

## II МІЖНАРОДНА КОНФЕРЕНЦІЯ

### «ФАХОВІ МОВИ Й НОВІТНІ ПІДХОДИ ДО ЇХ ВИКЛАДАННЯ»

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## ФАХОВІ МОВИ Й НОВІТНІ ПІДХОДИ ДО ЇХ ВИКЛАДАННЯ:

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У збірнику опубліковано матеріали роботи II Міжнародної онлайн-конференції «Фахові мови й новітні підходи до їх викладання», які розкривають актуальні питання сучасного загального й прикладного мовознавства загалом, а також перекладу, методики викладання іноземних мов і фахових мов як мов особливого призначення, зокрема.

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НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ БІОРЕСУРСІВ І  
ПРИРОДОКОРИСТУВАННЯ УКРАЇНИ

ГУМАНІТАРНО-ПЕДАГОГІЧНИЙ ФАКУЛЬТЕТ



**МАТЕРІАЛИ**

**II МІЖНАРОДНОЇ ОНЛАЙН-КОНФЕРЕНЦІЇ**

***ФАХОВІ МОВИ Й НОВІТНІ ПІДХОДИ  
ДО ЇХ ВИКЛАДАННЯ***

19 – 20 травня 2021 року

КИЇВ - 2021

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## Conference topics

- Language, communication and the professions incorporated as Languages for specific purposes, e.g. Ukrainian for Law, English for Construction, French for Wines, etc.
- Linguistic expertise and professional practice
- Information and Communication Technologies (ICT) in professional contexts
- Multimodality, cross-culture communication and professional practice
- Professional practice, discourse and the new media
- Interpreting and translation in institutional/professional settings
- Communication strategies, language awareness and linguistic competence in cross-culture communication
- Communication training for professionals in new digital era of the globalizing world
- Soft skills as a must in today's job market

KHRYSTIUK, Svitlana, <i>Kyiv, Ukraine</i>	Economic terminology: its classification and ways of translation in the light of globalization and transformation processes	48
KOSOVYCH, Olha, <i>Ternopil, Ukraine</i>	Soft skills development in English lessons as a key skill in professional activity	50
KRAVCHENKO, Alla, <i>Kyiv, Ukraine</i>	Taras Shevchenko's philosophy: ideas of freedom / Ідеї свободи у філософії Тараса Шевченка (UA)	52
KRYKNITSKA, Iryna, <i>Kyiv, Ukraine</i>	English to Ukrainian translation of phraseological units that contain a culinary component: culturological facet / Культурологічний аспект перекладу англійських фразеологічних одиниць з кулінарним компонентом українською мовою (UA)	53
KUTSA, Oksana & KARANEVYCH, Maryana, <i>Ternopil, Ukraine</i>	Developing the skills of critical thinking in an EFL setting using technology	55
LAUTA, Olena, <i>Kyiv, Ukraine</i>	Georges Bataille's "inner experience": interpreting post-structuralism / Внутрішній досвід Ж. Батая : постструктуралістське тлумачення (UA)	56
LAZARENKO, Larysa, <i>Pryazovsk, Ukraine,</i> & MARAКHOVSKA, Natalia, <i>Mariupol, Ukraine</i>	The role of online social networks and communities in foreign language teaching	58
LYCHUK, Mariia et al. <i>Kyiv, Ukraine</i>	Automated delivery of language classes through the smart sender platform	59
LYVKA, Melania, <i>Munich, Germany</i>	What language does creative writing need? The emotional and creative learning. Written language. Language of art coaching / Welche Sprache braucht kreatives Schreiben? Das emotionale und kreative Lernen. Geschriebene Sprache. Sprache des Art-Coachings (DE)	60
LUNHU, Yuliia, <i>Kyiv, Ukraine</i>	Institutional translation these days	61

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1. Use of full or fixed Ukrainian equivalent. Here are examples of full or fixed equivalent use: procedure – технологічний процес; unemployment – безробіття; storehouse – склад; collaboration – співпраця; price – ціна; exchange rate – валютний курс; demand and supply – попит та пропозиція; assets and liabilities – активи та пасиви.

2. Calquing or word-for-word translation of the English terminology. Here are examples of calquing or word-for-word translation use: substitution – заміщення; surplus – надлишок; consumer preferences – уподобання споживачів; shareholder's (stockholder's) meeting – збори акціонерів; plastic card transaction – розрахункові сплати за допомогою пластикових карток.

3. Transcription (a sound form borrowing of the source language term) and transliteration (a graphic form borrowing of the source language term). Here are examples of transcription or transliteration use: factoring – факторинг; budget – бюджет; infrastructure – інфраструктура; information – інформація; innovation – інновація; import – імпорт; export – експорт; hyperinflation – гіперінфляція; embargo – ембарго; emission – емісія; implementation – імплементація, context – контекст, optimism – оптимізм.

4. Descriptive translation is used by an interpreter when the terminology does not have Ukrainian equivalent and is not even borrowed by calquing or transcribing. Of course, in this case, the conciseness and clarity of presentation, which is characteristic of international economic documents, is lost. Here are examples of the descriptive translation use: going-out-of-business sale – ліквідаційний розпродаж; listed company – компанія, акції якої продаються на фондовій біржі; publicly traded company – компанія, акції якої продаються на позабіржовому ринку.

Consequently, the issue of terms translation and economic dictionaries compilation continues to be one of the modern linguistics topical one. Structural, semantic, syntactic differences between the English-Ukrainian terms create difficulties in choosing the translation method or strategy. Therefore, experienced translators usually choose one or another translation transformation guided by the specific term context.

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**Olha KOSOVYCH**

### **SOFT SKILLS DEVELOPMENT IN ENGLISH LESSONS AS A KEY SKILL IN PROFESSIONAL ACTIVITY**

The current stage in the development of society, dynamic changes in approaches to educational policy, the requirements that employers place on university graduates – all these factors undoubtedly lead to trends in changing approaches to teaching at all levels of education. It will largely depend on teachers, in particular, universities, how much the supra-professional competencies of students and subsequently future specialists will be formed. At the moment, there is a gap between the modern requirements for a specialist and education.

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The enhanced disclosure of the potential of flexible skills, or in other words soft skills, is undoubtedly associated with overcoming the contradictions between traditional teaching methods, which often create barriers to the effective development of students' communicative competencies and the rise of forms and methods of education to a new level, where the development of such flexible skills as teamwork, communication skills, critical thinking is already given no less time than hard skills or solid skills. Due to the emergence of new criteria, requirements and conditions on the international and Ukrainian labor markets on the part of the employer, and expectations from future modern personnel endowed with soft skills, it is necessary to pay great attention to effective ways of developing students during English classes. In this case, during the practical implementation of classes, both language skills and soft skills will be actively developed in tandem, therefore, in this trajectory of student development, English classes have a double benefit in terms of their effectiveness. These sessions are great tools for developing flexible skills. This topic remains especially relevant for students of universities of economic orientation, since it is the economy that remains one of the global factors of developed countries, and many global issues are resolved at the world level, and without knowledge of a foreign language, reaching such a level is impossible for a specialist a priori.

The studied material of the definitions of the term soft skills proves: there is no single and unified concept, but in one way or another the terms are interconnected. All these definitions are united by a set of activity and communicative approaches in the implementation of communicative and personal competencies related to non-professional skills that increase the effectiveness of future specialists. Taking into account the integration processes and soft skills capabilities, they can be divided into 4 groups: 1. Basic communication skills. This group includes the ability to convince, reason, work in a team, negotiate, the ability to conduct business correspondence, conduct presentations, etc. 2. Self-management: be able to manage emotions, know how to behave in stressful situations, be able to plan and set goals, be able to effectively use your time, control your emotional state. 3. A group of intellectual thinking skills: it is important to search and analyze information, think creatively, logically, not stereotyped, have design skills, make decisions competently.

4. Foresight management: a specialist has such stable skills as setting goals, project management, motivation, control, easy access to feedback.

It should be noted that fluency in English with elements of soft skills development, that is, the ability to discuss in English, defend one's point of view, etc. – this is a powerful advantage in the competitive selection of specialists in any field on the labor market today. Such world economic and social processes as globalization, international contracts, business contacts, international exchange of experience – all these areas of action require a specialist to know English, as well as critical thinking and communication skills, therefore, the conclusion about the role of English classes and the parallel formation of soft skills are obvious. Speaking entirely about English, first of all, as a means of communication in the professional activity of a future specialist, it is critically important to pay more attention to language learning at the university, starting from the first year and throughout all the years of study in general, with an emphasis on training and reinforcing soft skills. The problem of “inhibition” or suspension of the development of soft skills in the English language can also happen due to the absence of the “Foreign language” discipline in the schedule of students throughout the entire period of study at a higher educational institution. In some universities, the discipline "Foreign language" is included in the curriculum only during the first year of study, and today this fact is a big drawback. First of all, learning a foreign language is a linguistic, that is, communication practice, a process itself that includes the development of soft-skills, Therefore, the role of English classes in the formation of soft skill plays an undeniably significant and, in the aggregate, the general role and task of teaching - thus, a student is brought up, a future specialist who is needed in modern society, including those who have the qualities of flexible skills. It is important that the educational environment of universities in the required proportion is aimed at developing soft skills, including in relation to learning English, then students will strive to gain new experience, develop, have promising goals in understanding specific development plans on a global scale, on a global scale. arena, analyze the results of actions, and be on the right road to success in successfully solving international

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**Alla KRAVCHENKO**

### **ІДЕЇ СВОБОДИ У ФІЛОСОФІЇ ТАРАСА ШЕВЧЕНКА**

Творчість Т.Г.Шевченка – безцінна спадщина кожного щирого українця. Проблеми свободи, національної самосвідомості, протесту волелюбного українського народу, релігійної віри, моралі, які завжди перебували в центрі уваги великого поета, є актуальними і сьогодні. Філософія Тараса Шевченка глибоко індивідуальна, особиста і, разом з тим, ґрунтується на національній ідеї українського народу, його ментальності. Поет у своїй творчості виразив не лише глибини власної індивідуальності, втілює не тільки образ своєї нації, свого народу та обличчя своєї епохи, а й ширший погляд на світ у поняттях, що набули значення загальнолюдських і вічних. У його творах представлений широкий спектр моральних і духовних цінностей, універсальних категорій буття, найвизначнішою з яких є феномен свободи, який є універсальним виміром людської сутності. Питання філософських поглядів Шевченка досліджували Г. Грабович, І. Крип'якевич, Є. Маланюк, Д. Чижевський та ін. Аналіз творчості Шевченка на предмет розуміння ним поняття «свобода» досліджували А. Шаповалова, Ю. Барабаш. Питання впливу творчості Шевченка на формування національної ідеї знайшли відображення у роботах О. Поцюрко, О. Забужко, розуміння ідеї свободи з точки зору романтичного світогляду – у працях А. Шкрабалюк, Н. Волошк

Особливе місце української нації серед інших націй світу, уявлення про її своєрідність, ментальну специфіку, національний колорит багато в чому визначаються творчістю Тараса Шевченка. Для Шевченка життя, в його найвищому сенсі, ґрунтується на досягненні людиною свободи, що визначається ним як найважливішим чинником існування людини, передумовою щастя і необхідною умовою розкриття істинної природи самої людини. Усі основні поетичні твори Т. Шевченка – «Щоденник», «Гайдамаки», «Слепая», «Сон», «Кавказ», «Єретик», «І мертвим і живим...» – оспівують Свободу людини. Причому, Свобода, Воля постають із рядків Кобзаря як цілком природні та законні риси людського життя–буття. Питання, які підіймав у своїй творчості поет, не втратили своєї актуальності й сьогодні, коли сучасне суспільство, долаючи проблеми та перешкоди, намагається трансформуватися та модернізуватися. Свобода у Шевченка – це сукупність трьох взаємозалежних складових: екзистенціальної свободи, свободи волевиявлення і свободи духу –найвищої супіни свободи, якої може досягти людина. Ця свобода ґрунтується на загальнолюдських принципах, це повна гармонія емоційної, вольової та інтелектуальної складових свободи. Центральним філософським принципом, на якому ґрунтується шевченківська свобода, слід визнати соціоантропоцентризм. Адже у центрі світу він ставить людину з її власними переживаннями, бажаннями та потребами, причому кожну людину як неповторну особу, що



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## LSP 2021

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