta und Christus der Allmächtige. Zusätzlich zu den Mosaiken und Wandgemälden wurden die Tempel mit Ikonen verziert. Ein Meisterwerk der Weltkunst sind Miniaturen des Ostromir-Evangeliums. Das Buch ist mit zahlreichen Initialen, Bildschirmschonern und drei Miniaturen verziert, die die Evangelisten Jonah, Mark und Luke darstellen. Ein interessantes Beispiel für die Kunst der Buchminiatur ist "Sviatoslavs Selector" 1073. Also, Kultur beeinflusste unweigerlich die weitere Bildung und Entwicklung der Kiewer Rus.

## LITERATUR

1. Ukraine: Wir lesen, sprechen und diskutieren. Навчальний посібник з німецької мови. – Київ: ТОВ «ВП Логос», 2004. – 256 с
2. Zhukovsky A., Subtelny O. Essay über die Geschichte der Ukraine. - Lviv, 1993.

**M. Omelchuk**  
*Research supervisor: S.Y. Shevchuk*  
*Candidate of Biological Sciences, Associate Professor*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: O. I. Dienichieva*

## **ORGANIZATION OF RESEARCH WORK IN GENERAL SECONDARY EDUCATIONAL ESTABLISHMENTS**

It is emphasized in the state program of work with gifted youth that in the country a critical situation has been formed with the replenishment of national science with young personnel which leads to its “aging” [1]. It is necessary to intensify the research activities of schoolchildren in order to educate intellectually gifted youth.

Experts believe that in secondary educational establishments the entire amount of educational material is often submitted in a ready-made version. It can negatively affect the end result of the school process. So, the teachers must involve talented children in research work.

It should be noted that the independent research activity of schoolchildren begins to take shape in grades 9-11. But it is advisable to introduce the elements of research activity in the natural sciences in the 7th grade. The children can be involved in different forms of research work. They are allowed to participate in the work of the Small Academy of Sciences of Ukraine, various scientific societies, sections, creative laboratories, seminars, scientific readings etc. [2].

Besides, biology is a discipline that gives real opportunities to engage schoolchildren in research, to develop their creative and intellectual abilities, logical thinking and to enhance their professional competence in the future.

To draw the conclusion, one can say that the implementation of research projects in secondary schools allows students to obtain fundamental theoretical knowledge and to acquire practical skills in the field of natural sciences, to make observations in nature, to conduct experiment in laboratory conditions; to analyze both the individual facts and the world of nature as a whole, to establish relationships between its individual components.

### **REFERENCES**

1. Involvement of high school students in the research activities of the MAS as a means of developing their research abilities // Innovations in education: integration of science and practice: Coll. science-method. wash / per head ed. O.A. Dubaseniuk - Zhytomyr: FF Levkovets, 2014. - P. 56-75.
2. Pronyuk N.P. Organization of work of the Small Academy of Sciences / N.P. Pronyuk // Native School. - № 6. - 2000. - P. 72–73.

**O. Omelchuk**  
*Research supervisor: O.E. Antonova,*  
*Candidate of Pedagogical Sciences,*  
*Associate Professor*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: I.V. Samoylyukevych*

## **THE DEVELOPMENT OF MATHEMATICAL INTELLIGENCE IN PRIMARY-SCHOOL LEARNERS BY MEANS OF INTELLECTUAL GAMES**

The problem of abilities has always been and will be the focus of attention of both domestic and foreign psychologists. This is one of the most urgent and important problems of education. It worries parents, teachers and students alike.

Abilities are individual psychological traits that are the subjective conditions for the successful implementation of a particular activity. B.M. Teplov made a significant contribution to the study of abilities.

The content of the school mathematics course involves students learning a certain system of mathematical knowledge, and acquiring certain skills and abilities. However, let's not reduce all mathematical teaching at school to transfer to students certain knowledge and skills. This would limit the role of mathematics in general education. Therefore, the school has an important task of mathematical development of students.

Mathematical abilities in children is one of the types of natural talents. They are manifested from an early age and are closely associated with the development of such types of intelligence as creativity, and the ability to explore the world. However, some children find it difficult to study mathematics. The components of mathematical ability include:

- the ability to formalize mathematical material, separate form from content, abstract from real situations and their quantitative relations and spatial forms, operating structures of relations and connections;

- ability to generalize material;
- ability to operate numeric and symbolic signs;
- the ability to make logical judgments related to the need of presenting proof and making conclusions;

- ability to reduce the process of reasoning;

- the ability to move from direct to inverted thought [3, p.27]

It is completely wrong to think that mathematics are accessible to only very gifted children. Like any other talent, mathematical ability is the result of the proper development of students. It must be developed from an early age.

In the age of computers and digital technology, everyone must be "friendly" with numbers. Mathematics lies at the heart of many professions, it shapes thinking, and is one of the main factors influencing the intellectual development in children. The role of exact sciences in the education of a child is enormous.

Mathematics make the mind flexible, fast, attentive. Exact sciences develop logic and ability to see similarities and differences, connections between phenomena, and ability to think consistently.

At once V.O. Sukhomlinsky wrote: "... Do not bring down an avalanche of knowledge on a child ... - curiosity can be buried under an avalanche of knowledge. Be able to open something for your child in the world, but open it so that a slice of life plays in front of the children in all colors of the rainbow. Always open something unsaid so that your child wants to come back to what she has learned again and again. "

Therefore, the learning process and development of the child should be easy, carried out through age-specific activities and pedagogical means. For younger students game is such developmental tool.

Its use in elementary school meets the natural needs of the child, because by its nature play is the most important form of learning for children. In childhood, free development of personality occurs during play. You can also say that play is a specific form of activity and self-development of the child.

Play in education is a way to make serious work interesting. It develops psychological flexibility, relaxation, sociability, emotional influence. It also serves as a mean of developing child's imagination, cognitive abilities, emotional side of personality, and helps to enrich the vocabulary.

The use of game techniques contributes to the formation of creative personality. The game is the most natural and appealing activity for younger students. One of the most promising ways of educating students, and equipping them with the necessary skills and abilities, is the introduction of active forms and methods of learning, among which educational games occupy a leading place.

A.S. Makarenko drew parents' attention to the fact that "the upbringing of a future social figure should not consist in eliminating the game, but in such an organization of the play where it remains a game, but in the game the qualities of the future social figure are brought up."

Intellectual development of children occurs in the process of creative games and didactic games alike. The very name "didactic" suggests that these games have the purpose of mental development of children and, therefore, can be considered as a means of intellectual education.

Didactic games is a kind of rules based games. In the world of pedagogy there are known systems of didactic games, which were first developed for preschool education by F. Frebel and M. Montessori, and for primary education by O. Decroly.

The combination of learning task sandplay in didactic games and the presence of prepared content and rules allows the teacher to use of didactic games for mental education of children more systematically.

Well-known psychologists such as Vygotsky, D.V. Elkonin, and J. Piaget were engaged in the development of the theory of children's games and the importance of the game for the education and training of children. The problem of game activity has been reflected in many pedagogical theories and systems. F. Frebel's

didactic games system was widespread in the world of pedagogical practice in the first half of the nineteenth century.

The growing interest in the role of play in the early twentieth century was realized in the world-famous pedagogical system of M. Montessori, the theoretical basis of which is the hypothesis that the basis of mental life are sensory imagination and active thinking.

At the end of the nineteenth and early twentieth centuries the theory of game activity was greatly enriched by the ideas of S.F. Rusova regarding the organization of games of various kinds.

Famous educators (V.O. Sukhomlinsky, O.A. Sorokina, etc.) were experimentally investigating leading pedagogical problems. They created paradigms of practical educational work with students in the context of different types of play activities.

While playing, students develop a habit of concentrating, paying attention, and thinking independently. Enthusiastic about the game, the students do not notice that they are studying and learning; and all, even passive children, take part in it.

Therefore, play is the key to organizing education. The game forms a number of traits of the child's personality. It is a kind of preparation for work.

## REFERENCES

1. Гуцан Л. Гра як засіб пропедевтичної профорієнтаційної роботи // Початкова школа. – 2005. - № 9.- С.51 – 53.
2. Ігрова діяльність старших дошкільників / Уопр. Н. Ф. Юрченко – Х. : Вид. група «Основа», 2011. – 170 с.
3. Мельник О.К. Розвиток творчого мислення учнів при розв'язуванні логічних завдань / О.К. Мельник // Обдарована дитина. – 2005. – № 3. – с.25 – 27. 4. Федик
4. Петрушина Л. Дидактична гра як засіб пізнавальної діяльності дітей / Л. Петрушина // Така проста гра. – 2005. - № 2. – С. 28 – 30.

***O. Onyshchuk***

*Research supervisor: O.V. Anichkina,  
Candidate of Pedagogical Sciences,  
Associate Professor  
Zhytomyr Ivan Franko State University  
Language tutor: S.S. Kukharyonok*

## FREEZE DRYING AND ITS APPLICATION

Freeze drying is one of the most modern methods of drying used in the food and pharmaceutical industries. The process of lyophilization is that at low atmospheric pressures, namely, for water at 0,01 ° C, a pressure of 611,657 PA (under such conditions, water exists only in the solid and gas states), it is possible to turn the ice into vapor without passing through the liquid state. This perfect



method is ideal for the food industry as the products are heated to 0 ° C under vacuum, allowing the water to evaporate in the solid state and the vitamins and nutrients remain in the products. Due to the high cost of equipment, freeze drying has gained popularity relatively recently, but has already managed to gain a foothold in the market. The use of this technology increases the cost of the product by almost ten times, which increases the profit of the enterprise [1].

The peculiarity of lyophilization is that medicines, vaccines, ferments, extracts, lactobacilli, microorganisms, biologicals, food products not only retain all their beneficial properties, but also are able to be preserved longer. A significant advantage is that when water is added to the substances dried by this method, their structure easily becomes initial [3].

The whole lyophilization process can be divided into three stages.

1. *Preparation of the product.* It is cleaning, disinfection, giving the required shape and its own placement in a pot for sublimation.

2. *Freezing.* It means cooling the product to the temperature of its solidification. It is important to consider the speed and depth of freezing, the smaller the ice crystals are formed the better they will evaporate.

3. *Sublimation.* It is an immediate drying of the product, that is the slow heating to the evaporation temperature of ice crystals. After that, the product should be placed in an airtight container for at least 20 hours [2].

Freeze drying equipment includes the following components:

- drying chamber;
- cooling system with refrigerating unit;
- a vacuum system containing a vacuum pump;
- a control system containing the controls and automation of the drying process;
- a heating system that includes heating elements.

Thus, freeze drying is a perfect, though an expensive method for long-term storage of the food and pharmaceutical industries without the loss of nutrients.

## REFERENCES

1. Органічний і неорганічний синтез. Курс лекцій [online] – Режим доступу: <http://1snau.ru/14-tema-sublimacijna-sushka/>
2. Покращення контролю якості процесу подачі харчових продуктів у вакуумну камеру [online] – Режим доступу: <https://nuph.edu.ua/wp-content/uploads/2018/>
3. Сублімаційна сушка продуктів [online] – Режим доступу: <https://ten24.com.ua/ua/blog/sublimatsionnaya-sushka-produktov/>

**D. Ostapchuk**  
*Research supervisor: S.M. Sitnyakivska*  
*Doctor of Pedagogical Sciences,*  
*Associate Professor*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: Natalia Andriichuk,*  
*Candidate of Pedagogical Sciences, Associate Professor*

## **PECULIARITIES OF SOCIAL WORK WITH THE UNEMPLOYED AND THEIR FAMILIES**

The problem of unemployment is urgent in many countries of the world, in particular it is connected with the fast development of scientific progress and economic development in the countries. The large number of the unemployed, including those with their own families, find it difficult to adapt themselves to unemployment and therefore get despaired about finding a decent job.

Unemployment is a socio-economic phenomenon in which some people are disable to use their right in practical work and to receive wages (remuneration) as a source of livelihood. The state's social policy guarantees protecting and providing of social services to the unemployed [1]. There are problems in the Ukrainian realities regarding the providing of social services to the unemployed, as the percentage of the unemployed is increasing from to year. When working with the unemployed, a social worker adheres to a certain algorithm which is spelled out in his duties and legal acts.

First of all, they are obliged to provide temporary financial help, to help in finding a job, to re-qualify for another specialty, to help with paperwork. With unemployed people who have families, there is another specificity of work. The job of a social worker in such a situation is to prevent the negative factors and consequences that may affect the social status of the poor from the needed to the disadvantaged [2]. The features of social work with the unemployed and their families are the complexity and coherence of the social worker's work with other specialists, a larger range of problems that need to be addressed. Problems that exist in such a category of population are employment because of professional abilities, providing material benefits to the family, social and psychological problems in the family, labor migration. To solve them, social services use specific forms and methods of social work. These are individual and team work, family therapy methods, social support, counseling, cooperation with employers, retraining.

### **REFERENCES**

1. Закон України «Про зайнятість населення від 05.07.2012 р. №5067-VI Станом на 13.02.2020 [Електронний ресурс]. – Режим доступу: <https://zakon.rada.gov.ua/laws/show/5067-17#n43>

2. Технології соціально-педагогічної роботи з сім'ями: навчально-методичний посібник / А.Й. Капська, І.В. Пеша, О.Ю. Міхеєва, М.Г. Соляник. – К. : Видавничий Дім «Слово», 2015. – 328 с.

***T. Osypenko***

*Research supervisor: O.S. Berezyuk,  
Candidate of Pedagogical Sciences,  
Professor*

*Language tutor: I. V. Samoylyukevych,  
PhD (Education), Professor  
Zhytomyr Ivan Franko State University*

## **THE FORMATION OF INFORMATION COMPETENCE IN PRIMARY-SCHOOL LEARNERS IN THE ENGLISH LESSONS**

One of the priority tasks of the modern school is to create the necessary and sufficient conditions for individual development of each child, the formation of an active position of learner subjectivity, the development of key life competences in the educational process. One of the key life competences to be formed in the new Ukrainian school is information competence. Information competence provides skills in working with various information sources: books, textbooks, reference books; the ability to independently search for, retrieve, organize, analyze and select the necessary information, to organize, to convert, store, and transmit it; possession of the skill of navigating the information flows.

Information competence is important for people at any age, but teachers need to begin working towards it as early as in primary school. Psychologists say that 6-11 years is the best age to study. Primary-school learners have a good memory, they want to learn something new every day, they learn so quickly. Kids can find answers to their questions and learn on their own, but they don't know how to do it. Usually, teachers and parents provide ready-made information. Learners remember the material, but they are not able to independently search for information, work with books or search engines on the Internet. It is important to teach children to learn, not just to give ready-made information.

Most novice teachers realize that one of the biggest problems is excessive parental care. Most homework is done by parents, not by children. For example, in an English lesson, each child is given the task to draw a picture. The next day all the pupils bring the pictures drawn by their parents. Parents do the tasks instead of their children and think they are helping them. As a result, children are unable to draw, cannot find a required text in the textbook, cannot find the answer to questions, and are unable to use books or the Internet properly. The right way out is to develop information literacy. By information literacy, we mean a set of integrated abilities encompassing the reflective discovery of information.

Learners who are developing their information literacy exhibit mental flexibility and creativity; understand that first attempts at searching do not always

produce adequate results; realize that information sources vary greatly in content and format and have varying relevance and value, depending on the needs and nature of the search; seek guidance from experts, such as librarians, researchers, and professionals [1; 8].

First and foremost, parents should stop doing the tasks instead of their children at home and teachers should stop giving ready-made information at the lessons. Below are two sample tasks for the formation of information competence in primary-school learners in the English lessons.

**Sample task 1:** The teacher splits the children into 2-3 groups and asks them a question. Then he/she tells each team to read the texts and underline key points. The texts should be different. Together the children will find the answer to the problem and learn how to work with the information.

**Sample task 2:** For homework in the English lessons, the teacher can suggest to find a video or story about wild animals (each child chooses one animal). This task will help learners learn how to work with information on the Internet.

In conclusion, it should be noted that the formation of information competence will not only teach children to work with information but also develop learner autonomy.

## REFERENCES

1. Thomas P. Mackey and Trudi E. Jacobson. *Metaliteracy: Reinventing Information Literacy to Empower Learners*. (Chicago: Neal-Schuman, 2014).).

*I. Ovdychuk*

*Research supervisor: E.Y. Rutman,*

*Senior Lecturer*

*Baranovich State University*

*Language tutor: T.M. Greben*

## ACKNOWLEDGMENT OF INFORMATION NOT TRUE AS A METHOD OF PROTECTING HONOR, DIGNITY, AND BUSINESS REPUTATION

The protection of human rights at the present stage is becoming one of the most important and paramount tasks of any state. The right to honor, dignity and business reputation occupies a special place in the system of subjective rights of citizens and entities.

The legal nature of such intangible benefits as personal dignity, honor and good name, business reputation, determined the Civil Code of Art. 153 for a special way of their civil protection - refutation of information that violates these personal benefits. The notions of “personal dignity”, “honor” and “business reputation” do not have a legal definition.

The acknowledgment of information as not true, along with the refutation and publication of the answer, is one of the special ways of protecting honor, dignity

and business reputation provided for in Article 153 of the Civil Code of the Republic of Belarus (hereinafter – the Civil Code).

As rightly noted in the literature, both the refutation of defamatory information and the recognition of information as untrue have a restorative orientation, since they are used to minimize the negative consequences of disseminating information by communicating to persons who perceive such information a different vision of the situation [1]. For this reason, in the literature a conclusion is sometimes formulated that they “represent a variation of one of the general ways of protecting civil rights – restoration of the situation that existed before the violation of the law” [2, p. 12].

Based on this, there is a need to apply methods of protecting honor, dignity and business reputation. This method of protecting honor, dignity and business reputation is applied when it is impossible to establish a person who has disseminated defamatory information. In this case, the victim, in respect of whom defamatory information is disseminated, is given the opportunity to apply to the court with a statement declaring such information to be untrue.

The main feature of the methods of protecting honor, dignity and business reputation, in accordance with the provisions of paragraph 6 of Art. 153 of the Civil Code, recognition of the disseminated information as untrue is possible only on condition that it is impossible to establish the person who disseminated the information [4].

Based on the foregoing, we consider it necessary to supplement the legislative article. On this basis, paragraph 6 of Art. 153 of the Civil Code should be supplemented as follows: “6. If it is impossible to establish a person who has disseminated information defaming the honor, dignity or business reputation of a citizen (including upon the death of an individual or the termination of the activity of a legal entity), the citizen in respect to whom such information is disseminated has the right to apply to the court for recognition of the information not true”.

It should be noted that, an important point in recognizing the disseminated information as not true is a different distribution of the burden of proof. In this case, the obligation to prove the inconsistency of the information of reality lies with the victim. A court order means confirmation of the fact that the disseminated information is not true.

Thus, the recognition of the disseminated information as not true is characterized by the following features: the use of this method is provided only if it is impossible to establish the person who disseminated the information; the burden of proof of inconsistency of the information of reality lies with the victim; a court order states that the information disseminated about the person is inconsistent with reality.

## REFERENCES

1. Поваров, Ю. С. Право на опубликование ответа в средстве массовой информации (в аспекте соотношения с правом на опровержение сведений, порочащих честь, достоинство или деловую репутацию) [Электронный

ресурс] / Ю. С. Поваров // Консультант Плюс. Россия / ЗАО «КонсультантПлюс». – М., 2018.

2. Симанович, Л. Н. Обеспечение надлежащей защиты деловой репутации граждан и организаций / Л. Н. Симанович // Арбитражный и гражданский процесс. 2008. – №10. – С. 11–14.
3. Зикрацкий, С. А. Способы защиты чести, достоинства и деловой репутации [Электронный ресурс] / С. А. Зикрацкий // Консультант Плюс. Беларусь / ООО «ЮрСпектр», Нац. центр правовой информ. Респ. Беларусь. – Минск, 2018.
4. Шелютто, М. Л. Гражданско-правовая защита чести, достоинства и деловой репутации : дис... канд. юрид. наук : 12.00.03 / М. Л. Шелютто. – Москва, 1997. – 198 с.

**V. Ovsejuk**

*Le chef scientifique: I. I. Lyubanets, le maître assistant de la chaire de la formation professionnelle de langue étrangère de l'Université d'État de Baranovitchi*

## **LA LUTTE POUR LA PURETÉ DE LA LANGUE FRANÇAISE**

Dans l'histoire récente, la France au niveau de l'État était préoccupée par l'état de sa langue . En 1975, afin de protéger contre l'invasion de l'anglais et de toute autre langue, et donc d'une culture étrangère, la loi sur l'usage de la langue française, communément appelée loi Ba Lariol, a été adoptée. Il contenait des dispositions sur l'usage obligatoire de la langue française dans tous les types de publicité, publications, inscriptions et tablettes dans les lieux publics, à la radio et à la télévision, etc. Il était interdit d'utiliser tout terme ou expression étrangère si l'équivalent français existait.

Cependant, au début des années 90, la législation française s'était mise d'accord sur la nécessité de créer un document normatif plus efficace capable d'introduire l'harmonie linguistique dans le pays. L'adoption de la nouvelle loi a été provoquée par une menace qui pèse sur la langue française en raison de l'utilisation excessive de termes étrangers, et l'importance de préserver la langue en tant que trésor national» a également été notée.

L'auteur de la nouvelle loi était le ministre de la Culture de la France, Jacques Toubon. En 1994, la “Loi sur l'usage de la langue française” a été adoptée, qui prescrit l'utilisation de la langue française sous une forme normative, c'est-à-dire partout pour remplacer les anglicismes par des équivalents nationaux élaborés par des commissions spéciales de terminologie [1].

En France, dans de tels cas, la loi Toubon stipule explicitement: “Une inscription ou une annonce de toute nature, imprimée ou placée sur une voie publique, dans un lieu ouvert au public, ou dans un véhicule public et destinée à informer le public, doit être rédigée en Langue française. [1]”

Il est intéressant de voir comment la loi de Tubon met en œuvre un mécanisme de contrôle de son utilisation.

À cette fin, les officiers et employés de la police ont le droit pendant la journée de pénétrer dans des locaux et des véhicules qui permettent des violations et d'y prendre les mesures nécessaires; exiger une familiarisation avec les documents nécessaires à l'accomplissement de leurs tâches, en prendre copie et recueillir, sur assignation ou sur place, les informations et confirmations nécessaires.

Par exemple, le Conseil suprême de la télévision et de la radio contrôle la qualité de la radiodiffusion et publie mensuellement des informations sur les violations les plus courantes et les plus graves, lance un avertissement public aux sociétés de télévision et de radio. Il s'assure qu'au moins 40% des chansons en ondes des radios sonnent en français. Le Conseil est autorisé à infliger des sanctions: des amendes à l'interdiction complète de la radiodiffusion [2].

Chaque année, l'Académie française approuve de nouveaux mots qui font officiellement partie de la langue française, et surveille également de près les cas où un terme qui a longtemps été dans le pays est soudainement remplacé par un terme étranger [3].

Chaque année, le gouvernement français soumet au Parlement un rapport sur la mise en œuvre de la "loi Tubon" et les dispositions des accords internationaux sur le statut de la langue française dans les institutions internationales.

Il est à noter qu'en France aujourd'hui, l'insertion de mots étrangers dans le discours est considérée comme un signe de mauvais goût.

#### LITERATURE

1. Laloide Tubon [Электронный ресурс]. – Режим доступа: [https://fr.wikipedia.org/wiki/Loi\\_Toubon](https://fr.wikipedia.org/wiki/Loi_Toubon).
2. Les missions de la régulation audiovisuelle [Электронный ресурс]. – Режим доступа: <https://www.csa.fr/Informer/Qu-est-ce-que-le-CSA/Les-missions-de-la-regulation-audiovisuelle>.
3. Le français aujourd'hui [Электронный ресурс]. – Режим доступа: <http://www.academie-francaise.fr/la-langue-francaise/le-francais-aujourd'hui>.

**M. Pantschenko**

Wissenschaftlicher Berater: O. Kytschkyruk  
Kandidat der Chemischen Wissenschaften, Dozentin  
Zhytomyrer Staatliche Ivan- Franko-Universität

Sprachlehrerin: I. Swiridenko  
Kandidatin der pädagogischen Wissenschaften, Dozentin  
Zhytomyrer Staatliche Iwan-Franko-Universität

## **ADSORPTION TOXISCHER METALL-IONEN AUF SILIKONOBERFLÄCHE IN-SITU MODIFIZIERTEN POLY[8- METHACROXYLOCHINOLIN]**

Die Verwendung neuer Arten von selektiven Sorbentien mit einer hohen Kapazität für Metallionen in der analytischen Praxis ermöglicht es Ihnen, eine Festphasenextraktion und Vorkonzentration von Ionen und Molekülen effektiv durchzuführen, was die Empfindlichkeit der nachfolgenden Analyse erheblich erhöht.

Eine der vielversprechenden Möglichkeiten zur Herstellung von organomineralischen Verbundwerkstoffen mit wertvollen Sorptionseigenschaften ist die Polymerisation oder *In-situ* Immobilisierung, die in der direkten Bildung einer immobilisierten Polymerschicht in Gegenwart von Partikeln einer anorganischen Matrix besteht. Die Vorteile dieses Verfahrens zum Fixieren des Polymers auf einer festen Oberfläche im Vergleich zur physikalischen Adsorption von vorsynthetisierten Polymeren sind die optimale Position von Makromolekülen auf einer festen Oberfläche, was die Fixierung des Polymers auf der anorganischen Matrix verbessert.

8-Oxychinolin ist einer der bekanntesten Chelatbildner, dessen erste Metallkomplexe seit dem XIX Jahrhundert bekannt sind. 8-Oxychinolin ist ein Gruppenreagenz, da es mit ungefähr 40 Metallen unter Bildung löslicher Hydroxide oder löslicher Hydroxo- und Aminokomplexe wechselwirkt. Metalle aus dem Abwasser aufgrund ihrer Komplexbildung mit Stickstoffatomen des immobilisierten Polymers [1].

Diese Arbeit befasst sich mit der *In-situ* Immobilisierung von Poly[8-methacroxylchinolin] auf der Kieselgeloberfläche und den Adsorptionseigenschaften des synthetisierten Verbundmaterials in Bezug auf Pb (II) -, Cd (II) -, Zn (II) -, Mn (II) -, Cu (II) - und Fe (III)-Ionen [2].

Die Menge an immobilisiertem Polymer in der Zusammensetzung des synthetisierten Materials wurde durch thermogravimetrische Analyse bestimmt.

Als Ergebnis der Untersuchung der Sorptionseigenschaften des modifizierten Kieselgels wird festgestellt, dass das Sorptionsgleichgewicht zwischen dem Sorptionsmittel und der Kationenlösung innerhalb der ersten Stunde des Kontakts auftritt.

Es wurde gefunden, dass der synthetisierte Verbundstoff die Menge an Cu (II), Mn (II), Fe (III) und Pb (II) aus den wässrigen Lösungen entfernt und auch eine ausreichend hohe Kapazität für Zn (II)-Ionen aufweist.



## LITERATUR

1. Martins A.O., da Silva E.L., Laranjeira M.C.M., de Favere V.T. Anwendung von mit 8-Hydroxychinolin funktionalisiertem Chitosan.
2. Kytschkyruk O.Yu., Kussyak N.V., Rusetska S.O. Sorption von Kupferionen an durch oxinfunktionelle Gruppen modifizierte Kieselsäuren.

*T. Pantschenko*

*Sprachlehrerin: I. Swiridenko*

*Kandidatin der pädagogischen Wissenschaften, Dozentin*

*Zhytomyrer Staatliche Iwan-Franko-Universität*

## UMWELTSCHUTZ IN DEUTSCHLAND

Beim Naturschutz geht es um den Schutz von Tieren, Pflanzen, Lebensgemeinschaften und deren Lebensräumen. Ein besonderes Ziel des Naturschutzes ist der Erhalt der biologischen Vielfalt. Der Umweltschutz befasst sich zusätzlich noch mit den Lebensgrundlagen aller Lebewesen: Luft, Wasser, Boden und Klima. Umweltschutz zielt auch darauf ab, menschliches Handeln, das zu Umweltschäden führt, zu bekämpfen.

Eine gezielte Umweltpolitik wird in Deutschland seit den siebziger Jahren betrieben. Auslöser war auch das wachsende Bewusstsein der Bevölkerung für die Themen des Umweltschutzes, was mit dem Entstehen einer ökologischen Bewegung deutlich wurde. In vielen Teilen Deutschlands entstanden Bürgerinitiativen und Umweltschutzverbände wie Greenpeace sowie Forschungsinstitutionen wie das Freiburger Ökoinstitut.

1986 wurde schließlich das Bundesministerium für Umwelt, Naturschutz und Reaktorsicherheit geschaffen. Es ist innerhalb der Bundesregierung verantwortlich für die Umweltpolitik des Bundes. Ihm untersteht u.a. Umweltbundesamt in Berlin. Auch die Bundesländer haben Umweltministerien.

### **Luftreinhaltung**

Die Luft in Deutschland ist von Schadstoffen belastet, wie in anderen Industrieländern. Rund 64 Prozent der Bäume sind schwach bis deutlich geschädigt, lediglich 36 Prozent gelten als gesund.

Gegen die Luftverschmutzung wurde ein umfassendes Programm entwickelt. Luftverunreinigungen werden schon an der Quelle erfasst und drastisch abgebaut. So werden z.B. die Schadstoffe, die aus Kraft- und Fernheizwerken sowie mit Autoabgasen in die Luft gelangen, durch Filter bzw. Katalysatoren zum großen Teil zurückgehalten.

### **Klimaschutz**

Ziel des Klimaschutzes ist, anthropogenen Einflüssen, die zur globalen Erwärmung führen können, entgegenzuwirken und ihre Folgen abzumildern. Hauptansätze des Klimaschutzes sind gegenwärtig die Verringerung des von Menschen verursachten Ausstoßes von Treibhausgasen und die Erhaltung und

Unterstützung der Funktionen von Ozeanen und Wäldern in diesem Zusammenhang: Diese nehmen als Kohlenstoffsinken das mengenmäßig bedeutsamste Treibhausgas Kohlenstoffdioxid auf. Der Klimaschutz ist daher stark mit den beiden Teilbereichen Waldschutz und Gewässerschutz verbunden.

Klimaveränderungen können regional auftreten, z. B. durch umfangreiche Waldrodungen und Versiegelung der Landschaft durch Straßen und Gebäude. Insofern ist Klimaschutz Aufgabe einzelner Länder und Regionen.

### **Abfallwirtschaft**

Im Zentrum der Abfallwirtschaftspolitik in Deutschland steht die Produktverantwortung. Damit sollen bereits in der Produktionsphase von Gütern die Voraussetzungen geschaffen werden für die effektive und umweltverträgliche Abfallvermeidung. Hersteller müssen ihre Erzeugnisse also so gestalten, dass bei der Produktion und beim späteren Gebrauch das Entstehen von Abfällen vermindert und eine umweltverträgliche Verwertung und Beseitigung der Reststoffe ermöglicht wird.

Das Kreislaufwirtschafts- und Abfallgesetz von 1996 setzt diese Politik in die Tat um.

Mit dieser Politik ist es Deutschland gelungen, weltweit die höchsten Verwertungsquoten zu erzielen. Jeweils mehr als die Hälfte aller Siedlungs- und Produktionsabfälle werden bereits jetzt verwertet. Bei einzelnen Abfällen liegen die Recyclingquoten weit höher, wie z.B. bei Verpackungen 77%, bei Batterien 66%, bei graphischen Papieren 83%. Bei Getränkeverpackungen hat die neu eingeführte Pfandpflicht den Mehrweganteil bereits stabilisiert.

Neue Rechtsvorschriften, wie das Altfahrzeuggesetz, die Gewerbeabfallverordnung, die Altholzverordnung und die noch 2004 in Kraft tretende Vorschrift für Elektro- und Elektronikaltgeräte werden Abfälle weiter vermeiden und die Verwertungsquoten ansteigen lassen.

### **Bodenschutz**

Die natürlichen Bodenfunktionen gehen durch Bodennutzungen, die zur Bebauung oder anderweitiger Versiegelung des Bodens führen, weitgehend verloren.

Der Schutz der Böden wurde lange Zeit indirekt geregelt über Bestimmungen zur Luftreinhaltung, zur Abfallbeseitigung und zur Anwendung von Dünge- und Pflanzenschutzmitteln in der Landwirtschaft. Mit der Bodenschutzkonzeption von 1985 hat die Bundesregierung erstmals einen Handlungsrahmen geschaffen für den Ausgleich der vielfältigen Nutzungsansprüche an den Boden, zur Abwehr von Schäden und zur Vorsorge auch gegen langfristige Gefahren und Risiken.

## **LITERATUR**

1. Umweltschutz <https://de.wikipedia.org/wiki/Umweltschutz#Waldschutz>
2. Der Umweltschutz in Deutschland [http://www.deutsch-uni.com.ru/themen/them\\_nat\\_schutz\\_1.php](http://www.deutsch-uni.com.ru/themen/them_nat_schutz_1.php)

*A. Pavlosyuk*  
*Research supervisor: A.A. Sakuta,*  
*Master of Management and Law,*  
*Lecturer,*  
*Baranovich State University*  
*Language tutor: T.M. Greben*

## **CRIMINAL CHARACTERISTIC OF RAPE AS A CRIME AGAINST SEX FREEDOM AND SECURITY**

Crimes against sexual freedom and sexual integrity are singled out in the Criminal Code of the Republic of Belarus as a special subgroup.

The methodology for disclosing and investigating these crimes is basically the same as the methodology for investigating rape. The only difference is the circumstances that need to be clarified during the investigation, as well as the investigative situations and the nature of the special scientific knowledge [1, p. 219].

The rape, according to Part 1 of Art. 166 of the Criminal Code, is understood as sexual intercourse against the will of the victim with the use of violence or with the threat of its use against a woman or her relatives or with the use of the helpless state of the victim.

One of the main elements of the forensic characteristics of the investigation is the data on the circumstances of rape, the method and typical traces corresponding to it, and the personality characteristics of the victims and rapists.

So, according to the method, all rapes can be divided into two groups. Firstly, by the way the rapist used the existing situation to infringe or created favorable conditions for this. Secondly, by the method of influencing the victim and overcoming her resistance [2, p. 602].

Physical or mental impact, in our opinion, is a common way of influencing the victim, as well as a way of hiding sexual intercourse. So, as of February 26, 2020, the investigation of the criminal case of the murder of a girl was completed in the Republic of Belarus. According to investigators, the offender caused multiple bodily harm to the girl who died on the spot. The motive for the murder was the desire of a young man to hide the rape, fearing to be subjected to criminal liability for rape [3].

In the structure of the crime of rape, there is a large share of participation of persons under the age of sixteen. The public danger in this case is that early sexual activity harms both the physical and moral development of a minor.

Thus, for the competent conduct of rape cases, the investigator's true understanding that these cases concern the most intimate aspects of human life is quite important [1, p. 220].

The peculiarity of the investigation of this type of crime is due to the need for in-depth research and analysis of data on the characteristics of the personality of the rapist and the victim, the nature of their relationship, the way, situation and mechanism of sexual assault.

## REFERENCES

1. Криминалистика : учеб. пособие / И.С. Андреев, Г.И. Грамович, Н.И. Порубов ; под ред. Н.И. Порубова. – Минск : Выш. шк., 1997. – 344 с.
2. Криминалистика : Учебник / Отв. ред. Н.П. Яблоков. – 3-е изд., перераб. и доп. – М.: Юристъ, 2005. – 78 с.
3. СК: изнасиловал, а потом убил. Парня будут судить за убийство девушки на улице Седых // ООО «ТУТ БАЙ МЕДИА». – Режим доступа : <https://news.tut.by/society/674075.html>. – Дата доступа : 06.03.2020.

*D. Petrychenko*

*Research supervisor: I. A. Sverchevska,  
Associate Professor of the Department of Algebra and Geometry  
Zhytomyr Ivan Franko State University  
Language tutor: G.V. Kuznyetsova,  
PHD, Associate Professor*

## SOME EQUATIONS OF THE DIOPHANTINE ARITHMETIC

The Arithmetic of Diophantus laid foundations for a new algebra. It was the starting point for theoretical and numerical studies of modern times: methods for solving unspecified equations were developed, which were investigated later by Fermat, Euler, and Poincare. So in the fields of Arithmetic of Diophantus famous notes by Fermat (Given his Grand Theorem) were written [1].

The main content of Arithmetic is the solution of rational numbers of unspecified equations:

$$F(x_1, x_2, \dots, x_n) = 0$$

or their systems

$$\begin{cases} F_1(x_1, x_2, \dots, x_n) = 0 \\ \dots \dots \dots \dots \dots \dots \\ F_n(x_1, x_2, \dots, x_n) = 0 \end{cases}$$

where  $F_i$  are polynomials with rational coefficients, and  $m < n$ .

According to Diophantus, the main goal was to express, if possible, an unknown equation or system of one or more parameters of

$$x_1 = f_1(t_1, t_2, \dots, t_k), \dots, x_n = f_n(t_1, t_2, \dots, t_k)$$

so that each set of rational values  $t_1, t_2, \dots, t_k$  corresponds to the solution of the problem. From here, if we take instead of numbers representing parameters, any other numbers (arbitrary or satisfying a certain condition), this way we can get not one, but many solutions.

In his second book, Diophantus states and solves tasks that are equivalent to unspecified equations and systems of such equations, while considering in power two equations and systems of unspecified equations of  $n$  unknown, each of which has a degree less than or equal to 2. Let us consider an example of such tasks.

**The task from “Arithmetic” by Diophantus.**

Decompose the square into two squares.

*The solution.*

Let 16 be decomposed into two squares. Assume that the first square is  $x^2$ , then the second square is  $16 - x^2$ .

Let's make a square with some  $x$  to subtract so many units as there are in the side 16. Let it be  $2x - 4$ . Then this square is equal to  $4x^2 - 16x + 16$  and it must be equal to  $16 - x^2$ .

After conversion we get  $5x^2 = 16$

$$x = \frac{16}{5}$$

Then one of the squares is equal  $\frac{256}{25}$  and the second  $\frac{144}{25}$ . If we add them, we get 16, and they are both squares.

The language of modern equations of the Diophantine solution can be represented in this form [2].

This task is equivalent to the equation

$$X^2 + Y^2 = a^2$$

in which Diophantus receives  $a^2 = 16$ . Its rational solutions are, for example,  $(0, a)$ ,  $(0, -a)$ . To find other solutions, Diophantus makes a substitution:

$$\begin{cases} X = x \\ Y = kx - a \end{cases}$$

He writes: «We make a square of a quantity  $x$  subtract as many units as there are in the side of 16. Let it be  $2x - 4$ . » That is, it uses the Diophantine method.

In this case, the number 2 is taken as one of the possible, and the number 4 is fixed, then an adequate letter entry of the substitution of Diophantus will be:

$$\begin{cases} X = x \\ Y = kx - a \end{cases}$$

where  $a$  is fixed.

After substitution we get:  $(kx - a)^2 = a^2 - x^2$ , where we have:

$$\begin{cases} X = \frac{2ak}{k^2 + 1} \\ Y = a \frac{k^2 - 1}{k^2 + 1} \end{cases}$$

That is,  $X$  and  $Y$  are expressed through rational parameter functions. We get that there are many solutions to this task, though Diophantus himself does not write anything about it.

## REFERENCES

1. Diocesan of Alexandria. Arithmetic and the Book on Polygonal Numbers. Translated by IN Veselov. Edited and commented by IG Bashmakova. – M.: Science, 1974. – 328 p.
3. I.G Bashmakova, Diophantus and Diophantine Equations, Moscow: Nauka, 1972. – 68 p.



*O. Plotnitska*  
*Research supervisor:*  
*T.V. Skaliy*  
*Ph.D in Physical Education and Sports,*  
*Associate Professor of*  
*Zhytomyr Ivan Franko State University*  
*Language tutor:*  
*K. V. Levkivska*  
*Candidate of Pedagogical Sciences,*  
*Senior Lecturer of*  
*Zhytomyr Ivan Franko State University*

## **IMPLEMENTATION, OBJECTIVES AND DEVELOPMENT OF ELECTRONIC GOVERNANCE IN UKRAINE**

Nowadays we have the Law in Ukraine “Fundamental Principles of Information Society Development in Ukraine for 2007-2015”. However, the complexity of its implementation lies in the absence of Tactics, Strategy, and Development Plan for Informatization and e-Governance.

Despite the high rate of development of electronic information sources in the country, the issues of imperfect technology of preparation and decision making remain, which significantly reduce their efficiency, departmental approach, multiple multiplication of information, lack of a single standard and incompatibility of information sources. All this seriously complicates the conditions for receiving integrated public services remotely using information and computer technologies.

A unified system for interagency electronic data exchange has not been created yet. Therefore, electronic information from state analytical systems is not available to other state and local governments for its use. Due to the existence of non-standard protocols, design methods and many classifiers, the lack of synchronized directories and access to them, makes it impossible to use automatic search and information processing. Obstacles that impede the introduction of e-governance components into the activities of state and local authorities are interagency and systemic communication problems that cannot be solved at the level of individual authorities.

Further development of e-government requires the construction of reliable systems, requires the implementation of complex, coordinated organizational and technological measures and coordination of activities of local and state authorities within a single state position.

The purpose of e-government building in our country is to improve e-democracy in order to achieve the international standard of quality of e-government services, to ensure free access of citizens to the necessary information and to the means of monitoring the actions of the authorities. In this case, we are talking about the use of information and computer technology facilities to meet the

needs of the population, which implies high-quality growth and accessibility of public services for the population, while increasing the control over the activity of governmental structures.

The objectives of an e-Government development strategy should be determined in the light of the positive qualities that these computer technologies have in influencing the progress of the state and the citizen in it. Such goals may be: economic growth; technological improvement of public administration; involving individuals in public affairs; ensuring free remote access of citizens to open state information; providing various services to citizens and institutions from any distance by means of the Internet.

It is necessary to reform the whole system of state authorities and local self-government in order to be able to introduce e-government information technologies effectively.

Analyzing the legislation that describes the regulation of public relations and the use of e-government information technology, it is easy to conclude that it is incomplete and fragmentary, has duplications and conflicts of regulations in this field.

E-Government is a new concept of public administration, the implementation of which needs to develop an appropriate basic set of laws. It is necessary to adapt the regulatory framework governing the activity of public authorities and local self-government to the conditions of providing electronic public services.

It is necessary to determine the legal status of information and computer facilities consisting of computer networks of public authorities for interagency and public use.

The main problem of providing electronic public services to individuals and legal entities is legal security. There is a need for a clear, detailed legal definition of the general conditions for the provision of electronic public services. To do this, it is necessary to unite the efforts of several authorities, to organize, regulate and summarize this process. In this situation, it is imperative that legal guarantees to be provided for such services.

There is a great problem, not solved at the level of the laws, of the transmission and long-term storage of electronic documents in libraries, museums, state archives, maintaining them in proper undamaged condition and providing quick access to them.

## REFERENCES

1. Вітчизняний і зарубіжний досвід впровадження електронного урядування / за заг. ред.: С.А. Чукут, О.В. Загвойської. - К.: НАДУ, 2008. - 136 с.
2. Голобуцький О.П. Електронний уряд. / О.П. Голобуцький, О.Б. Шевчук. - К.: Атлант UMS, 2002. - 173 с.
3. Закон України «Про Основні засади розвитку інформаційного суспільства в Україні на 2007-2015 роки» від 09.01.2007 №537-V.



*V. Polkhanova, V. Rusy*  
*Research supervisor: T.M. Greben,*  
*Master of Education, Senior lecturer,*  
*Baranovich State University*  
*Language tutor: M.D. Lavrenkova, Senior lecturer*

## **VIRAL MARKETING**

Viral Marketing is that which is able to generate interest and the potential sale of a brand or product through messages that spread like a virus, in other words, quickly, and from person to person. The idea is for it to be the users themselves that choose to share the content. Due to their speed and ease to share, social networks are the natural habitat of this kind of marketing. The most widespread example in recent times is the creation of emotional, surprising, funny or unique videos on YouTube, which are then shared on Facebook, Twitter and other channels [1].

In theory, a viral marketing campaign is very simple to carry out: create a video or another type of content which is attractive to your target put it on the internet and promote it. In some cases, virality happens by accident. For example, when a video is uploaded by a private user it all of a sudden becomes popular and begins to circulate all around the Internet [2].

As for the dispersion strategy for brand videos, there are two types: the shown or the concealed. In the former, the user is aware from the first moment that they are viewing advertising or branded content; while in the latter the participation of the brand is hidden and is only revealed later.

If you apply concealed marketing techniques, it is important to be very careful so the user does not feel tricked, cheated or deceived, as the viral campaign could then turn against you.

There are some advantages of viral marketing:

- Low cost. What characterizes viral campaigns is that the users do a significant part of the work for the brand, which drastically cuts down the costs of dispersion;
- Potential of great reach. A viral video on the Internet has the ability to reach a huge international audience without having to invest a ton of money or make any extra effort;
- It is not invasive. In viral marketing, the social media user is the one making the decision to participate and share content, so it lessens the possibility of the brand coming across as invasive. Like this, the perception of the brand and the interaction are significantly better, compared to more classical forms of advertising;
- It helps build up your brand. If we really hit the bull's-eye in terms of creativity, we are creating content so incredible that users themselves decide to share it and, hence create a personal connection with your brand. It is without a doubt an extremely powerful tool when it comes to branding and awareness [1].

However virality can be a double-edged sword. It's important to remember that in this type of campaign, a large part of the control falls into the hands of the users, and there is a risk that the message can be misinterpreted or parodied. On the other hand, a successful viral campaign can work miracles for your brand's results.

## REFERENCES

1. Viral marketing [Electronic resource]. – Mode of access: <https://www.investopedia.com/terms/v/viral-marketing.asp> – Date of access: 01.03.2020.
2. What is viral marketing [Electronic resource]. – Mode of access: <https://www.cyberclick.es/numericalblogen/what-is-viral-marketing-advantages-and-examples> – Date of access: 01.03.2020.

*K. Protsiuk, Ya. Fomina*  
*Research supervisor: I.E. Protsiuk,*  
*Candidate of Pedagogical Sciences*  
*Municipal Higher Educational Establishment*  
*“Zhytomyr Basic Pharmaceutical College”*  
*Language tutor: I.E. Protsiuk*

## FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE AS AN IMPORTANT ASPECT OF SUCCESSFUL PROFESSIONAL ACTIVITY OF FUTURE PHARMACISTS

**Abstract.** The aim of this thesis is to provide details on the importance of foreign language communicative competence formation for successful professional activity of future pharmacists.

**Keywords:** pharmacists, communicative competence, professional education, foreign languages, communicative skills.

The pharmacists work in the healthcare system and therefore they should have the ability to cooperate with pharmacy visitors (native speakers and foreigners), colleagues, doctors, healthcare agents, foreign partners, representatives of international pharmaceutical enterprises, as well as, to be competitive on the world pharmaceutical market. For this reason, foreign language communicative competence is an important aspect of professional education of future pharmacists. It plays an important role in a successful development of future specialists in their professional field.

Why is foreign language communicative competence so important for pharmacists? English is one of the most widely spoken languages. One in five people in the world can speak or at least understand English. Therefore, learning the basics of foreign language communicative skills expands the possibilities of future pharmacists in obtaining necessary knowledge, abilities, and practical skills in the culture and ethics of communication between consumers of pharmaceutical services, colleagues, medical workers, and business partners from different

countries. In addition, effective communication between pharmacists and patients promotes the patient's understanding of the prescribed treatment, which helps improve the compliance (satisfaction) of consumers of pharmaceutical services.

Another important reason for future pharmacists to form their foreign language communicative competence is their increased chances of getting a good job in a multinational pharmaceutical company or working abroad. As the language of business, it is important for employees to speak English when interacting with colleagues in other countries and international customers. Pharmacists who provide services to diverse populations must be aware of and take into consideration the cultural health beliefs, language needs, or other unique aspects involved in providing care to patients from diverse groups. The profession needs to fully understand the cultural as well as the medical needs of patients to care for them effectively. In addition to the individual relationships built between practitioner and patient, pharmacists must be aware of what health-related differences, if any, may be encountered in patients from other cultures.

Consequently, for pharmacists the skills of foreign language communication is an essential tool for understanding and serving patient needs, collaborating effectively with the colleagues, achieving optimum patient care outcomes, and establishing and maintaining meaningful relationship, personal or professional.

## REFERENCES

1. Costel Coroban, "On the Importance of Intercultural Communication and English Language Skills for Health Professionals" in Journal of Romanian Literary Studies, Issue no. 14, 2018, pp. 326-331.
2. Luiza Benigni. English for the Pharmacy Student. Esculapio, 2008.
3. Min Liu, Lakesha M. Butler, (2015). Patient Communication for Pharmacy: A Case-study Approach on Theory and Practice. Jones & Bartlett Publishers. 214 s.
4. Эльяшевич, Е. Г., 2013. История фармацевтической этики. Вестник фармации, № 1 (59). С. 77 – 80

*O. Pyvovar*

*Research supervisor: A.L. Tarhonskiy,  
Candidate of Physical and Mathematical Sciences, Associate Professor  
Zhytomyr Ivan Franko State University  
Language tutor: A.V. Kuznyetsova  
PhD, Associate Professor*

## BIG O NOTATION AS ONE OF LANDAU'S SYMBOL

This paper deals with Landau's concept of symbols and its application in modern programming which is also widely known in mathematics.

Big *O* notation (with a capital letter *O*), also called **Landau's symbol**, is a symbol used in complexity theory, computer science, and mathematics to

describe the asymptotic behavior of functions. Basically, the concept shows how fast a function grows or declines. Landau's symbol comes from the name of a German mathematician Edmund Landau who popularized the notation.

The letter  $O$  is used because the rate of growth of a function is also called its order. For example, while analyzing some algorithm, one might find that the time (or the number of steps) necessary to perform the task of size  $n$  is given as

$T(n)=4n^2-2n+2$ . If the constants are ignored (which makes sense because these depend on the particular hardware the program is run on) and slower growing conditions, we can say " $T(n)$  grows in the order of  $n^2$  " and write:  $T(n) = O(n^2)$ .

In mathematics, it is often important to get an interpretation of the approximation error. For instance, people will write  $e^x = 1 + x + x^2/2 + O(x^3)$  for  $x \rightarrow 0$  to express the fact that the error is smaller in absolute value than some constants  $x^3$  if  $x$  is close enough to 0.

For the formal definition, suppose  $f(x)$  and  $g(x)$  are two functions defined on some subset of the real numbers. We write  $f(x) = O(g(x))$  (or  $f(x) = O(g(x))$  for  $x \rightarrow \infty$  to be more precise) only on condition that constants  $N$  and  $C$  exist such that

$|f(x)| \leq C/g(x)$  for all  $x > N$ . Intuitively, this means that  $f$  does not grow faster than  $g$ .

If  $a$  is some real number, we write  $f(x) = O(g(x))$  for  $x \rightarrow a$  in this case and only if there exist constants  $d > 0$  and  $C$  such that  $|f(x)| \leq C /g(x)|$  for all  $x$  with  $|x-a| < d$ .

This definition is the only one used in computer science (where typically only positive (additive) functions with a natural number  $n$  as an argument are considered; the absolute values can be ignored), while both applications appear in mathematics. The classes of the functions which are often used in algorithm analysis are listed below beginning with the slowly rising function.

The slower growing functions are listed first.  $C$  is some arbitrary constant.

<b>Notation</b>	<b>Name</b>
$O(1)$	Constant
$O(\log(n))$	Logarithmic
$O((\log(n))^c)$	polylogarithmic
$O(n)$	Linear
$O(n^2)$	Quadratic
$O(n^c)$	Polynomial
$O(c^n)$	Exponential

The big  $O$  notation described here are very useful. They are used for approximating formulas for analysis of algorithms, and for the definitions of terms in polynomial. Being used mostly in computer sciences nowadays, basic Landau symbols may be more widely applied in the future.

## REFERENCES

1. Грин Д., Кнут Д. Математические методы анализа алгоритмов. — Перевод с англ. — М.: Мир, 1987. — 120 с.

2. Дж. Макконелл. Основы современных алгоритмов. — Изд. 2 доп. — М.: Техносфера, 2004. — 368 с.
3. Джон Э. Сэвидж. Сложность вычислений. — М.: Факториал, 1998. — 368 с.
4. Н. Крупский. Введение в сложность вычислений. — М.: Факториал Пресс, 2006. — 128 с.

*N. Rekada*

*Zhytomyr Ivan Franko State University*

*Language tutor: Dienichieva O.*

## **SEVENTH CONTINENT: OCEAN POLLUTION**

The 21st century is the century of environmental disasters. The biggest evil of our modern time is plastic. Experts believe that plastic debris is now everywhere: on the land, at the sea, and even deep at the bottom of the ocean. It pollutes the soil, groundwater, rivers and lakes. In the process of burning plastic the most dangerous organic toxins (dioxins) are released into the atmosphere. In addition, about 1/3 of the produced plastic goes not to recycling but to the oceans. The seventh continent is called the giant plastic spot in the Pacific Ocean.

Scientists point out that 192 countries with the coastlines bordering the Atlantic, Pacific and Indian oceans or the Mediterranean and Black seas produced 2.5 billion tonnes of waste in 2010. According to this fact, an estimated 275 million tonnes was plastic and 31.9 million tonnes was mismanaged coastal plastic waste. As a result, 8 million tonnes of this plastic waste enters the Ocean every year [2].

Initially, after plastic gets into the water it breaks up into small fragments in the form of balls, filaments and multicolored fibers in the size of a tenth of a millimeter. It becomes so-called microplastic. After that, it accumulates in the fish fry. Then, the fish fry simply die because they are unable to digest it. Moreover, scientists found out that 90% of seabirds have plastic particles in their stomachs [1]. And very small (nano-size) microplastic particles have been shown to cross cell membranes in laboratory conditions causing tissue damage.

To solve the problem, it is urgent to stem the tide of plastic materials that enter the ocean. It will require a combination of approaches including reducing and limiting the amount of plastic we use. It is also important to improve waste collection, infrastructure and management. People need to take personal responsibility and significantly limit the use of plastic.

## **REFERENCES**

1. Добрянська Я.В., Рудковська О.В. Аналіз проблеми забруднення світового океану пластиком // Збірник матеріалів Всеукраїнської конференції молодих вчених «Молодь і наука. Практика інноваційного пошуку» (18 грудня 2019 р., Дніпро, Україна) – С. 430 – 431.

2. Plastic waste inputs from land into the ocean / [R. Geyer, C. Wilcox, T. R. Siegler and other]. USA:Science 2015, Vol. 347, N. 6223. pp. 768 - 771

***E. Reznik***

*Research supervisor: I.R. Dzik,*

*senior lecturer*

*Baranovich state University*

*Language tutor: M.D. Lavrenkova*

## **THE RIGHT TO A FAVORABLE ENVIRONMENT AS A CONSTITUTIONAL RIGHT**

The right to life and health are natural human rights that belong to them from birth. The political and legal basis for regulating the right of citizens to a favorable environment in national legislation is the fundamental international human rights instruments. [1, p. 46].

The Constitution of the Republic of Belarus, adopted in 1994, established a number of fundamental human and civil rights and freedoms. Thus, along with other rights and freedoms, there are also so-called environmental rights, which are enshrined directly in article 46 of the Constitution of the Republic of Belarus [2].

In the current version of the Law of the Republic of Belarus "on environmental protection", respect for the right of citizens to a favorable environment is enshrined as the main principle of environmental protection. Article 14 of this law stipulates that "the right to a favorable environment belongs to a citizen from birth and is subject to protection as a personal non-property right, not related to property, in accordance with the legislation of the Republic of Belarus"[3].

However, today in Belarus there is a legal uncertainty, a kind of defect of law in this area. There is a lack of effective legislation, namely, effective legal protection of the right to a favorable environment, the absence of "legally significant criteria for determining a favorable state of the environment", which leads to difficulties in law enforcement in the process of protecting them. Some agreements do not provide for procedural opportunities for citizens and associations of citizens to file individual or collective lawsuits in court for the protection of the right to a favorable environment.

In conclusion, we would like to note that the Republic of Belarus ensures the right of citizens to a favorable environment, as prescribed by the constitutional norm and environmental legislation. The natural environment around us must serve to meet the needs of society and must be preserved for future generations of our citizens. This task is achievable if the state, nature users, and the individual themselves, within the framework of social partnership and social responsibility, take care of the natural environment.

It should be noted that the existence of a clear, fair and rational system of environmental legislation is an important step towards the implementation of state

environmental policy based on the Constitution. It is effective state regulation that should ensure a favorable environment for people.

### REFERENCES

1. Balashenko, S. A. [et al.]. Environmental law: allowance / S. A. Balashenko [et al.]. - Minsk: BSU, 2013. – 240 p.
2. The Constitution of the Republic of Belarus: as amended. and ext. adopted by rep. referenda on November 24 1996 and Oct. 17 2004 - Minsk: National legal inform center. Rep. Belarus, 2020. – 62 p.
3. On environmental protection [Electronic resource]: Law Rep. Belarus, November 26, 1996, No. 1982-XII // Standard - Belarus / Nat. legal inform center. Rep. Belarus. - Minsk, 2020.

*V. Rusy, V. Polkhanova*

*Research supervisor: T.M. Greben,*

*Master of Education, Senior lecturer,*

*Baranovich State University*

*Language tutor: M.D. Lavrenkova, Senior lecturer*

### TOP DIGITAL MARKETING TERMS

The digital world is full of marketing terms and acronyms like ROI (return on investment), CPC (cost per click), CTR (click through rate), KPI (key performance indicator) and countless others. Now let's analyze a couple of terms that are often used in the digital marketing environment.

- Analytics: tracking data and creating meaningful patterns from it that inform future marketing endeavors. The data can come from website traffic, conversions, social media, etc.

- Blogging: individuals, small business and even large corporations write articles, commentaries, and the like, publishing regularly on their website. As a primary component of the inbound marketing method, blogging helps to drive website traffic, builds thought leadership and authority, and drives leads [1].

- Buyer persona: a summary of your ideal buyer, based on market research, data and hypothesis. The representation helps marketers define their ideal audience and it helps salespeople determine lead quality.

- Click through rate (ctr): this number shows how many people move through your website or marketing campaigns. It's actually the "clicks" or actions prospects take, divided by the total number of actions people could take.

- Key performance indicator (kpi): kpis appear in all types of marketing and businesses use them to measure the success of their campaigns. Your kpi can be any type of analytic like a click through rate, engagement rate, bounce rate and so on [2].

- Cost per lead (cpl): the total cost marketing pays to acquire a lead. It is an important metric to keep track of and it influences your customer acquisition cost (cac).
- Cost per click (cpc): an advertising metric that marketers use to determine the amount they will pay for ads based on how many clicks the ad receives.
- Landing page: a page on your website that houses a form that prospects will fill out and exchange their personal information for a lead magnet or free offer (such as an ebook, demo or consultation).
- Point of contact (poc): the representative who is the decision-maker/facilitator for their organization in terms of marketing and sales.
- Return on investment (roi): a way to measure the profitability of the investment you make in marketing, sales, etc. If the roi on an investment is negative, it generally means you're losing money on that endeavor.
- Search engine optimization (seo): a method to increase a webpage's performance in web search results. By tweaking elements on a webpage (there are on-page and off-page seo factors), you can move a webpage up on a search result "page". Marketers generally want to get their website page to appear on page 1 of a search result, ideally at the very top of the page. Seo elements include keywords, title and image tags, links, and more [1].
- S.W.O.T. analysis: an internal study often used by organizations to identify their strengths, weaknesses, opportunities and threats.
- User experience: the experience a user has with your brand/website, from the moment they discover you, through the purchase and beyond – where customers become advocates [1].

The internet has dramatically increased the potential for firms to develop and maintain relationships with their customers because of its capacity for interactivity and individualization on a grand scale. Because of the continual growth and changes that come into the digital marketing world, new words, terms and buzzwords are created to better identify the new features, tasks or even ideas. Knowing these words can help you better understand what the experts talk about on social media platforms, news sites, blogs and more [3].

## REFERENCES

1. Flightmedia: 99 Marketing And Sales Terms [Electronic resource]. – Mode of access: <https://blog.flightmedia.co/marketing-sales-terms-everyone-know> – Date of access: 01.03.2020.
2. Lyfe marketing [Electronic resource]. – Mode of access: <https://www.lyfemarketing.com/blog/marketing-terms/> – Date of access: 01.03.2020.
3. 10 Search Marketing buzzwords to become familiar with [Electronic resource]. – Mode of access: <https://codecondo.com/10-search-marketing-buzzwords-to-become-familiar-with/> – Date of access: 12.03.2020.



**N. Rybachenko**  
*Research supervisor: T. V. Kolomiets,*  
*Candidate of Psychological Sciences,*  
*Associate Professor,*  
*Associate Professor of the Department*  
*of Developmental Psychology and Counseling*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: N. M. Andriichuk*

## **PSYCHOLOGICAL PECULARITIES OF THE INTERPERSONAL RELATIONSHIP DEVELOPMENT**

As psychological phenomenon interpersonal relationship has no all-encompassing scientific notion. However, analyzing national and international scientific works we can come over a huge variety of related teleology, concepts and words (reciprocity, mutual interference, relation correlation, relationship, interaction, contacts and other) and also tantamount complementary thoughts concerning understanding and interpretation of this phenomena and its significance to all of us [1]. All of the foresaid points out the complexity, multiplicity, multidimensionality, diverseness and wideness of realization field of interpersonal relationship in everyday persons' life according to their multifarious stages of development. This enormous complex of humans acts and feelings turn to syntonic coexistence with others.

The word "relationship" nominates personal connections between definite people, mutual subject-subject relationship. Interpersonal relationship is an appointed co-product of mutual endeavours, nisus and intensions. The term "interpersonal" indicates that the other person is an object of relationship as well as he stands on mutual orientations in them. According to Rubinstein [3] human's heart is contextured from its relation to others and the main mental and inner person's life content is bounded to the relationships with others. These are the relationships that lead to stronger feelings and acts. Relationships with others are the spiritual and moral center of individual formation and all in all are largely in shaping the individual's moral values.

Personality's development in society is impossible without the system of relationships (social and interpersonal). After all, the interaction with the environment is the basis for the personality formation and further self-realization. And this need of connection between the person and environment is an insurmountable human need (E. Fromm). "Since when we are dealing with relationships? Since relationships are the veritas object of our teaching, we are always confronted with a bifront object – personality and society. It is absolutely impossible to isolate a person, to separate them, to depart them from the relationships. It is technically impossible. (A.S. Makarenko) Notably social relations (according to social roles: husband, wife, child, mother, father, teacher, etc.) are a prerequisite for emergence of interpersonal relationships.

Personality's development is fully linked to the relationships formation. From the very child's birth, while still being in the womb the contact and interaction with the mother appears. With child's birth this process (contacting and interacting with environment) changes, expands and continues to enlarge and become more complicated. The first steps in the development of interpersonal relationships take place precisely in the family circle on the basis of social roles (parents, close relatives, neighbors, environment). Therefore, from birth, the child is confronted with two "tasks" – establishing relationships and physiological development. And this is not a conscious choice, but prerequisite for the existence and proper development both his personality and social being. The development of people relationships not only starts but also is the most intensive in the childhood. The experience of these first relationships is the basis for the further development of the child's personality and in most cases determines the peculiarities of the personality's identity, kid's attitude to the world, their behavior and well-being among others. (Bowlby, Ainsworth, Shaffer and others). To summarize, relationship is one of the conditions for the formation and development of the personality as a social being, for the ease and functionality of life.

Both relationships and relations are not permanent, they are dynamic phenomena, and change as a result of development (biological, intellectual, self-development) education, self-education. Personality is evolving due to inner changing, and their attitude to reality is changing too. The process of development consists of the struggle between the processes of mastering and overcoming. It is the main content of individual development during which individual acts not as a passive object, but as an active and conscious subject. Depending on the developmental conditions and relationships with the environment, personality formation leads to different results.

V.N. Myasishchev [2] considered that the decisive for the individual is the attitude to the people, at the same time it acts as interpersonal relationships.

Relationships are the driving force of the individual; it is the potential that determines the degree of interest, the degree of emotion expression, the degree of desire or need tension; it is a mutual interest of the partners, mutual efforts in maintaining the level of relationships.

In any case, person interacts, and therefore has a relationship with the outside world. And for the social personality there is a decisive need to have interpersonal relationships with others; for a harmonious and full-fledged existence, these relationships must be constructive, that is those that would help to acquire, enrich the individual, their life and the lives of others.

The further research prospect is seen in the empirical study of the characteristics of interpersonal relationships of children with disabilities.

## REFERENCES

1. Коломієць Тетяна Володимирівна. Особливості емпатійної міжособистісної взаємодії. – Дисертація, Ж., 2015. – 197 с.

2. Мясищев В.Н. Понятие личности в аспектах нормы и патологии. Психология личности. Т. 2. – Хрестоматия. – Самара: Изд. дом «Бахрах», 1999. – с.197 -244., С. 206
3. Смирнова Е. О., Холмогорова В. М. Межличностные отношения дошкольников: диагностика, проблемы, коррекция. — М.: Гуманитар. изд. центр ВЛАДОС, 2005. — 158 с.: ил. — (Психология для всех)
4. Diana Jackson-Dwyer. Interpersonal Relationships. — New York: Routledge, 2014. – p.186
5. Rogers, Carl R. and Barry Stevens. Person to person: the problem of being human, a new trend in psychology. Lafayette, CA: Real People Press, 1967, pp. 85- 101

**A. Ryzhkovets**  
*Research supervisor: O.Y. Prokuda,*  
*Senior Lecturer, Master of Laws*  
*Baranovich State University*  
*Language tutor: M.D. Lavrenkova,*  
*Senior Lecturer*  
*Baranovich State University*

## **ADMINISTRATIVE ARREST AS A KIND OF ADMINISTRATIVE EXAMINATION**

Administrative punishment is a measure of responsibility applied in accordance with the procedure established by law to a person who has committed an administrative offense [1, p. 209].

Article 6.2 of the Code of Administrative Offences provides a list of administrative penalties that can be applied to the person who committed the offense, namely: warning, fine, correctional work, administrative arrest, deprivation of a special right, deprivation of the right to engage in certain activities, confiscation, deportation, cost recovery, an administrative ban on visits to physical culture and sports facilities [2]. In accordance with Part 1 of Article 6.7 of the Administrative Code, administrative arrest consists of keeping an individual in isolation in places determined by the body in charge of the execution of administrative penalties, and is set for a period of up to fifteen days [2].

The legislative prohibition on the use of administrative arrest to certain categories of persons emphasizes once again the particular severity of this administrative penalty. Part 2 of Article 6.7 of the Administrative Code specifies that administrative arrest cannot be applied to pregnant women, persons with disabilities of the I and II group, women and lonely men with dependent children or children with disabilities of the I group, persons caring for aged people who have reached the age of eighty, persons specified in part 2 of article 4. 6 and part 1 of article 4.7 of the Administrative Code, as well as to persons specified in part 6

of article 8. 2 of the Procedural-Executive Code of the Republic of Belarus on Administrative Offences [2].

Part 3 of Article 6. 2 of the Administrative Code contains an imperative norm, which indicates that the administrative penalty in the form of administrative arrest is imposed only by the court. But along with this provision of part 4 of Article 6. 2 of the Administrative Code it creates an exception to the rule, indicating that the administrative penalty in the form of administrative arrest for committing an administrative offense under Article 9.27 of the Administrative Code is imposed by the internal affairs bodies [2].

In our opinion, administrative arrest is the most severe type of administrative penalty. In this regard, we believe that this measure of administrative responsibility should be imposed only by the court.

Based on the above, we propose to exclude from Part 4 of Article 6. 2 of the Administrative Code the words “in the form of administrative arrest for committing an administrative offense under Article 9. 27 of this Code”, stating it in a new edition with the following content: «4. Administrative penalties in the form of deprivation of the right to engage in activities related to the management of vehicles are imposed by the internal affairs bodies».

## REFERENCES

1. Административное право : учебное пособие / Л.М. Рябцев [и др.]; под общ. ред. Л.М. Рябцева. – Минск : Амалфея, 2009. – 432 с.
2. Кодекс Республики Беларусь об административных правонарушениях [Электронный ресурс] : 21 апр. 2003 г. № 194-З : принят Палатой представителей 17 дек. 2002 г. : одобр. Советом Респ. 2 апр. 2003 г. : в ред. Закона Респ. Беларусь от 18 декабря 2019 г., № 276-З// Нац. центр правовой информ. Респ. Беларусь. –28.12.2019. – 2/2714.

*Yu. Safandovska*

*Research supervisor : Maksymenko Yu.*

*Candidate of Biological Sciences,*

*Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: Dienichieva O.*

## FIREBUG (LAT. PYRRHOCORISAPTERUS)

Firebug or a soldier's bug can be found throughout Eurasia, North America and North Africa. It is 9-11 mm in size. The color of the back of the bug is bright red, rarely yellow. All shades of unusual black ornament can be seen on the shell of it. The shape of the bug is oval and slightly flattened [1].The bug is active from early April to late October. It forms mass clusters, especially in early spring at stumps and in other warm places. The bugs hibernate from December to early March.

They choose cozy places for it in advance. These can be dry and warm cracks in trunks, fences, old wooden buildings [2].

It is important to emphasize that they do no harm to the environment. These bugs eat only seeds, fruit or dead insects that have fallen to the ground. However, these bugs do not mind to sip the juice of different horticultural crops. The bugs pierce a leaf or stem which can cause some damage to the plant, especially a young one. It should be mentioned that winged red bugs that are formed during amorphosis, have the unchanged picture throughout the life. Like most insects, these bugs don't have any age-related changes in the pattern and the degree of melanization can be occurred [3].

To sum up, there are several reasons to study a firebug as a convenient object of ecological and morphological structure of this population. It is considered to be the massive polymorphic species that is clearly visible due to the colonial life style and easily accessible for observation. The use of the individual frequencies with asymmetry in a melanized pattern of the bed bugs cover leads to the detection of disturbances in the ecosystems.

## REFERENCES

1. Винклер Н.Г. Изучение изменчивости рисунка переднеспинки у клопа-солдатика (*Pyrrhocoris apterus* L.) из разных точек ареала //Известия АН Таджикской ССР, Отделение биологических наук, 1975, №3(60), С.31-36.
2. Малозёмов Ю.А. Половой диморфизм и эколого-мофрологические особенности репродуктивной группы клопа-солдатика (*Pyrrhocoris apterus* L.) в Удмуртской АССР //Фауна Урала и прилежащих территорий сб. Докл. Свердловск, 1984. С.85-98.
3. Червоноклоп безкрилий [электронный ресурс]. – Режим доступа: [http://www.empex.com.ua/news\\_view/chervonoklop-bezkrilij/](http://www.empex.com.ua/news_view/chervonoklop-bezkrilij/)

*A. Savchenko*

*Research supervisor: Sverchevskaya I. A.*

*Candidate of Pedagogical Sciences,*

*Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: Dienichieva O.*

## CURRENT STATUS AND PROSPECTS OF DEVELOPMENT OF PROGRAMMING

A new phase of the computing development began in the mid-1970s. It was linked to truly revolutionary scientific and technological advances in solid state of physics. As a result, these achievements were created and technologically mastered. It enabled to prepare the mass production of reliable microminiature assemblies, units and individual devices including microprocessors as the technical base of the next generation of computers [1].

It should be mentioned that the use of microprocessors has many times reduced the cost and the size of PC. The technical means of human-machine communication have been greatly improved and the programming languages have been further developed. Many software packages were created by the professional programmers for other programmers or ordinary computer users [1].

Taking everything into account, it must be said that a new technological phase is now underway in which there is an influx of new programming and development environment. However, in the majority of cases, they do not require programming skills. They involve more and more users. Thus, the programming will be a significant part of human life and development in the nearest future. Therefore, you should pay attention to the modern programming languages.

## REFERENCES

1. Сучасний стан та перспективи розвитку програмування [Електронний ресурс]. – Режим доступу: <https://studfile.net/preview/5456521/page:43/>

**V. Savchuk**

*Research supervisor: T. V. Kolomiets,  
Candidate of Psychological Sciences,  
Associate Professor*

*Zhytomyr Ivan Franko State University  
Language tutor: N. M. Andriichuk,  
Candidate of Pedagogical Sciences,  
Associate Professor*

## ART THERAPY AS A MEANS OF DEVELOPING CREATIVE ABILITIES IN PRIMARY SCHOOL CHILDREN

Nature has empowered each child with opportunities to develop, and one has only to find how to realize these opportunities. Each of us is a creator, and creativity gives us a great pleasure. In creativity, everyone has many opportunities to express themselves, to convey their feelings and emotions.

The problem of creativity has been studied by many scientists (T. Anderson, V. Andrieiev, V. Bibler, A. Brushlynskyi, J. Guilford, S. Goldentricht, I. Hrechukh, K. Marchuk, A. Maslow, O. Matiushkin, V. Moliako, O. Muzyka, I. Ponomarov and others). They came to the conclusion that creativity is a property that is distributed more or less to the whole humanity, and creative thinking begins to work in any person, if life, practice, pushes her to difficulties, obstacles that are difficult tasks.

The younger school age is a sensitive period for the development of creative abilities. The child retains many children's qualities (frivolity, naivety, looking at the adult from below - upwards), but another logic of thinking emerges, learning becomes a leading activity for the younger student. At school, student acquires not only knowledge and skills, but also a certain social status: values and interests

change. The dominant function in younger school age is thinking. Due to this intensive development, mental processes are reorganized and, on the other hand, the development of other mental functions depends on intelligence.

Considering the psychological essence of creative ability, we can draw the following conclusion. In the most general form, the definition of creative abilities looks like this: creative abilities are the individual characteristics of a person's qualities that determine the success of his creative activity of various kinds. Having revealed the psychological essence of creative abilities, let us turn to the consideration of art therapy as a means of developing creative abilities.

Younger students need to identify and develop creative inclinations. Successful, creative people are not born, but they are born with the makings that can then grow into abilities. According to O. L. Muzyka: "the makings are undifferentiated, mainly anatomico-physiological, morphological features of the organism, which are not directly related to the success of man in the activity" [2, p. 37]. Effective educational games and a variety of different methods promote the development of creative imagination, help develop creativity in children. It is necessary to bring to life that orientation to self-realization and self-actualization, which is embedded in everyone and can become a source of creative personality.

Art therapy is a field of psychotherapy that has been used not so long ago but is developing very rapidly. Art therapy is a method related to the disclosure of an individual's creative potential, the release of his / her hidden energy reserves and, as a result, finding them the best ways to solve their problems [1, p. 14]. This is a simple and effective way to work with clients of any age and with any irregularities. For the individual is a way of self-disclosure, self-expression, development and harmonization of personality.

Art therapy can be done either in the form of individual or group classes. There are the following types of art therapy (see Fig. 1.1.):

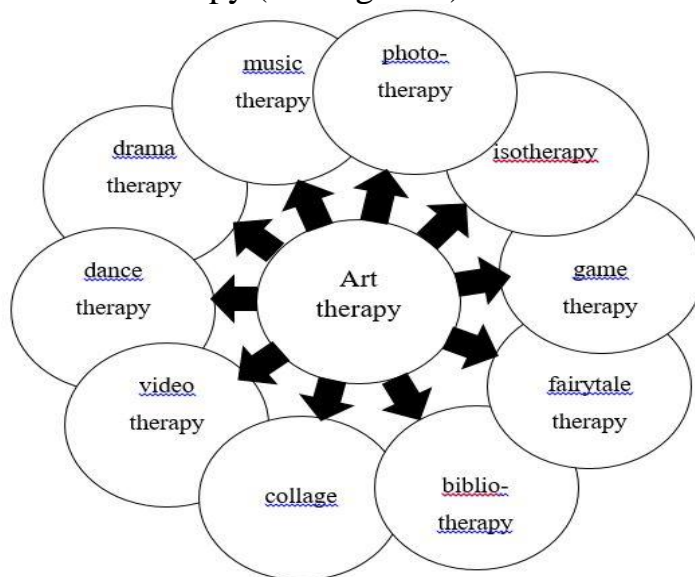


Fig. 1.1. Types of art therapy

Art therapy techniques are often used in work with younger students to develop their creative abilities. Children always enjoy creative work. They are happy to draw, glue, make, paint, play and more. It is always interesting for them and useful

for fine motor skills and higher mental functions. This nice method is suitable for solving even deep psychological problems.

Thus, it can be considered that each child has the creativity and is capable of creative expression. It is important to consider the creative abilities of each child concerning their personal stage of development, to help them to discover and develop them. Art therapy is especially good for this.

Therefore, we can conclude that art therapy is today one of the most effective means of developing the creative abilities of younger students.

## REFERENCES

1. Киселева М. В. Арт-терапия в работе с детьми: Руководство для детских психологов, педагогов, врачей и специалистов, работающих с детьми. СПб.: Речь, 2006. 160 с.
2. Здібності, творчість, обдарованість: теорія, методика, результати досліджень За ред. В.О. Моляко, О.Л. Музики. Житомир: Вид-во Рута, 2006. 320 с.

*A. Schumskaja*

*Wissenschaftliche Betreuerin: Lyubanets I. I.  
Staatliche Universität Baranovichi*

## DAS „DENGLISCH“-PROBLEM

In vielen Texten stoßen wir auf Wörter, deren Ursprung mit der deutschen Sprache nicht viel zu tun hat, die wir im Alltag jedoch sehr oft hören. Die Rede ist von Anglizismen – englische Wörter, die zu einem festen Bestandteil der deutschen Sprache geworden sind.

Der Duden definiert einen Anglizismus als “Übertragung einer für (das britische) Englisch charakteristischen sprachlichen Erscheinung auf eine nicht englische Sprache“ [1].

Anglizismen finden wir in allen Bereichen der deutschen Sprache:

Vor allem werden sie fester Bestandteil des deutschen Wortschatzes. Im Duden zum Beispiel findet man seit mehreren Jahren unter dem Eintrag „Job“ den englischen Begriff, der eine Arbeit oder Arbeitsstelle bezeichnet.

Es hat sich auch eingebürgert, bei diesen Einflüssen des Englischen auf das Deutsche die Wort-Kreuzung „Denglisch“ zu verwenden.

Cool, diese Pool-Bar mitten in der City – ’ne hippe Location zum Chillen! Deutsch? Englisch? Denglisch!

Doch heimlich haben sich immer mehr Anglizismen in die Alltags- und Umgangssprache geschlichen. Nicht nur Jugendliche plündern munter das englische Vokabular. Auch wir joggen und walken beim täglichen Work-Out, nehmen an Briefings teil, oder cancel diese. Und genehmigen den Coffee-to-Go beim Einchecken im Airport. Im Internet wird gechattet und getwittert.



Englische Begriffe können dabei auf unterschiedliche Weise auf das Deutsche übertragen werden:

- Einige Wörter schließen in der Tat eine Lücke im Deutschen Wortschatz: „brainstorming“.
- Für andere gibt es eigentlich eine deutsche Entsprechung: „highlight“.
- Es gibt Anglizismen, die falsch übersetzt wurden: „administration“ als Verwaltung statt Regierung.
- Und es gibt Pseudo-Anglizismen: „Handy“.
- Am auffälligsten sind deutsch-englische Zwittergebilde. Bei Wörtern wie „gecovert“, „downgeloadet“, „gegoogelt“ oder „gesimst“ wird die deutsche Deklination einfach dem englischen Begriff übergestülpt [1].

Modeworte geben sich verbal „die Klinke“ in die Hand: Was gestern noch „knorke“ war, ist wenig später „toll“, „super“, „geil“ und heute eben „cool“, ein gedeutscht: „kul“ – und damit schon auf dem besten Weg, bald nicht mehr als englisches Wort wahr genommen zuwerden.

Für viele hat die Überflutung der deutschen Sprache mit Anglizismen nicht nur die Grenzen der Toleranz überschritten, sondern unsinnige und überflüssige Ausmaße angenommen. Dabei gibt es durch aus sachliche Gründe für Entlehnungen aus dem Englischen. Wie aber ist das Grassieren zu verstehen, die Anglisierungsmanie, die aus jedem Leiter des Rechenzentrums einer Hochschule den, information officer’ gemacht hat? Es sind diese Auswüchse, die nerven und Sprachwächter auf die Palme bringen [2].

Dabei gibt es durch aus schöne Anglizismen, die in die deutsche Sprache integriert haben und diese bereichern – denn: Sprache lebt und entwickelt sich. Ein wichtiges Kultur gut ist Deutsche Sprache. Die aber wird zu nehmend mit englischen Wörtern durchsetzt, die manch mal sinnvoll und zweckmäßig, häufig aber überflüssig und oft sogar falsch sind.

## REFERENCES

1. Денглиш: Когда языки сталкиваются [Электронный ресурс]. – Режим доступа: <https://www.greelane.com/ru/языки/немецкий/denglisch-when-languages-collide-1444802/>
2. Серегина. М. А. Denglish: английские заимствования в немецком языке / М. А. Серегина, И. С. Чахоян. [Электронный ресурс]. – Режим доступа: <https://research-journal.org/languages/denglish-anglijskie-zaimstvovaniya-v-nemeckom-yazyke/>

**I. Semenchuk**

*Research supervisor: N.M. Myronchuk*

*Candidate of Pedagogical Sciences, Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: I.V. Samoylyukevych*

## **USING GAMES IN THE PROCESS OF THE FORMATION OF SOCIAL COMPETENCE IN ENGLISH LESSONS IN PRIMARY SCHOOL**

*This article deals with role of social competence in the process of teaching young learners to speak English. It is proved that using interesting different interactive games are the source for its formation. The relevance of using games in studying English is discussed.*

*Key words: social competence, language games, communicative games, role-play, primary school.*

Nowadays, the main task of modern education is to educate the younger generation, to form a complex of qualities necessary for life in society and new social relations. Formed social competence of younger students characterizes the child as an open-to-society personality with social skills behavior, willingness to perceive social information, desire to learn about the surrounding world.[1]

Primary school age is the first period of systematic involvement of a child in society both in their mother tongue and a foreign language, for example, English.

It is during this period that a number of personal entities are necessary for the formation of social competence, if the teacher takes care of it in the English lessons. The process of the formation of the student's personality in the context of learning and teaching English is characterized by the intensive development of social relations, changes in social roles and functions with the further expansion of social and moral interactions of children with the surrounding society.

One of the most promising ways of educating active learners is to introduce active forms and methods of teaching, among which language games, communicative games and role-play and occupy a leading position. Playing *language games* and having fun are crucial to development and highly motivating to children. The natural setting of a child's game provides opportunities for language development, hypothesis testing, problem solving, and the formation of thought constructs that reflect the shared cognitive themes related to cultural understanding. In the communicative game setting, a child of the primary-school age acquires the basic social competences necessary to establish contact and develop interaction with the outside world [2]. In the formation of social competence, *role-play* is in frequent use. One of the defining features of such games is the arbitrariness of game-like activities that are subordinate to the common game interests.

In the development of social competence, it is important to use drama, because their educational value is ensured by the fact that, by organizing such games with children, the teacher is able to influence the real position of the child through play through productive role distribution.

Analyzing the work of researchers on this issue, we can conclude that, taking into account the age characteristics of students, the use of effective methods and techniques, will contribute to preparing socially-trained students. Games are useful and successful methods of the formation of social competence in primary school.

### REFERENCES

1. Metaxas, G., Metin, B., Schneider, J., Shapiro, G., Zhou, W. & Markopoulos, P. (2005). Scorpiodrome: An Exploration in Mixed Reality Social Gaming for Children. Proceedings of ACE 2005, ACM, p. 229–232
2. Cruickshank, D. R., & Telfer, R. (2001). Classroom games and simulations. Theory into Practice, 19(1), 75-80

**B. Serhiienko**

*Research supervisor: H.I. Hrymashevych,  
Candidate of Philological Sciences, Associate Professor  
Zhytomyr Ivan Franko State University  
Language tutor: T.V. Lytnyova,  
Candidate of Pedagogical Sciences, Associate Professor*

### THE HUTSUL DIALECTS IN THE NOVEL "THE VOICE OF THE QUAIL" BY MARIIA TKACHIVSKA

The Hutsul dialect is considered to be one of the most colorful in the southwestern dialect. The origin of the structural-systemic features of Hutsul dialects and their interaction with other neighboring dialects and languages were investigated by Ya. Yaniv, Y. Dzendzelivskiy, Ya. Zakrevska and L. Kalnyn [1].

The article focuses on the Hutsul dialects used by Mariia Tkachivska in the side notes of the novel "The Voice of the Quail". Emphasis is placed on comparing the use of these dialects in lexicographic editions and in novels.

Mariia Tkachivska is a Ukrainian writer, teacher and scientist. Her creative work is characterized by the use of dialects. The author uses the following Hutsul dialects in the novel "The Voice of the Quail":

The word "burdiuk" is a bag of unbroken goat skin for storing dairy products. "...there's a burdiuk for milk on his back" [2]. The dictionary "Hutsul dialects" contains the word "burdiug" (bordiug): 1. Young calf [1].

The author refers to Hutsul's dialect "gachi" as pants. "...Boris's old clothes: gachi, sardak..." [2]. Gachi-underpants are in Hutsul's dictionary [1].

The word "krysanja" means hat [2]. Synonymic words "barshivka/krysanja" – a man's felt hat with ornaments [1].

The Hutsul dialect of dzhiemory is a forest bush. "Let's not go to the dark dzhiemory..." [2]. In the Hutsul dictionary, the word "dzhiemora" (dzhymora) has the following meanings: 1. Dark thick. 2. Young thick forest [1].

The dialect "grun" is a vertex. "... the window that showed the mountain grun..." [2]. The dictionary "Hutsul dialects" contains the word "grun" (hrun), which has 3 meanings: 1) the top of the mountain; 2) a small hill; 3) pasture [1].

The author explains the Hutsul dialect "banuvaty" as to regret. "Martyn was still regretting the shelter ..." [2]. The word "banuvaty/tuskuvaty" is used in the dictionary "Hutsul dialects" to mean to grieve [1].

Labuz is a stalk of corn. "...the hut ... covered with labuz from the side". In the dictionary the word "labuz" has the meaning: leaves and stems of garden plants [1].

Some Hutsul dialects used by the author have not been confirmed in lexicographic dictionaries. These are words like: dzyglyk, which means author's chair, viitra – prostitute, klents, meaning tooth, retsipka – recipe, haidamash – raves.

As a result, it can be said that the Hutsul dialects which the author used in the novel "The Voice of Quail" coincide with the definitions in lexicographic editions.

Thus, the elaboration of the dialects of the lexicographic edition confirms the functioning of these words in modern Hutsul dialects.

#### REFERENCES

1. Грещук В.В. Гуцульський говір в українській художній мові XIX – I пол. XX ст. / В.В. Грещук. – Львів, 2009.
2. Ткачівська М. Голос перепілки : роман / Марія Ткачівська. – Харків : Книжковий Клуб «Клуб Сімейного Досуга», 2018. – 192 с.

*L. Shuniaeva*

*Language tutor: T.Yu. Biloshytska*

*Candidate of Pedagogical Sciences, Senior Lecturer*

*Zhytomyr Ivan Franko State University*

### **SALTYCHIKHA – THE STORY OF THE MOST EVIL WOMAN IN RUSSIAN HISTORY**

It's believed that she tortured to death over a hundred of her own serfs, with the majority of them being young women.

When one thinks about serial killers, it's usually male figures that first come to mind. But history knows no shortage of cruel women - just remember the famous Hungarian Countess Elizabeth Báthory, who killed hundreds of young women between 1585-1609.

Well, a noblewoman with a similar inclination also lived in Russia in the 18th century. Her name was Daria Saltykova, but the people referred to her simply "Saltychikha", pointing to her notorious nature, which turned her into a somewhat mythical figure in the collective Russian mind.

It was proven that, in 1756-1762, she killed at least 38 of her serfs, with the number likely being a lot higher. Witnesses spoke of 138 deaths in total, but her involvement was never confirmed. Among her victims were mainly young women whom she would beat with whips, bats and logs, tear their hair, burn with a hot iron, starve, freeze or drown to death.

Even when she was still alive, people used to spread scary stories and rumors about her taking baths in victims' blood and eating babies.

So who was this woman and why had the authorities failed to capture her for so many years? And, most importantly, what drove her desire to kill and mutilate?

Saltykova (1730-1801) was born into a wealthy noble family and in her youth was known as a rather good-looking and pious lady. She married young and had two sons. Her husband was from the famous and influential Saltykov family, but didn't live long - he died of an illness and left his 26-year old wife a widow in charge of a large estate with 800 serfs.

It was after her husband's death that Daria first started to reveal her sadistic tendencies. She'd punish her staff for every mistake they made (big or small) - at first beating them herself and then ordering her male servants to do it, when she felt tired. Her main victims were usually young women but sometimes men also had to suffer.

After being tortured or beaten at the house, her victims would then be whipped to death at the stables and Saltykova usually was there to watch till the very end.

Allegedly, on one occasion, she tortured a pregnant governess, instigating labor during the torture. When she died, male servants put the coffin with her body outside in the cold and left her newborn child on top, allowing it to freeze to death.

Another serf girl was driven by a stick to the pond and kept there standing neck-deep in cold water. After several hours she drowned.

Accidentally killing or hurting a serf was not a punishable thing in those times, but even given that, Saltykova's practices seemed too much.

At one point, Saltychikha had the gall to order her servants to kill noblemen. After her affair with a young and distant relative, Nikolai Tyutchev (grandfather of poet Fyodor Tyutchev), and his subsequent decision to marry another, younger woman, she was furious. She wanted revenge, so she ordered her servants to plant a bomb in their house.

As opposed to murdering a serf, killing a nobleman was a crime that her male servants were too afraid to carry out, so they chose to warn them instead. Saltychikha came up with another plan later: attack Tyutchev and his wife in their carriage. However, it also failed - one of the servants warned them again.

Some believed that it was this jealousy that turned a young widow into a monster, but serfs suffered from her cruelty even before her affair with Tyutchev.

So what drove her bloodthirst? There is no consensus on that to this day. Some believe that she must have felt too much pressure: as a young widow she had to be a good mother to two sons and a good master of a large household, which had to be clean and respectable. Tied to her noble status and numerous obligations, she simply started to hate all this daily hassle more and more, with serfs falling victim to this hatred.

Others argue that she was clearly a psychopath, prone to unmotivated aggression leading to the most brutal and sophisticated killings. Plus, they argue that her special interest in young women could have been a sign of latent homosexuality.

The investigation and arrest.

Up until 1762, Saltykova's serfs that lived in constant horror sent 21 letters to the authorities telling about the atrocities happening at the estate but, with no success. Saltykova was a member of an influential family and had connections at court, plus, there was never a case in Russia of that time when nobles were publicly held responsible for things they did to their peasants.

It was only when Catherine the Great ascended the throne when things started to change. The new ruler wanted to set things right, but fighting noblemen wasn't easy. By lucky chance, two of Saltykova's trusted servants (one of them lost three wives to her bloodthirst) managed to get a letter to the new Empress drawing her attention to the matter. In 1762, the 32-year old noblewoman got arrested, but it was only six years later when an official sentence was handed to her.

***D. Sitalov***

*Research supervisor: Lityaga I.V.  
Candidate of Pedagogical Sciences  
Zhytomyr Ivan Franko State University  
Language tutor: Andriichuk N.M.  
Candidate of Pedagogical Sciences,  
Associate Professor*

## **PECULIARITIES OF SOCIAL WORK WITH COMBATANTS AND THEIR FAMILIES**

The current situation in Ukraine is experiencing one of the most difficult times in independence of the country as a whole. A number of economic, psychological and political problems have arisen on the background of it. In any case, certain problems cannot be solved without providing social assistance to people and their families who are or have been involved in hostilities. The activity of a social worker, in a certain direction, is oriented towards creating and maintaining favorable conditions for social adaptation and socialization of the individual.

The work of a social worker involves the whole range of actions which can be defined only when the purpose of social work is formulated in military service. At the moment, it is about rebuilding the physical and mental strengths of those in need; to adjust clients' personal preferences by teaching them how to perceive the forced sides of their lives properly; to introduce elements of social justice within the framework of subordinate attitudes, specific to military service [1, 60].

Servicemen of the Armed Forces of Ukraine, who participated in the fighting, require increased social attention, organization of the comprehensive rehabilitation system. According to Suryak Yu. and Kudryk L., first of all it is necessary to start social work with participants of hostilities with [3, 7]:

- assisting combatants' families;
- providing social services (targeted psychological and legal assistance to combatants and their families);

- active cooperation with charitable community volunteers, religious, international organizations;
- social support for combatants' families:
- assistance in providing free rehabilitation and rest in cultural and health centers and summer camps for children of ATO Zone participants from the number of the vulnerable categories
- working on the socio-psychological adaptation of participants of hostilities to the conditions of peaceful life;
- maintaining enhanced information and awareness raising work.

Therefore, the social employee must actively work with the combatants and their families. Unfortunately, workers who are specifically engaged in the relevant area of work are extremely lacking. Moreover, the structure of social support is not well established yet. According our analysis, it is more effective to work with combatants as early as possible and include a full range of activities, among which the social institute of the family plays an active role.

### **REFERENCES**

1. Кучеренко С.М. Організаційні особливості соціально-психологічної адаптації військовослужбовців, які брали участь у бойових діях, до умов мирного життя. / С.М. Кучеренко, Н.М. Хоменко // Проблеми екстремальної та кризової психології. – 2017. – Вип.21. – С. 66 – 73.
2. Супмяк Ю.О. Соціально-психологічна допомога учасникам бойових дій у подоланні посттравматичного стресового розладу. / Ю. Сурмяк, Л. Кудрик // Соціальна педагогіка і соціальна робота – 2015. – №3. – С. 1-12.
3. Чапляк А.П. Основні напрями реабілітації учасників бойових дій. / А.П. Чапляк, О.П. Романів, Надь Б.Я. // Україна. Здоров'я нації. – 2018. - №3/1 (51) – С. 59-61

*P. Skakunova*

*Le chef scientifique: I. I. Lyubanets, le maître assistant de la chaire de la formation professionnelle de langue étrangère de l'Université d'État de Baranovitchi*

### **LA SPÉCIFICITÉ DE L'ACTIVITÉ PROFESSIONNELLE DE L'ÉDUCATEUR SOCIAL**

L'éducateur social se situe au carrefour de pratiques professionnelles multiples en santé mentale.

Le nom du spécialiste «éducateur social» est dérivé du mot éducateur, qui est associé principalement à l'enseignant. En effet, les activités professionnelles de l'enseignant et de l'éducateur social ont beaucoup en commun. Tout d'abord, ces deux professions sont liées au fait que l'objet de leur attention est l'enfant (selon

la Convention des Nations Unies relative aux droits de l'enfant – «être humain avant l'âge de 18 ans»), son développement et son développement social [1].

Cependant, l'activité professionnelle de ces spécialistes présente également un certain nombre de différences significatives, ce qui permet d'identifier les spécificités de deux professions apparentées. L'enseignant, dans l'exercice de sa fonction éducative principale, transmet à la jeune génération les connaissances et l'expérience socioculturelle accumulées par la société, au cours de laquelle le développement et l'éducation de l'enfant sont effectués. Au centre de l'attention de l'enseignant social est la socialisation de l'enfant, son intégration réussie dans la société en tant qu'alternative à l'isolement, à la «chute» des relations sociales normales [1].

Ces professions diffèrent également en termes de domaine d'activité. Si l'enseignant est déjà orienté dans le processus de formation professionnelle vers le travail dans un certain type d'établissement, à savoir un établissement d'enseignement général, l'enseignant social peut exercer ses activités dans une variété d'institutions.

De ce point de vue, ainsi que fonctionnellement, l'activité d'un éducateur social est beaucoup plus proche de l'activité professionnelle d'un spécialiste du travail social. Toutefois, au moins une différence importante peut être constatée dans la spécificité de ces deux domaines professionnels. C'est que, contrairement à l'éducateur social, qui, dans son activité professionnelle, traite de l'enfant dans le processus de son développement, de son éducation, de sa formation sociale, l'objet du travail social peut être des personnes ayant certains problèmes ou difficultés sociaux, quel que soit leur âge [2].

Les documents normatifs relatifs à l'activité professionnelle de l'éducateur social ne décrivent que ses caractéristiques générales: tâches, fonctions, domaines d'activité, exigences générales en matière de connaissances et de compétences d'un spécialiste. Il ne prend pas en compte le type spécifique d'activité engagée par l'enseignant social (adaptation, réadaptation, correction, etc.), la spécificité de l'institution dans laquelle il travaille (école, orphelinat, hôpital pour enfants, centre de réadaptation, etc.), les caractéristiques de la société dans laquelle l'enfant vit (environnement urbain ou rural, grande ville industrielle, zone criminogène, etc.).

Professionnel créatif de l'aide à autrui, l'éducateur social intervient particulièrement là où il y a souffrance et marginalité, là où il y a, au sens large, développement et socialisation, là où l'ordre social, familial, psychologique et/ou biologique se fracture, se rompt. De ce point de vue, l'éducateur s'occupe de cohésion sociale [2].

## LITERATURE

1. Загвязинский, В. И. Социальная педагогика [Электронный ресурс]. – Режим доступа: [https://studme.org/47266/pedagogika/sotsialnaya\\_pedagogika](https://studme.org/47266/pedagogika/sotsialnaya_pedagogika)



2. Les compétences professionnelles des éducateurs sociaux [Электронный ресурс]. – Режим доступа: <http://aieji.net/wp-content/uploads/2010/12/Professional-competences-FR.pdf>

*N. Stuzhuk*  
*Research supervisor: I.O. Klimova*  
*Candidate of Economic Sciences,*  
*Senior Lecturer*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: S.S. Kukharyonok*

## **ALGORITHM OF BRAND MARKETING**

Brand marketing is a set of methods aimed at creating a brand name, developing a design, conducting marketing events that will distinguish a product from competitors and contribute to its promotion [2].

Brand development from scratch is a complex and responsible process, which consists of several steps. Therefore, for those who are going to create their brand for a long time, we have prepared a step-by-step algorithm:

1. *Marketing research.* Before starting to create a new brand, it is necessary to study carefully the recent market trends, to assess the market capacity, to determine the main competitors, to draw a portrait of the target consumer, to identify the needs and desires of consumers.

2. *Development of an idea.* Having the results of marketing research carried out, it is possible to begin the main stage – developing an idea. At this stage, it is important to identify the main advantages of your product, to develop a unique selling proposition, to build a competent brand positioning in the market, to determine the mission of your company and to form the core values of the product.

3. *Verbal brand identity.* It includes the development of the following elements such as a good product name, an advertising slogan (text content that stimulates a consumer to make a purchase).

4. *Brand design.* It is the design of packaging and labels, the development of corporate identity, logo, colour schemes, the creation of a unique font and advertising design.

5. *Brand book.* It is the main business documentation for your brand. It is not only a set of rules and development standards for the application of the main brand attributes, but also a description of communication systems and company missions.

6. *Brand strategy.* It is a complex programme for developing a brand in the market. A strategy is a document that contains the characteristics of the target audience, a strategy for pricing goods and a sales strategy.

Thus, having a competently designed and thought out to the smallest detail brand strategy, you can achieve any goals set for the company [1].

## REFERENCES

1. Разработка бренда с нуля. [ Электронный ресурс ] — Режим доступа: <https://koloro.ua/blog/brending-i-marketing/chek-list-razrabotka-brenda-s-nulya.html> - Название с экрана.
2. Что такое бренд-маркетинг? [ Электронный ресурс ] — Режим доступа: <https://sendpulse.ua/support/glossary/brand-marketing> - Название с экрана.

*V. Svoboda*

*Research supervisor:*

*I. V. Samoilyukevych,*

*PhD (Education), Professor,*

*Zhytomyr Ivan Franko State University*

*Language tutor: I. V. Samoilyukevych*

## TEACHING YOUNG LEARNERS TO COMMUNICATE IN ENGLISH USING NON-VERBAL BEHAVIOUR PATTERNS

Learning to communicate in a foreign language presupposes mastering not only verbal, but also non-verbal behaviour patterns. To understand other people, it does not suffice to speak a foreign language fluently. A lot of non-verbal information may be conveyed through facial expressions, postures, gestures, emotions, and movements. The ability to understand non-verbal information, to manage one's own emotions, to sense them, to recognize other people's feelings and to build relationships is called 'emotional intelligence'. In the modern world of digital technology and the media, the education system is focused on the development of children's intellectual abilities, while the emotional component is often underestimated. Studies show that the development of emotional intelligence contributes to children's ability to communicate well, to develop friendly relations, to negotiate in difficult situations, to be leaders in different spheres of life [3].

A number of scholars who study emotional intelligence claim that it differs from other intellectual abilities because it is an acquired ability [2]. Although most major emotions and their expressions are innate, learning plays a major role in changing and improving them. That is why the development of emotional intelligence is one of the leading areas of modern schooling.

Emotional intelligence is an important component of successful communication in a foreign language and can be purposefully developed in the communication process modelled in English lessons. For the development of emotional intelligence of primary-school learners, it is necessary to create an appropriate educational environment with a positive emotional climate, competent psychological and pedagogical support, to ensure the emotional content of the material. For example, in the sample warm-up activity to be used for an English lesson start, a child evaluates their mood and expresses it with facial expressions and gestures (sad, cheerful, serious), other children will guess the mood of a friend.

In the English lessons, the teacher should draw learners' attention to what emotions they and other people experience in different life situations. Learners should be provided with tasks that would allow them to work in groups and in pairs. For instance, in the activity "Play the emotion", the teacher (or a learner) voices an emotion (a person who is constantly afraid of something; the person who received the award; a very tired man, etc.), and the children in pairs convey it with facial expressions and gestures.

Therefore, the development of emotional intelligence is related to the communicative approach in language learning. Learning English as a means of communication becomes more interesting, meaningful and easier when it is combined with the development of emotional intelligence.

### REFERENCES

1. Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY. Bantam Books.
2. Grewal, D. D., & Salovey, P. (2005). Feeling smart: The science of emotional intelligence. // *AmericanScientist*, 93, p. 330 – 339.
3. Чернявська А. (2012). Емоційний інтелект – запорука успішного навчання.// *Молодь і ринок*. № 12 (95). - С. 136–139.
4. <https://www.teachingenglish.org.uk/article/emotional-intelligence-elt>
5. Державний стандарт початкової освіти (МОН України. - [Електронний ресурс]: – URL: <https://nus.org.ua/news/uryad-opublikuvav-novuj-derzhstandart-pochatkovoyi-osvity-dokument/>

***I. Sychevska***

*Research supervisor: T. Yermoshina*

*Candidate of Biological Sciences,*

*Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: O. Dienichieva*

### USE OF INTERACTIVE TECHNOLOGIES IN TEACHING BIOLOGY

It is generally believed that the question of improving the education system is aimed at the replacement of traditional forms and methods of teaching with modern new ones which will qualitatively contribute to the understanding of knowledge [1].

The term "interactive" includes in its content the concept of "ability to interact". The basis of this innovative technology is that the learning process is carried out with the constant active interaction of all participants. Therefore, the educational process is realized in constant cooperation between the subjects "teacher - student" and "student - student" who are equal participants in the educational process [2].

The purpose of the interactive methods is to involve students in active awareness of new material, to create opportunities for individual perception of educational information and to develop critical thinking skills.

The subject of biology has a powerful material which can be used to teach various effective methods and techniques of working with information including interactive learning technologies (cooperative training and technology of working in pairs, game learning technologies, method of projects) [3].

Taking everything into account, it must be said that the use of interactive technologies in teaching biology makes positive changes in the traditional system of studying biology. It contributes to the intensive development of learning material and increases the efficiency of the learning process.

### REFERENCES

1. Artemova L.V. Pedagogy and methodology of higher education: interactive technologies in courses of educational disciplines: educational-methodical manual for students of higher educational establishments. K.: Condor. 2008. 272 p.
2. Gurevich R.S, Kademina M.Yu. Modern interactive technologies of students' education. The theory and practice of social systems management. 2014. № 4. P. 99-104.
3. Melnik V.V Interaction in the educational process: technology of organization. School management. 2006. No. 23 (133). P. 15–35.

*M. Sydorenko*

*English tutor: Natalia Andriichuk  
Candidate of Pedagogical Sciences,  
Associate Professor  
Zhytomyr Ivan Franko State University*

### SOCIAL PREVENTION OF SUICIDAL IDEATION IN CHILDREN AND TEENAGERS

The problem of suicide has become acute not only in Ukraine but also in other countries. According to the World Health Organization, the main cause of death for people aged 15-44 committing is suicide. The third most common cause of teenage deaths is suicide.

The purpose of the study is to analyze the content of social prevention of suicidal ideation in children and adolescents and their causes.

The term "suicide" was first used by physician and philosopher Thomas Brown. Suicide is a deliberate self-destruction with a fatal consequence [3].

The suicide of a teenager from a socio-pedagogical point of view is caused by the lack of well-developed models of adequate solution of stressful situations, unwillingness to confront problems, lack of support from the environment.

The most common causes of teen suicide are: problems in the family, rejection of peers, loss of a native or important person, interpersonal conflicts, indisciplined or unlawful behavior, bowling, excessive demands on the child in educational activities, insufficient economic support.

Julia Kalinina distinguishes three phases in child and adolescent suicides [1]:

1. The reflection phase is the stage of conscious thoughts about committing suicide which, in the event of loss of control, can lead to the fatal effect.

3. Phase ambivalence - occurs under conditions of a certain stress factor, whereby the teenager utters clear phrases to the immediate environment, confirming his intention to commit suicide.

2. Suicidal attempt - occurs rapidly, about 70% of adolescents plan it and embody within one to two weeks.

Suicidal ideation is reinforced by a willful component that drives action which involves the following steps by Victor Kanevsky [2]:

- Drawing up a suicide plan - determining the location and time of the event.
- Preparation for suicide - writing a note, summarizing and completing cases.
- Realization of suicidal action.

Victoria Silyakhina proposes to carry out preventive activities in general educational establishments taking into account the following components [4]:

- Socio-psychological education.
- Providing a favorable microclimate in the immediate environment of the child.
- Implementation of socio-pedagogical diagnostics of suicidal behavior trends.
- Counseling for students, teenagers, students.
- Systematic control of dynamic changes in the behavior of the child.
- Referral to competent specialists as needed.

The effectiveness of adolescent suicide prevention involves combining the following components to effect a qualitative change in adolescence in various aspects: the cognitive component is seen as facilitating greater awareness through gaining knowledge that will form new perspectives and beliefs; the activity component is intended to form various models of approved behavior; the value component must formulate in the teen the value of a healthy lifestyle, an awareness of its benefits, to deny and prevent risky behavior. The emotional component is aimed at formulating the ability to regulate their emotions, their correct detection and control.

## REFERENCES

1. Kalinina Y. Prevention of suicidal behavior among adolescents / Y. Kalinina // Psychologist. - 2005. - № 35. - P. 14 - 17.
2. Kanevsky V.I. Suicidology in social work: [textbook] / V.I. Kanevsky. - Nikolaev: View of the ChSU them. Petra Mogili, 2014. - 348 p.
3. Preston Cl. Thomas Browne and the writing of early modern science. Cambridge; New York: Cambridge UP, 2005. – p. 117.

4. Silyakhina V.I. System of work on suicide prevention / VI Silyakhina. - Krivoy Rog: Secondary School №4, 2005. - 34 p.

**R. Talko**

*Research supervisor: V. A. Kovalchuk,  
Doctor of Science (Education),  
Associate Professor  
Language tutor: I. V. Samoylyukevych,  
PhD (Education), Professor  
Zhytomyr Ivan Franko State University*

## **USING DRAMA FOR DEVELOPING PRIMARY-SCHOOL LEARNERS COMMUNICATIVE SKILLS IN THE ENGLISH LESSONS**

The New Ukrainian School (NUS) faces the task of equipping children with key life skills like communication in foreign languages. That will help us to ensure using innovative techniques for developing students' communicative skills in primary school. One of the most effective methods is considered to be drama which allows unobtrusively preparing the psyche of children for the many social roles. That's why our article aims to disclose the specific features of communicative competence in L2 in the NUS; describe the psychological factors of speech development; identify the benefits of using drama as a relatively new means of teaching speaking in L2 lessons.

The Concept of NUS is a leading reform in the educational system of Ukraine in the 21<sup>st</sup> century. The new Law on Education anticipates the formation of ten key competencies, among which the leading one is the communicative competence (CC). The CC in L2 is defined as an ability to understand adequately concepts expressed in a foreign language, to express both in speech and in writing the ideas, thoughts, feelings, facts and views by listening, speaking, reading and writing in a broad range of societal and cultural contexts [1; 10-11]. The NUS requires new approaches to teaching L2 to students and forming their competence of communication in foreign languages. In this manner, we should pay attention to the psychological factors of speech development in primary-school students.

The success of pupils' speech development depends on a number of factors. The first factor that influences pupils' speech development is the need for communication. Therefore, the methodology should include situations that determine the motivation of speech. Moreover, the teacher should create an appropriate communicative atmosphere. Wealth, accuracy, content of speech depends on the life experience of the student, the amount of his knowledge. In addition, the subject matter of the conversation should be meaningful to students.

Therefore, paying attention to learners' psychological characteristics will facilitate the development of students' communication skills. An important task is to form the ability to apply the acquired knowledge, methods of action, experience in new non-standard situations in order to solve life problems. Taking into account

the theory of multiple intelligences, we tend to emphasize the role of drama as a means of developing CC. Using drama in L2 lessons makes it possible to gradually overcome the difficulties in the level of speech development, to cause children to express their opinion and to show their vision of the world - so there is a desire to learn independently. We are convinced that the use of this method contributes to creating for learners' multiple opportunities for discovering and improving their abilities; approaching real life; building up confidence; competition with oneself, developing a sense of responsibility. Drama puts the teacher in the role of supporter in the learning process and the students can take more responsibility for their own learning. Ideally, the teacher will take a less dominant role in the language class and let the students explore the language activities. In the student-centered classroom, every student is a potential teacher for the group [2].

With the view of considered issues of developing primary-school learners' CC in L2, we have come to the conclusion that diverse drama techniques assist in developing such elements of CC as fluent communication in L2 due to solving the life-problem situations, as well as learners' interactive skills that develop while cooperation in a role-play. The perspectives of our research are to examine the role of drama as a means of developing communicative competence in L1.

## REFERENCES

1. Нова українська школа: поради для вчителя / Підзаг. ред. Бібік Н. М. – К.: ТОВ «Видавничий дім «Плеяди», 2017. – 206 с.
2. Phillips, S. (1999) Drama with children. Oxford University Press. – 150 p.

***O. Veremiienko***

*Research supervisor: O. S. Bereziuk*

*Candidate of Pedagogic Sciences,*

*Professor*

*Language tutor: I. V. Samoylyukevych,*

*PhD (Education), Professor*

*Zhytomyr Ivan Franko State University*

## USING PRINCIPLES OF MULTICULTURALISM FOR DEVELOPING ETHNO-DIDACTIC COMPETENCE IN PRIMARY- SCHOOL LEARNERS IN THE ENGLISH LESSONS

In this article, we will describe the process of the formation ethno-didactic skills in primary-school learners, using national and cultural experience. Nowadays, Ukraine belongs to multinational countries where many different nationalities reside. Recently, there have been some problems in international relations, which make the issues of multicultural education more relevant. Multiculturalism plays an important role in the implementation of intercultural communication, since it is the basis for the creation of a new society capable of communication without ethnic, religious, racial and cultural barriers.

In teaching foreign languages, one of the most effective means of forming the ethno-didactic competence of primary-school learners is folk art which influences the formation of aesthetic feelings, values, outlook, behavior, aesthetic tastes and culture. Today, it is possible to create a multicultural environment in schools in different ways, which involve several major areas. This is, for example, the implementation of a strategy of "multiple acculturation", that is, in the process of creating the conditions for students, on the one hand, to have the opportunity to choose cultural correspondences, and on the other - to become aware of the members of the united nation and the world community, to share the cultural values of the state and planetary equal. The second area is involving students and teachers in joint social-transformational activities in the process of practically oriented educational, cultural or social projects. In the course of implementation of such projects, real preconditions are created for the development of tolerance among its participants, education of an adequate attitude to cultural differences, understanding and acceptance of another culture, as well as awareness of the citizen of the state. The third direction of creating a multicultural educational environment is a visual reflection of the cultural diversity that can be carried out by classes and schools in classrooms, libraries, educational centers.

Another interesting and striking tool that encourages the development of multicultural competence of younger students in foreign language lessons is the use of cartoons. The responsibility for selecting the most authentic cartoons rests entirely with the teachers. Cartoons can be diverse and directly reflect English language and stimulate the development of different types of English language competence, namely, lexical, grammatical and speaking and writing skills. Also, cartoons can be called a kind of window through which children not only learn the language, but also get acquainted with the culture, traditions, mentality of the people whose language they learn.

In English lessons, the multicultural aspect of education should be considered while studying each topic, the subject matter being filled with information about specific features of the English-speaking countries, traditions, and moral values. It is very important to instill in children the desire and interest to learn a foreign language through innovative techniques which would not only diversify but also transform the educational process into an interesting and vivid act.

## REFERENCES

1. Полікультурність та мультилінгвізм у філософсько-освітньому вимірі: автореф. дис./ за ред. В.В. Асаєва. – Харків, 2013. – 59 с.
2. Основы обучения. Дидактика и методика./ В.В. Краевский, А.В. Хуторской. – Издательский центр "Академия", 2008. - 352 с.
3. Українська етнопедagogіка: історичний контекст : навч. посіб. / за ред. К. Лисенко. – Івано-Франківськ, 2005.



*E.Voitovich*  
*Research supervisor: I.R. Dzik,*  
*Senior Lecturer*  
*Baranavichy State University*  
*Language tutor: M.D. Lavrenkova*  
*Senior Lecturer*

## **CONSTITUTIONAL BASES OF ENVIRONMENTAL PROTECTION: BELARUS, FOREIGN COUNTRIES**

Modern developed states are mainly aimed at protecting the rights and freedoms of citizens. So, among them the human right to a favorable environment stands out.

Also, the environmental content, according to the Constitution of the Republic of Belarus, may have the following constitutional rights: the right to life (Article 24); the right to receive, store and disseminate complete, reliable and timely information on the activities of state bodies, public associations, on political, economic and international life, the state of the environment (Article 34); the right to health protection, which is guaranteed, inter alia, by measures to improve the environment (art. 45). The basis of the ecological and legal status of citizens is the right to a favorable environment (Article 46). This norm corresponds to Art. 55, establishing as a duty the obligation to protect the natural environment [1].

Such environmental “rules” do not fully protect this human right. In addition, they are scattered in several parts of the Constitution at the same time. That is why it is necessary to introduce significant amendments to the Constitution, namely to group the articles and supplement them with the necessary norms. In European countries, as well as in the Republic of Belarus, the system of citizens' rights in the field of environmental management and environmental protection is very widespread and is being implemented.

For example, in the Kingdom of Belgium, the right of everyone to lead a life in accordance with human dignity is defined in the right to a healthy environment along with the right to decent housing, cultural and social prosperity [4].

An important means of ensuring the right to the environment is considered to be the receipt of relevant environmental information.

In Belarus, citizens are guaranteed the right to receive, store and disseminate complete, reliable and timely information about the state of the environment [1]. In Slovakia, environmental information should indicate the causes and consequences of its condition [5]. In Norway, citizens have the right to receive information about the impact on the nature of planned and ongoing activities [5].

The rights of people to natural resources and the environment in some states are limited by citizenship.

The constitutions of the Republic of Belarus, Bulgaria, Spain, Kazakhstan, Macedonia, Portugal, Slovenia, Ukraine, Finland stipulate everyone's duties to preserve nature and the environment, respect for natural resources [1], [4].

In most European countries, the main powers to conserve natural resources are granted to the state, and in some cases are specified in detail; a favorable environment is considered a priority value of a person and society, the protection of which is entrusted to the state. In Belarus, the state controls environmental management.

Thus, in the laws of many states there are various rules for resolving issues related to environmental protection. In the Constitution of the Republic of Belarus, such norms are mainly expressed as the right of a person and a citizen to a favorable environment, as well as the obligation to preserve nature and its wealth. However, the Constitutions of European countries more accurately prescribe who is involved in resolving these problems, and also more clearly describe the protection of such objects as water, forests and animals.

### REFERENCES

1. Конституция Республики Беларусь 1994 года : с изм. и доп., принятыми на респ. референдумах 24 нояб. 1996 г. и 17 окт. 2004 г. –10-е изд., стер. – Минск : Нац. центр правовой информ. Респ. Беларусь, 2016. — 62 с.
2. Некрасов А. В. Как оценить экологический вред? / А. В. Некрасов // ЭЖ-Юрист. –2013. –№ 44. –С. 1-8.
3. Смоленский М. Б., Рыбак С. В. Конституционное (государственное) право зарубежных стран; КноРус – Москва, 2011. –384 с.
4. Якушев А. В. Конституционное право зарубежных стран. Общая часть. Особенная часть (50 государств): учеб. пособие. – М.: А-Приор, 2010. – 400 с.

*V. Voytekovich*

*Research supervisor: O.U. Prokuda,  
Master of Laws, Senior lecturer,  
Baranovich State University  
Language tutor: M.D. Lavrenkova*

### CRIMINAL MILITIA ACTIVITY IN THE REPUBLIC OF BELARUS

The law of the Republic of Belarus “On Internal Affairs bodies of the Republic of Belarus” (hereinafter the Law on MIA) [1] defines the legal and organizational basis of activities of Internal Affairs bodies of the Republic of Belarus, establishes the duties and rights of these bodies and their employees, guarantees legal and social protection of employees of Internal Affairs bodies.

One of the divisions of the internal Affairs system is the militia.

Militia is a system of divisions of Internal Affairs bodies designed to protect the life, health, honor, dignity, rights, freedoms and legitimate interests of citizens, the rights and legitimate interests of society and the state from criminal and other illegal encroachments [2, p.361].

This division consists of the criminal militia, the public security militia and other units created to perform the tasks of the militia by the decision of the Minister of Internal Affairs, unless otherwise determined by the President of the Republic of Belarus.

From the above-mentioned divisions, let's consider a purely criminal militia.

The criminal militia solve the tasks of prevention, detection, suppression of crimes, search for persons who committed them, persons hiding from the bodies conducting criminal proceedings, persons who evade serving sentences and other measures of criminal responsibility, missing persons and other persons in cases stipulated by legislative acts of the Republic of Belarus, identification of unidentified corpses [2, p. 361].

Performing the tasks assigned to it, the criminal militia mainly carry out operational search activities aimed at identifying, preventing and solving serious and especially serious crimes, searching for various persons, as well as forensic and expert research of various objects in order to obtain evidence in a criminal case. Criminal militia carry out the criminal-procedural activities: check of statements and messages on crimes, which are certainly a preliminary investigation, make an inquiry in the form of urgent investigative actions, and execute the orders of investigators to take investigative and search actions [3, С. 56].

The criminal militia consist of criminal investigation units, the Department for combating economic crimes, drug control and combating human trafficking, the Department for fighting corruption and organized crime, the Expert Department, as well as other units necessary for carrying out the activities of the criminal militia [2, p.361].

In conclusion, it should be noted that the activities of the criminal militia are built in accordance with the principles of respect for human and civil rights and freedoms, legality, humanism, and transparency. In order to carry out their activities, the militia are endowed with significant legally powerful powers, which they are obliged to use without humiliating the dignity of a person.

## REFERENCES

1. Об органах внутренних дел: Закон Республики Беларусь от 17 июля 2007 г. №263-З : ред. Закона Республики Беларусь от 19 июля 2016 г. № 408-З // Нац. прав. реестр правовых актов Республики Беларусь. – 22.07.2016. – 2/2406.
2. Административное право: учебник / Л.М. Рябцев [и др.]; под общ. ред. Л.М. Рябцева. – Минск : Алмафея, 2013. – 416 с.
4. Жук, М.Г. Судостроительство Республики Беларусь : краткий курс лекций / М.Г. Жук. – Гродно: ГрГУ, 2000. – 83 с.

*N. Yaremchuck*

*Research supervisor: Maksymenko Yu.*

*Candidate of Biological Sciences, Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: Dienichieva O.*

## **THE ODOXUS ASTRACHANICUS**

The odoxus genus belongs to small mollusks that are unpretentious to the environment. The ease of reproduction in artificial conditions makes these animals very convenient for keeping them in an aquarium, especially freshwater species. They can be found in the rivers and lakes with moderate anthropogenic load [1]. The species of the genus *Theodoxus astrachanicus* inhabits the estuaries and rivers of the Azov basin. These gastropods have a very beautiful and clear picture of a turtle: dark curls on a light background.

They feel equally comfortable at both the temperature of 19 and 29. They feed on algae and work to keep the aquarium clean for the owner. These pets perfectly reproduce in artificial reservoir conditions. And, unlike the natural habitat, in the aquarium breeding period does not depend on the season. It takes place in winter and summer. In order to stimulate them to do this, it is enough to maintain a high temperature in the home reservoir, for example, from 24 degrees [3].

The process of reproduction of these gastropods, especially the development of embryo, is very interesting. They lay their eggs on a solid surface: stones, walls, filter. Unlike other domestic mollusks, their masonry has an oblong shape of about a millimeter in length. And in each packing capsule there are several dozen eggs. The mollusk is born in 5-7 weeks after the capsule has been deposited. The newborn *Theodoxus* is not more than a millimeter long. It is devoid of pigment. It can be milky white with a thin and fragile "carapace". At first, the babies hide in the ground and try to stay closer to the walls of the reservoir [2].

So, *Theodoxus astrachanicus* is a promising shellfish for aquarium retention. These animals are not very large but the beauty of their color can contradict with any exotic gastropods and their undeniable benefit in the aquarium is a huge plus.

## **REFERENCES**

1. Жадин В. И. Моллюски пресных и солоноватых вод СССР / В. И. Жадин // Определители по фауне СССР, издаваемые Зоологическим институтом АН СССР. – М.–Л.: Изд-во АН СССР, 1952. – С. 46–376.
2. Теодоксус (*Theodoxus*) [Электронный ресурс]. – Режим доступа: <http://nashirybki.ru/bespozvonochnye/teodoksus.ht> – Назва з екрану.
3. Bunje P. M. E. (2005), Pan-European phylogeography of the aquatic snail *Theodoxus fluviatilis* (Gastropoda: Neritidae), *Molecular Ecology*, 14, 4323-4340.

**I. Yarmolenko**  
*Research supervisor: S.V. Rudnytskyi*  
*Doctor of Political Sciences,*  
*Associate Professor*  
*Zhytomyr Ivan Franko State University*  
*Language tutor: N.P. Plakhotniuk*

## **THE GENDER MAINSTREAMING AT LOCAL LEVEL IN UKRAINE**

In Ukraine, there is a topical issue of the real tools and practices of implementing a comprehensive policy of equal rights and opportunities for women and men at the local level. One of the ways of introducing gender equality at the local level is gender mainstreaming, which is a complex policy of (re)organizing, refining, shaping and evaluating political processes so that political decision-makers use a gender approach in all political areas and on all its stages.

Gender mainstreaming in the scientific discourse of the world is described by J. True, M. Mintrom, C. Moser, A. Moser, M. Verloo, M. Pollack, E. Hafner-Burton, S. Walby and others. N. Gritsyak, I. Lazyar, H. Golynskaya, M. Skoryk, I. Graboska, T. Martsenuk, L. Kobelyanska, L. Gonyukova, N. Pedchenko, O. Suslova.

O. Wenger, E. Voznyuk, N. Gritsyak, G. Daudova, O. Dashkovskaya, O. Katan, N. Kovalishina, O. Kulachek, I. Lazar, K. Levchenko, M. Popova, S. Sulimova, K. Chizhmar were the first who have introduced the concept of this method into Ukrainian scientific discourse and were the initiators of its research in Ukraine. At the same time, there is hardly any research about gender mainstreaming in local politics in Ukraine. That is why the purpose of the article is to explore the gender mainstreaming at the local level.

At the local level, comprehensive decisions about the activities of the city (development of education, medicine, culture, social services, etc.) are made by the employees of municipalities and approved by council members at sessions.

Candidate of Political Sciences Kh. Holinska writes that the implementation of the principle of gender mainstreaming in the activity of a particular authority means: defining the goals and objectives first of all, then developing a monitoring and evaluation system, the identification of responsible persons and the limits of their competence. It also includes conducting training for them and other employees of the authority involved in this activity, the choice of methods of further work (for example, through the formation of working groups or teams that will bring certain elements to the project) [1, p.9].

Furthermore, the scientist gives the examples of using gender mainstreaming in cities around the world. In Vienna, gender mainstreaming has been implemented in many departments, such as education, health, etc. The practice has proven that gender mainstreaming has the greatest impact on urban development and planning. Since 2000, gender mainstreaming has been implemented at the local level through special urban programs in Seoul, Korea [1, p.10].

M. Skoryk considers the gender mainstreaming method as a complex approach to the problem of gender equality. In her opinion, the issues of equality between women and men should be reflected in all spheres of social life and at all levels of their management [2, p. 27]. The principle of gender approach is realized through a variety of means such as the establishment of local committees, equality councils under government structures, various observation, advisory committees on gender equality, crisis centres, the introduction of positions of experts on equality issues, the development of gender and equality municipal programs, etc. [2, p. 262]

The Ukrainian researcher A. Nikolyuk draws attention to the method of gender-oriented budgeting. This would contribute to gender-balanced spending. The project “Gender Budgeting at the Local Level” has been introduced in some cities of Ukraine since 2011. It supposed the revision of funding for urban programs taking into consideration the needs of women and men [3].

It is worth explaining that cities have programs in different areas. City programs are prepared by the executive bodies of local councils, and then the documents are voted by members at the council sessions. Further the programs are financed accordingly by the availability of the city budget.

Mr. Fesenko speaks of a gender audit approach that will allow building comfortable and safe cities for all. Gender audit of urban space should become a component of local municipal management [4].

According to the author, gender-oriented budgeting and gender audit are important components of gender mainstreaming at the local level. In Ukraine, individual cities, represented by local gender experts and council members, have come up with the implementation of gender mainstreaming. But it sounds too loudly because it looks more like isolated programs and initiatives than a full-fledged gender mainstreaming strategy on the local policy.

Consequently, right now Ukraine is on the threshold of implementing gender mainstreaming. This process updates its research and implementation experience in the world and in Ukraine as well, and especially at the local level, the results of which are most commonly encountered by consumers of administrative services.

Issues of gender equality should be reflected in all sectors of society and at all levels of governance. The principle of gender approach is implemented in such forms as local committees, councils of equality at governmental structures, observation, and advisory committees, etc. Gender-oriented budgeting and gender-integrated audit are also of great importance. In spite of the existence of various forms of gender mainstreaming, only certain cities represented by local gender experts and council members, have come to the realization of some aspects of gender mainstreaming in practice.

## REFERENCES

1. Голинська Х. Гендерний мейнстрімінг в управлінні розвитком міст: загальна характеристика / Вісник Київського національного університету імені Тараса Шевченка: Державне управління / Київ. нац. ун-т ім. Тараса Шевченка. – Київ 1(1)/2014, С.8-10.

2. Основи теорії гендеру: [навчальний посібник / відп. ред. Скорик М. М.]. – К.: "К.І.С.", 2004. –536 с.
3. Ніколюк А., Ворчакова І. Гендерне бюджетування як демократична складова розвитку суспільства / Гендерна політика очима української молоді, 30 листопада 2016 р., ХНУМГ ім. О. М. Бекетова. С.306-310.
4. Фесенко Г. Гендерний аудит як практика сталого розвитку міст / Гендерна політика міст: історія і сучасність, випуск 4. 2013,С. 234-237.

***M. Yasynenko***

*Research supervisor: S.V. Rudnytskyi*

*Doctor of Political Sciences,*

*Associate Professor*

*Zhytomyr Ivan Franko State University*

*Language tutor: S.S. Kukharyonok*

## **REPRESENTATION OF THE POLISH NATIONAL MINORITY IN THE RADOMYSHL DISTRICT**

Today the Polish diaspora of the Zhytomyr region is one of the largest in Ukraine. According to the latest all-Ukrainian population census 2001, 49,046 Poles lived on the territory of our region, that is 3.5 percent of the total population of the Zhytomyr region. This indicator is the highest compared to other regions. When it comes to the city of Zhytomyr, according to 2001 census, 14,900 people of Polish origin live there [1].

In the Zhytomyr region there are lots of various Polish institutions, such as NGOs and artistic performance groups that have been the subject of the research by Ukrainian scholars. S.Rudnytskyi [2: 3], A. Bonusyak [4], O. Kalakura [5], O. Krasovska [6] and other researchers have been studying the problem of political representation of the Polish community at the local level, but the problem of the Poles' representation or people of Polish origin in local self-government bodies remains unexplored. That is why the purpose of our research is to identify the deputies of Polish origin in local self-government bodies in the Radomyshl district.

The Radomyshl district is located in the centre of the north-eastern part of the Zhytomyr region. It borders on the Korosten and Malyn districts. The population of the district is 39 883 people as of 1 January 2018. Since the beginning of 2019, the population has decreased to 598 people.

At present Poles live in the villages of Krymok and Spirne. The Polish settlement of Krymok was founded in the first quarter of the 19th century. From that time until the middle of the 19th century the village belonged to A. Zlotnitsky. As of 1925, there were 1,375 inhabitants in the village of Krymok. As of 2018, 446 people lived in the village. Today, the village of Krymok is the centre of the Krymotsk district, to which the villages of Bilka, Spirne and Taboryshche are subordinated [7].

As of 1928, in the village of Spirne there were about 47 yards, housing 250 people, of whom 156 were Poles. In the period from 1924 to 1962 this village belonged to the Radomyshl district, from 1962 to 1965 - to the Malyn district, since 1965 it has been a part of the Radomyshl district. In 1961 the settlement was granted the status of a village. Today the village belongs to the Krymotsk village council. As of 2016, it had a population of 240 people and it currently has 265 people.

Since 2002, there has been an NGO of Poles in the Radomyshl district, headed by Viktor Melnychenko. The main activities are charitable assistance and promotion of the Polish language and culture.

In 2017 decentralization reform took place, which envisaged the creation of a new link in the system that is the association of territorial community (ATC). As a result, 3 united territorial communities were created from 16 village councils of the Radomyshl region [8].

Radomyshl united territorial community is the united territorial community in Ukraine in the Radomyshl district of the Zhytomyr region. The administrative centre is Radomyshl. The community area is 709.38 km<sup>2</sup>, the population is 24 726 inhabitants. It was formed on May 16, 2017 by bringing together 16 village councils. The community consists of 3 united communities. They are the Radomyshl, Potiivka and Vyshevychy communities.

There are 2 deputies of Polish origin in local self-government bodies of the Radomyshl community. They are Dmytro Shchipanskyi (the fraction of Opposition Bloc, Commission on Social and Economic Development of the District, Investment Activity, Agro-Industrial Complex, Land Relations, Natural Resources, Environmental Protection and Sustainable Conservation) and Oleg Sobolebskyi is the representative of the political party People's Movement " People's Control " (not part of any fraction), self-nominated. There is one deputy of Polish origin in local self-government bodies of the Potiivka territorial community. This is Anatoliy Kobylansky, a member of the Democratic Party. There are no deputies of Polish origin in local self-government bodies of the Vyshevychy united territorial community.

Thus, in the Radomyshl district Poles live in the villages of Krymok and Spirne. To meet the needs of the Polish community in Radomyshl, an NGO of Poles of the Radomyshl district has been operating since 2002. In 2017 decentralization reform took place which resulted in the creation of 3 united territorial communities from 16 village councils in the Radomyshl district. There are 2 deputies of Polish origin in local self-government bodies of the Radomyshl community, and one deputy of the Polish origin in local self-government bodies of the Potiivka territorial community. And there are no deputies of Polish origin in local self-government bodies of the Vyshevychy united territorial community.

## REFERENCES

1. Державний комітет статистики України [Електронний ресурс] – Режим доступу до ресурсу: <http://www.ukrstat.gov.ua/>



2. Рудницький С. Суспільно-політичні інтереси поляків незалежної України : монографія / С. В. Рудницький. – Житомир: ФО-П Євенок О. О., 2014. – 622 с.
3. Рудницький С. Політичні партії України як репрезентанти інтересів національних громад // Політичні партії і вибори в Україні : матеріали міжнародного круглого столу за участю українських і польських науковців (Київ, 26 червня 2015 р.) / [наук. ред. І. О. Кресіна ; упорядник В. П. Горбатенко]. – К. : Вид-во «Логос», 2016. – с. 153-166 с.
4. Bonusiak A. Polacy w niepodległej Ukrainie. Analiza strukturalno-funkcjonalna. – Rzeszów: Wydawnictwo Uniwersytetu Rzeszowskiego, 2013. – 291 s.
5. Калакура О. Я. Поляки в етнополітичних процесах на землях України у ХХ столітті. – К. : Знання України, 2007. – 508 с.
6. Krasowska H. Mniejszość polska na południowo-wschodniej Ukrainie. – Warszawa, 2012. – 435 s.
7. Радомишльська громада. Житомирська область, Радомишльський район  
URL: <https://radmr.gov.ua/structure/> (дата звернення 02.04.2020).
8. Портал «Децентралізація» URL:  
<https://decentralization.gov.ua/mainmonitoring> (дата звернення 02.04.2020).

**V. Yunko**

*Research supervisor: M.V. Harasymluk  
Candidate of Economic Sciences, Associate Professor  
Lviv Institute of Economics and Tourism  
Language tutor: H.V. Shvets, Senior Lecturer*

## **WAYS OF IMPROVING THE IMAGE OF THE HOTEL ENTERPRISE**

An enterprise image is the first association that comes to mind when customers hear the name of an organization. A positive image is the key to success and greatly enhances the competitiveness of the hotel business in the service market attracting consumers and partners.

The internal image of the “Citadel Inn” hotel is created by staff and management relationships, their overall direction and atmosphere. Purposeful programs such as: professional development, staff training, employee rewards programs contribute to the formation of the hotel's internal image. All components of the external and internal image of the “Citadel Inn” are aimed at: 1) achieving a high level of efficiency in working with clients; 2) creating and maintaining a positive image; 3) establishing an emotional connection with the client and society.

Success in the operation of the hotel enterprise depends on the coordinated work of the team. The guests will be as pleased as to how efficient the work of the hotel staff is. In the "Citadel Inn" hotel will be relevant to improve employee motivation management measures. Namely: 1) to conduct the competition "Best

employee of the month or year"; 2) to introduce a system of material incentives (this includes messages of thanks, awards, gifts, certificates for training); 3) to provide feedback between management and hotel staff.

## REFERENCES

1. Борисова О.В. Формування іміджу підприємств готельного господарства / О.В. Борисова, А.О. Каліберда // Економічна стратегія і перспективи розвитку сфери торгівлі та послуг. – 2013. – № 2(1).
2. Baudouin, J-P. Management of company image. Public Relations: The Object and Skill of J.P. Baudouin. Image Contact. 2001. – p.240.

*S. Zmiiovska*

*Research supervisor: M.M. Bihus,*

*Candidate of Economic Sciences,*

*Associate Professor*

*Lviv Institute of Economics and Tourism*

*Language tutor: I.V. Skril*

## MODELS OF STRATEGIC HUMAN RESOURCE MANAGEMENT IN THE CONTEXT OF DOMESTIC AND FOREIGN EXPERIENCE

Human Resource Management (HRM) models help to explain the role of human resource (HR) in the business. These models enable us to explain what HR's role is, how HR adds value to the business, and how the business influences HR. Use of specific HRM models is a must-have for any business. They make it possible to increase the level of the formed strategy. The improvement of HRM system in the enterprises is the most important factor in their functioning and development in a market economy.

HRM problems in the context of domestic and foreign experience have been dominant for years. There is a considerable number of researches in both formation of the theory and basis of training. HRM issues have been studied by many domestic and foreign scientists such as: G. Desler, S. Parkinson, D. Kennedy, L. Balabanov, L. Novakovska, A. Laurent, Y. Palekha, V. Yarohow, G. Dmitrenko, O. Grishkova, C. Jacobs, A. Doudar, J. Maitland and others.

According to Ye. Matviishyn there are four modern models of strategic HRM in context of domestic experience [1, p. 36]: model of conformity that is based on "studying others' mistakes"; high degree formation model of commitment and involvement with a positive, pleasant attitude (ideas, interests, preferences); high degree formation model of efficiency (productivity, quality, customer service, ensuring profits); linear model (selection, training, assessment, reward and communication) [2, p. 331].

Many strategic HRM models have been analyzed by foreign scholars. American, Japanese, German and French models are known as the most common

and practical in HRM [3, p.97].The starting point is an investigation of the managerial, economic, socio-political and cultural contexts of the HR systems.

The main features of American model are the principle of short-term hiring, making independent decisions within personnel authority; “Pay for Performance”; staff as the main source of increasing production efficiency; capital centrism.

Key elements of the Japanese model include life hiring system; taking into account age, work experience, education and ability to complete the task; socio-cultural traditions and human-centrism; initial study of the strengths and weaknesses of the employee and the selection of the appropriate workplace.

German HRM model is characterized by participation of company representatives in the supervisory boards; staff training through practice in related positions; different types of wages, depending on qualification, experience, knowledge of new work methods, knowledge of foreign languages.

The study of French HRM model shows the use of competitions for different positions; providing training for all employees under separate specialized programs at enterprises; taking into account qualification, quality of performed work, the number of rationalization proposals, employee mobility[3, p.97].

Therefore, considering the main functional models of strategic HRM in the context of domestic and foreign experience we can conclude that each of these models has its own specific use. However, each of them has one common goal to form the need for personal, to improve the level and quality of HRM, to use more modern methods in the selection, training and development of employees.

## REFERENCES

1. Матвіїшин Є. Г. Стратегічне управління людськими ресурсами: навч. посібник. — Львів: ЛРІДУ НАДУ, 2011. — 200 с.
2. Маковей Ю. П. Стратегічне управління персоналом підприємства туристичної сфери: концептуальні підходи/ Ю. П. Маковей// Ефективність державного управління. - 2015. - Вип. 43. - С. 329-336.
3. Шостак Л. В., Болобан Є. О. Зарубіжний досвід управління персоналом // Приазовський економічний вісник. - 2018. - №3. - С. 94-99.

**ДЛЯ НОТАТОК**

Наукове видання

**Україна в світових та європейських інтеграційних процесах:  
формування і розвиток іншомовної комунікативної компетентності  
майбутнього фахівця**

Матеріали VI Міжнародної науково-практичної студентської конференції

**2020 року**

Надруковано з оригінал-макета авторів  
Підписано до друку 13.04.20. Формат 60х90/16. Папір офсетний.  
Гарнітура Times New Roman. Друк різнографічний.  
Ум. друк. арк. 10,25. Обл. вид. арк. 8,71. Наклад 100. Зам. 28.

---

Віддруковано ФО-П Левковець Н. М.  
Свідоцтво про державну реєстрацію суб'єкта підприємницької  
діяльності – фізичної особи: серія ВОО №762297 від 15.02.2005 р.  
Електронна пошта: levkovetz@ukr.net