

under review the welfare of farm animals on agricultural land, at market, in transit and at the place of slaughter; and to advise Great Britain's Rural Affairs Ministers of any legislative or other changes that may be necessary.

2. *The aim of this report is to provide clear and practical advice to Government on the establishment of an appropriate framework within which developments in animal breeding, and the outcome of such progresses, may be considered, monitored and, where necessary, regulated ...* . Композиційно звіт має 4 частини, які складаються з 136 пунктів, що містять від одного до декількох речень; 2) графічне виділення ключових слів, наприклад, **freedom from hunger and thirst, by ready access to fresh water and a diet to maintain full health and vigour, freedom from pain, injury and disease, by prevention or rapid diagnosis and treatment**; 3) насиченість тексту термінологічною, загальнонауковою лексикою, наприклад, *FAWC recommends that the Government consider methods to close potential*

loopholes that would allow GM or cloned animals, their gametes or embryos, to enter UK commercial agriculture uncontrolled; 4) слова застосовуються або в основних прямих, або в термінологічних значеннях, що забезпечує точність у їх тлумаченні, а отже, і в тлумаченні всього змісту тексту; 5) використання складних синтаксичних моделей і дієприкметникових зворотів, пасивних та інфінітивних конструкцій, наприклад, *when assessing any welfare problem, it is necessary to consider both the extend of poor welfare and its duration. A broad-ranging approach, taking into account all relevant views and attempting to balance human benefit with a concern to ensure that the animal's interest remains to the fore, is used in the formulation of FAWC recommendations.*

Висновки. Отже, хоча всі фахові тексти мають типові, відносно загальні ознаки, все ж таки інтенсивність того чи іншого параметра залежить від типу фахового тексту, тобто, певні характеристики вирізняють їх один від одного.

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ELECTRONIC RESOURCES AS AN ADDITIONAL TOOL FOR STUDYING GERMAN

ЕЛЕКТРОННІ РЕСУРСИ ЯК ДОДАТКОВИЙ ІНСТРУМЕНТ ДЛЯ ВИВЧЕННЯ НІМЕЦЬКОЇ МОВИ

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Today everyone's life is influenced by scientific and technological progress. So students can receive homework in Google Class or in the form of a message on one of the social networks. Students actively use their mobile phones to communicate, search and share information, take photos and videos. Therefore, the question arises about the feasibility of using mobile phones in the educational process. Apple's release of iPad tablets has led to the emergence of a whole range of practical applications for their use in the educational process of primary, secondary and higher education, as well as led to a large number of developments in educational applications for these devices. That is why the question of rational use of electronic resources for learning foreign languages arises.

There are a number of mobile applications that are designed both to learn the basics of the German language and to deepen existing knowledge. Some applications are designed specifically for children. Everyone can choose an electronic resource according to age and level of knowledge. Most applications are freely available and can be easily downloaded to your phone or tablet. The article describes mobile applications such as *"Deutsche Welle"*, *"Goethe-Verlag"*, *"Phase6"*, *"Hallo Deutsch Erwachsene"*, *"DeutschAkademie"*. In addition, their main functions and possibilities of application are given.

Mobile applications can be used as additional training. But every day students use printed or electronic dictionaries. Therefore, the article also points out the advantages and disadvantages of using electronic dictionaries in the process of learning German. The article contains recommendations for the use of electronic resources in the classroom and for individual work of students.

In addition, the article highlights the results of the survey, conducted by Koryagina A.Y. and Vorona T.O. – teachers of the Black Sea National University named after P. Mohyla. Topic of the research is "The use of electronic resources in foreign language classes. Teacher's opinion. Student's opinion." The survey was conducted among 15 teachers and 103 students. The results of the study are presented in the form of drawings and diagrams.

Key words: German language, electronic dictionaries, learning a foreign language, mobile applications.

Сьогодні життя кожної людини знаходиться під впливом науково-технічного прогресу. Так школярі можуть отримувати домашні завдання у Google Class або у вигляді повідомлення в одній із соціальних мереж. Студенти активно застосовують свої мобільні телефони для спілкування, пошуку та обміну інформацією, фотозйомок та відеозаписів. Тому постає питання доцільності застосування мобільних телефонів у навчальному процесі. Випуск фірмою Apple планшетів iPad зумовив появу за кордоном цілого практичного напрямку щодо їх застосування в навчальному процесі початкової, середньої та вищої шкіл, а також спричинив велику кількість розробок навчальних додатків до цих пристроїв. Саме тому постає питання раціонального застосування електронних ресурсів для вивчення іноземних мов.

Існує низка мобільних додатків, які призначені як для вивчення основ німецької мови так і для поглиблення вже існуючих знань. Деякі додатки призначені спеціально для дітей. Кожен може обрати електронний ресурс відповідно до віку та рівня знань. Більшість додатків є у вільному доступі і їх можна легко завантажити на телефон або планшет. В статті поданий опис мобільних додатків таких як *"Deutsche Welle"*, *"Goethe-Verlag"*, *"Phase6"*, *"Hallo Deutsch Erwachsene"*, *"DeutschAkademie"*. До того ж наведені їх основні функції та можливості застосування.

Мобільні додатки можна використовувати як додаткове тренування. Але щодня студенти користуються друкованими або електронними словниками. Тому у статті також зазначені переваги та недоліки застосування електронних словників у процесі вивчення німецької мови. Стаття містить рекомендації для застосування електронних ресурсів на заняттях і для самостійної роботи студентів.

Крім того, у статті висвітлені результати опитування, провели викладачі Чорноморського національного університету ім. П.Могилі Корягіна А.Ю. та Ворона Т.О. Тема дослідження: «Застосування електронних ресурсів на заняттях з іноземної мови. Думка викладача. Думка студента.» Опитування проводилося серед 15 викладачів та 103 студентів. Результати дослідження подані у вигляді рисунків та діаграм.

Ключові слова: німецька мова, електронні словники, вивчення іноземної мови, мобільні додатки.

Urgency of the research. The use of mobile phones in various spheres of life has become the norm over the past ten years. However, the use of mobile devices for learning is just beginning to develop. Therefore, it is necessary to investigate the frequency of use of electronic resources by teachers and students for language learning.

Problem of the article. Despite technical progress, most teachers do not use online resources to learn German. Therefore, the article describes the advantages and disadvantages of using mobile applications and electronic dictionaries.

Results and discussions. With the advent of computers and their expansion in the 20th century, the idea of introducing new technologies into education began to be considered. In 1982, Grid Systems commissioned NASA to create the world's first Grid Compass laptop. Therefore, in the 90's foreign scientists conducted basic research in the field of mobile learning (works by T. Anderson, M. Charles, M. Avery, D. Attevel, M. Ragusa and D. Traxler). The emergence and formation of mobile learning systems in Ukraine has only just begun.

People are using and will continue to use computers and laptops, but with the rapid growth of mobile devices, the way they are used is changing. As a personal device, smartphones are very suitable for personal non-formal learning. The user determines which programs to use and how to use them. In turn, foreign language teachers should only encourage and promote student autonomy and provide opportunities to combine classroom learning with independent student work. But keep in mind that smartphones are an expensive device, and not everyone can afford it. And this fact teacher cannot ignore [1, p. 2].

This was the situation in the world in 2011, but today it has changed dramatically. Smartphones have become so affordable and easy to use that even children of primary school age enjoy the benefits of these devices. For each student, the cellphone is their own space, a symbol of freedom and access to the necessary information 24 hours a day. Although teachers often view the smartphone as a distraction during class, it is a part of modern life. That is why the main task of teachers is to involve students in the usage of cellphones for educational purposes.

There are many applications that are aimed at learning foreign languages. Most of them are free, but there are of course paid versions. There is a growing trend to create an online application for many sites. In this way, users can get faster and easier access to the necessary information or service. That is why mobile applications for learning German should be considered.

The first application is called *“Goethe-Verlag”*. It offers courses for beginners (levels A1-A2), which are also available as a mobile application that is easy to download. Initially, only the first 30 lessons were free, and for 70 had to pay. Now the whole course is free. This application will help you learn German at the beginner level.

Another application for learning German is *“Phase6 Hallo Deutsch Erwachsene”*. It was developed for immigrants who have started a new life in Germany. This application is available for free. The training material is designed for beginners. The children's version of this application is called *“Phase 6 Hallo Deutsch Kinder”*.

Another useful resource for learning German is *“DeutschAkademie”*. This application allows users to practice by level (A1-C2). It tracks learning statistics and includes 22,000 grammar and phonetic exercises and over 800 hours of online interactive courses. At the forum, German teachers can answer questions, and the whole course is based on the European Basic Documents for Languages. However, this application is intended for practice and is not the main learning tool.

The next important resource for learning German is *“Deutsche Welle”*. The site contains up-to-date information for learning German. In addition, the training material is divided into levels of difficulty: from the easiest A1 to the most difficult C1. We offer to consider in detail the tasks for different levels.

The site offers a video novel for beginners. Such videos help to expand the student's vocabulary but also promote the use of new words and phrases. After watching each series, students are invited to perform additional online exercises. Therefore, immediately after completing the tasks, everyone can evaluate their results. Thanks to multimedia materials, students practice listening and learn the pronunciation of German native speakers.

For students who have an intermediate level of language, the site contains texts on various topics. In this way, students can read the text, translate it and complete the task. Most texts are also available in audio format. The *“Langsam gesprochene Nachrichten”* section will be interesting for students who master B2 and C1. With the help of the above-mentioned section, students have the opportunity to receive up-to-date information about events in Germany and

in the world, as well as to improve their knowledge of the German language. A great advantage is the variety of topics and additional audio).

The *“Deutschlandlabor”* section will be of interest to students who are mastering or improving the A2 level. Two presenters provide information on the German mentality, the peculiarities of life in Germany. The information is presented in video format. Each series is dedicated to a specific topic. After watching a short video, students are asked to complete 9 tasks. The tasks are built in such a way as to get the most out of it. Thus, students practice the perception of German by ear and the use of new lexical units. In addition, during the exercises, students have the opportunity to listen to the speech of native speakers. It improves their pronunciation and language comprehension. Exercises are focused on replenishing vocabulary. Therefore, students are asked to organize pictures and concepts, concepts and their interpretations and complete the missing words.

Online assignments are ideal for students to work independently. At the end of each task there is an opportunity to check the correctness of execution and pay attention to errors. After completing all the exercises, the program automatically calculates the correct answers and provides them as a percentage.

The *„Deutschlandlabor”* application is an integral resource in online learning, as the teacher does not need to check the work of each student, but simply view screenshots of their results. The above materials can be used both directly in the classroom and or for self-study. The information posted on the site relates to various spheres of life. It can be used during classes in the main language, second foreign and practical courses in translation and interpretation (simultaneous and consecutive translation can be practiced).

During the study of the German language, texts on various topics are processed, so there is usually a lot of lexical material that is not included in the student's vocabulary. The necessary words can be found in printed dictionaries, but, unlike electronic ones, there are not enough examples of their use. In addition, searching for a word takes much less time when using an electronic dictionary. The weight of the printed dictionary in any case exceeds the weight of the mobile phone and the price of the paper dictionary varies according to the number of words and the subject of the dictionary. Many online dictionaries are completely free and even have mobile applications. One of the biggest advantages of electronic dictionaries is, of course, that you can listen to any word or even sentence. This is a great support for beginners.

However, we should not forget about the shortcomings of electronic dictionaries. First, they have the widest functionality with Internet connection. A stable network is, unfortunately, not in all higher education institutions. Secondly, when a student works with the phone, he is constantly distracted by messages on social networks or other notifications. And then it is difficult to control each individual listener. Third, there is a great difference between an online dictionary and an online translator: while students need to take notes, to learn new words, others can use an online translator and spend the time for a chat with friends in one of the social networks. In order to avoid such situations, a teacher should either provide a list of words and not show the whole text, or make sure that students remove mobile devices from the desk and translate the proposed text sequentially. If the text is of easy or medium difficulty, teacher offers to do simultaneous translation. In this way, students will not have time to use the ready-made translation, but will be able to rely only on their knowledge and studied material.

The above description of mobile applications demonstrates the wide variety of applications and online resources. In order to see the practical side teachers of the Black Sea National University named after P. Mohyla (Koryagina A.Y. and Vorona T.O.) conducted a survey in April 2021. It was attended by 15 teachers and 103 students. The nine questions were included in Form 1 (Peculiarities of mobile learning in the study of foreign languages. The teach-

er's opinion.) Here are five questions that are most relevant to the subject of the article.

1. Choose the three most important competencies of the teacher

2. Do you consider it appropriate to use the materials of Internet sites and applications in foreign language classes?

3. How often do you use materials from Internet sites and applications in foreign language classes?

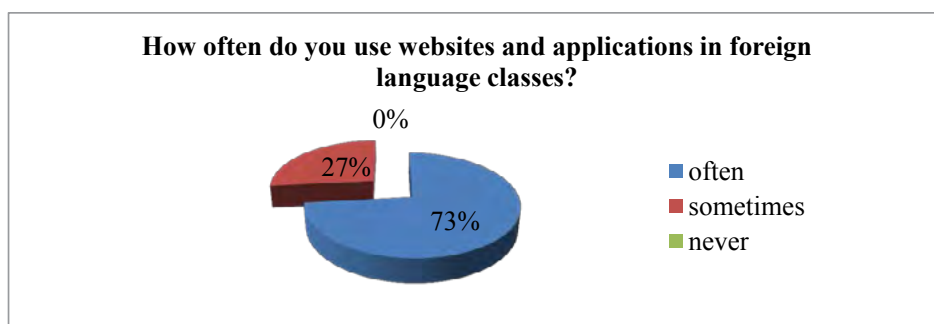
4. Do you consider it appropriate to use the materials of Internet sites and applications as a tool for independent work of students in the process of learning a foreign language?

5. How often do you use the materials of Internet sites and applications as a tool for independent work of students in the process of learning a foreign language?

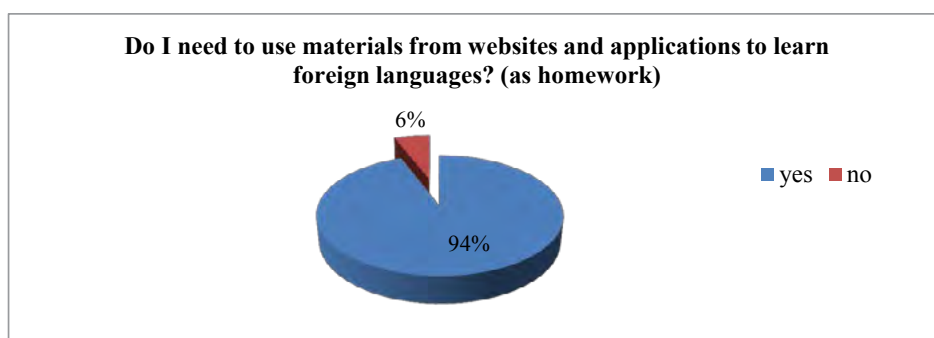
Among the most important competencies of the teacher was the ability to organize the educational process. Only half of the respondents attribute the use of information technology to the main competencies of the teacher.

It is clear from these observations that 93% of teachers consider it appropriate to use electronic resources in the learning process, but, as shown in Figure 1, only 73.3% use them. Although the vast majority of respondents often use online materials in the classroom, but students do not confirm this answer.

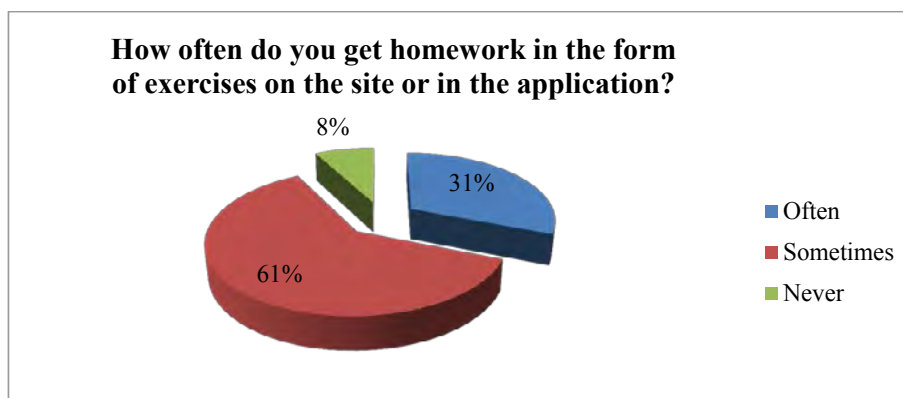
The results of the survey confirm the fact that teachers also want to use electronic resources in the classroom. But on the other hand, they try not to lose



Pic. 1



Pic. 2



Pic. 3

control of the exercises. Often students can show the same result on different phones. That is why it is important to control the work of students and be attentive during their work. Also positive is the fact that all teachers from time to time use electronic resources in the classroom. This is also confirmed by Figure 1.

On the other hand, the student's answers must be taken into account. That is why they also took part in the survey. The following questions were included in Form 2 (Peculiarities of mobile learning in learning foreign languages. Student's opinion.)

1. Do you consider it appropriate to use materials from Internet sites and applications in foreign language classes?

2. How often do your teachers use materials from websites and applications in foreign language classes?

3. How often do your teachers use the materials of Internet sites and applications as a tool for independent work (as homework) in the process of learning a foreign language?

4. What kind of materials do you prefer to study a foreign language?

The results of the survey have shown that 95% of students consider it appropriate to use electronic resources in foreign language classes. 60% of respondents say that teachers sometimes turn to online materials.

Figure 2 shows that over 94% of students would be happy to do homework in the form of online exercises. However, only 31% of respondents say that they often receive tasks on electronic resources, as shown in Fig.3. The great majority of the surveyed students are really interested in using electronic resources to learn a foreign language. But it should be remembered that any electronic resources are only an additional tool, not a basis for language learning.

After a detailed review of Fig. 3 the question arises: why in the XXI century do teachers still prefer homework from printed textbooks to online exer-

cises? After all, checking homework often takes up a significant part of the classroom, and online assignments significantly speed up this process (it is enough for each student to show a screenshot of the exercise with the results).

According to the results of the student survey, it can be concluded that the vast majority of students from time to time perform online exercises or use other electronic resources to learn a foreign language.

Conclusions. From these facts, one may conclude that Horizon's well-known report on the use of digital media in schools and universities is for a forecast of no more than 5 years. Transformation of the process of learning a foreign language can and will take place only when teaching and learning habits change comprehensively, behavior patterns change or, conversely, disappear and new procedures are developed. All participants must take an active part in the changes. And only in this case the process of learning foreign languages will change in the future.

So, among the large number of applications for learning German, everyone can choose for their level and use the free version. The advantage of such training is that you can do it anywhere and at a convenient time. In addition, an Internet connection is not required – there are standalone versions. The only drawback is that mobile applications for learning a foreign language are an additional practice, not a basic course of study.

All these advantages and disadvantages of using online dictionaries in practical courses of translation and interpretation from German lead to the conclusion that the advantages are usually greater: the speed of information processing, number of examples, availability, number of functions. Given today's realities, not every student has access to printed dictionaries. But keep in mind that monitoring the task is very important, otherwise instead of using the online dictionary, you can get harm from the online translator program.

The survey conducted among teachers and students clearly demonstrates the need for the introduction of modern technologies in the educational process. With the development of new technologies, approaches and methods of teaching foreign

languages must change. Teachers must keep up with the times, and therefore use the inexhaustible functionality of mobile phones to achieve the main goal – the effective teaching of foreign languages.

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ВИКОРИСТАННЯ АНГЛІЦИЗМІВ У ІНТЕРНЕТ-КОМУНІКАЦІЇ

THE USE OF ENGLISHISM IN THE INTERNET COMMUNICATION

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Автором зазначено особливості процесу запозичення слів з англійської мови. Відзначено фактори, що стимулюють даний процес. Охарактеризовано основну особливість сучасного процесу запозичення. Акцентовано увагу на зростанні кількості англіцизмів з розвитком Інтернет-комунікацій та соціальних мереж. Виявлено цільову орієнтацію іншомовної лексики. Розглянуто сучасну актуальну проблему сучасної лінгвістики – наслідки зіткнення двох типологічно різних мов – аналітичної англійської та синтетичної української. Вказано, що незважаючи на те, що більшості запозичених англійських слів можна підібрати під український відповідник, простіше використовувати англіцизм. Обумовлено, що англіцизми становлять динамічний пласт лексичного складу української мови. Визначено шляхи проникнення англіцизмів у структуру Інтернет-комунікації: пряме запозичення, калькування, неповні, або змішані, запозичення. Наголошено, що англійська мова, що позначає різноманітні реалії соціальних мереж, стала частиною повсякденної мови сучасного українця. Обумовлено, що група англіцизмів є динамічною, оскільки постійно поповнюється новими лексичними одиницями, що вказують на нові тенденції розвитку соціальних мереж. Визначено, що лексичні одиниці соціальних мереж мають спільні ознаки як для сленгізмів та неологізмів, а тому мають статус «сленгових неологізмів». Представлено перелік засобів, за допомогою яких реалізується мовна гра на етапі словотворення: аналогія, римування, перефразування, редукція, заміна та лімерик. Виокремлено різні вирази емоційної оцінки: позитивні, нейтральні та емоційні. Відзначено, що мова користувачів Інтернету диференційована за віком і професією, рівнем володіння комп'ютером, за інтересами користувачів або їх діяльністю. Окремо зазначено, що для кожної групи користувачів властиве використання певних скорочень, які можуть бути знайомі іншим групи частково або повністю незнайомі і мають назву чат-аббревіатури.

Ключові слова: запозичені слова, Інтернет-комунікація, соціальна мережа, молодіжний сленг, термінологія.

The author notes the peculiarities of the process of borrowing words from the English language. Factors that stimulate this process are noted. The main feature of the modern borrowing process is described. Emphasis is placed on the growing number of English borrowings with the development of Internet communications and social networks. The target orientation of foreign language vocabulary is revealed. The modern topical problem of modern linguistics is considered, that is, the consequences of the collision of two typologically different languages – analytical English and synthetic Ukrainian. It is pointed out that despite the fact that most of the borrowed English words can be matched to the Ukrainian equivalent, it is easier to use English. It is stipulated that Englishisms are a dynamic layer of the lexical structure of the Ukrainian language. The ways of penetration of Englishisms into the structure of Internet communication are determined: direct borrowing, tracing, incomplete, or mixed, borrowing. It is emphasized that the English language, which denotes the various realities of social networks, has become part of the everyday language of modern Ukrainians. It is due to the fact that the group of Englishisms is dynamic, as it is constantly replenished with new lexical items that indicate new trends in social networks. It is determined that the lexical units of social networks have common features for both slangs and neologisms, and therefore have the status of "slang neologisms". The list of means by which the language game is realized at the stage of word formation is presented: analogy, rhyming, paraphrasing, reduction, replacement and limerick. Different expressions of emotional evaluation are distinguished: positive, neutral and emotional. It is noted that the language of Internet users is differentiated by age and profession, level of computer skills, interests of users or their activities. It is noted that each group of users is characterized by the use of certain abbreviations that may be familiar to other groups, partially or completely unfamiliar, and are called chat abbreviations.

Key words: borrowed words, Internet communication, social network, youth slang, terminology.