

French language.

a) *Denotative borrowing* (leader, label-наклейка, ярлык; electrocution-смерть от электрического тока, nylon);

b) *Connotative borrowing* (week-end – fin de la semaine, baby – bebe, nurse – bonne d’enfant, insane – insense, barman – garçon, leader – chef, living room – salle de sejour, match – competition);

c) *Double borrowing* (humour, supremacy);

d) *Word-forming elements borrowing* (couponing).

III. Adaptation of English borrowings in the French language.

a) *Phonetic adaptation* (roast-beef – loosing of [əʊ] and [i:]);

b) *Morphological adaptation* (pannequet (pan-cake), bousin (bousing), chelin (shilling), boulingrin (bowling-green), contredanse (country-dance));

c) *The semantic adaptation* (to cover, approach, conglomerate).

Furthermore, the French language is characterized by the formation of a new phenomenon, rethinking the borrowed word and often remaining it unchanged. Therefore, these properties of the French language encourage the consolidation of borrowings.

Thus, a French word can change its meaning under the influence of the English language, resulting in homonyms. In some cases, a word, borrowed from English, turns out to be the preservation of an old French word, which existed in French and survived to our times. In addition, not only the French language is actively exposed to the penetration of the English vocabulary in the language, but it is also a reverse process. Social and historical development of the European society contributed to the fact that until the XX century the French language gave the largest number of borrowings to many other European languages, the English language being one of them.

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USING IT IN STUDENTS’ SELFTRAINING

The effective use of technology in education has changed the face of education and it has created more educational opportunities. Both teachers and students have benefited from various educational technologies: teachers have learned how to integrate technology in their

classrooms and students are getting more interested in learning with technology. The use of technology in education has removed educational boundaries, both students and teachers can collaborate in real time using advanced educational technologies.

In the era of information technologies society is deepening in many areas of expertise to provide skills, creative thinking, experience and efficiency of processing the information received, the speed of data processing and decision-making in the various fields of science. Nowadays students are being trained aiming at lifelong learning. It requires new approaches that incorporate technologies, which became students' everyday life long time ago.

With the help of innovative information resources, student readiness for self-education is no longer a great success; it solves the problem of lack of knowledge necessary for further professional growth of students. Information technology plays an important role in the preparation, storage and dissemination of new knowledge in various fields, including information modeling, artificial intelligence and cognitive graphics. The application of these technologies in the educational process solves the problems associated with the automation of students' learning. The reason for the desire to educate themselves is to obtain the necessary skills for the future successful career.

It is accepted that a well-rounded self-education is a gateway to personal success. It sets students on a path to lifelong learning that enables them to succeed in the changing world. Through self-training, individuals can expand their minds and embrace new ideas and opportunities, and at the same time, build better lives for themselves and their communities. In a world where geographic boundaries are blurring, students also need the flexibility to connect with and collaborate with people anywhere at any time – communicating information in more dynamic, engaging ways.

Part of what is driving the need for new types of skills is an enormous shift in how people access information and communicate. With the advent of the Internet, information has gone from scarce to abundant, and it can be accessed using many different devices, from computers and phones to PDAs.

Technology has helped in the growth of mobile learning and long distance learning. The use of the Internet technology has enabled teachers to reach students across borders as well as students from

developing countries that can subscribe for advanced educational courses. Many universities and colleges have embraced online education by creating virtual classrooms. Online education is flexible and affordable, students can attend classrooms in their free time, and they can also have a chance to interact with other students virtually.

As a result of information technology use, we are opening up new opportunities for students' self-development with all possible forms of education. Information technology in the process of self-education acts as a very effective tool to get new knowledge that fully meets the modern requirements and promotes individual learning.

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FORMATION OF FOREIGN LANGUAGE COMPETENCE OF FUTURE OFFICERS OF CIVIL PROTECTION SERVICE

Training of highly qualified personnel, which is capable of ensuring the development of an innovative economy, continues to be one of the most important tasks of modern society. The latter seeks to solve the problem of modernization of vocational education system by reorienting assessment of education results by the amount of transferred knowledge and skills to the assessment of the level of professional competence of the future experts.

Therefore, one of the main purposes of vocational education is formulated as training of a skilled worker, who is competent, fluent in his/her profession and in contiguous areas, ready for continuous professional development, social and professional mobility.

Modern education is intended to provide training to a competent specialist, possessing qualities, knowledge and skills, which determine his/her competitiveness in the labor market and motivation of professional development throughout life.

Recently in traditional training the object of scientific study, the subject of numerous debates and methodological discussions was the question of definition of the necessary professional competencies, possibilities and ways of their formation.