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Bohdan Khmelnytsky National University of Cherkasy

WORKSHOP PROCEEDINGS

EU Cross-Border Cooperation

Activities and Governance

of its Eastern Neighbourhood

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Збірник містить матеріали науково-практичного семінару **«EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood»** , який відбувся у Черкаському національному університеті імені Богдана Хмельницького 22 листопада 2019 року. У семінарі взяли участь понад 50 учасників, серед яких представники України, Канади, США, Великобританії. Доповіді охоплюють широкий спектр досліджень, які здійснюються науковцями та викладачами вищих навчальних закладів у різних галузях науки. Видання розраховано на науковців, викладачів, студентів, аспірантів та на широке коло дослідників, зацікавлених у транскордонному партнерстві.
Тексти публікацій подаються в авторському редагуванні.

Aim of the event:

The aim of the workshop is to discuss, inform and connect junior and well-established border and governance scholars from different regions and universities for future projects, facilitate field trips in Eastern Europe and provide a collaborative venue for researchers to discuss their work in an interdisciplinary setting. The areas for discussion cover various aspects of cross-border cooperation issues in the EU Eastern neighbourhood, examine cross-border policies and how they shape and impact local settings.

EU governance has been multi-layered and complex. This workshop is going to analyse the benefits and actions of cross-border cooperation (CBC) schemes in the EU's Eastern Neighbourhood. First, the workshop is going to demonstrate that in order to encourage European integration initiatives in the Eastern neighbourhood, there is a need for the EU to govern more effectively in order to have an impact on the transformation of national setting. Second, cooperation between civil society in the EU and the partner countries, and between partner countries, is particularly important where cooperation between governments may be difficult. Therefore, when studying the Eastern neighbourhood, the workshop, in particular, explores bottom-up processes where local and regional powers and cross-border initiatives are strongly interlinked into complex cultural, economic and political structures. As a result, more actors are engaged in border-related activities and management.

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Panel 1. **Cross-border cooperation of the EU**

within the framework of the Eastern Neighbourhood Policy and the Eastern Partnership

UKRAINE IN PERCEPTIONS AND IMAGES OF SELF AND OTHERS:
A CROSS-BORDER COOPERATION PROJECT

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Designing efficient policies targeted at international security requires understanding how political actors, with the citizens as their allies, imagine the world where they live and where they have to overcome political crises (Zhabotynska and Velivchenko 2019). *Images and perceptions* are pivotal for international relations (IR) because they "serve to justify a nation's desired reaction or treatment toward another nation" (Alexander *et al.* 2005, p. 25). Images and perceptions relevant for IR are discussed in the *image theory* as a part of political science (Herrmann 2013). In the image theory, the terms "image" and "perception" can be used interchangeably, although, in a strict sense, perception implies both the perceiving process and its result, while image means the result (Ametbeck 2017).

Perceptions and images of political actors and events are enacted through *narratives* as particularly structured texts intended to shape public attitudes and behavior. Formed by political elites, such narratives are transmitted to the public mostly through *media*. Therefore, contemporary *media studies* converge with the narrative studies and the image theory employed by political science. Such convergence has been practiced in a number of international projects headed by the University of Canterbury, New Zealand, and aimed at exposure of the EU's

perceptions of self and its perception by other countries in different regions of the world. Among the recent projects was the one concerned with the EU perceptions in Ukraine[1]. The methodologies applied in processing the collected empirical data within this and other projects can be further elaborated with precise techniques used by cognitive linguistics for structuring information presented verbally and non-verbally (Zhabotynska 2016; Zhabotynska 2018; Zhabotynska and Velivchenko 2019 among others). An updated methodology may be instrumental in fulfilling a new cross-border cooperation project that hosts an interdisciplinary research team of participants from different countries.

The new project is presumed to focus on the image of UKRAINE as it is featured in Ukraine's relations with its various international partners. For instance, the topic UKRAINE – POLAND RELATIONS may be studied bilaterally: (a) Ukraine about its relations with Poland (Ukraine about itself and about Poland); (b) Poland about its relations with Ukraine (Poland about itself and about Ukraine). The *data* for (a) come from Ukrainian mainstream and new media. The data for (b) come from Polish mainstream and new media. The data are collected and processed by the Ukrainian and Polish teams respectively. The existing methodology enables the exposure of (1) the conceptual ontology that arranges the topic UKRAINE – POLAND RELATIONS and serves as *tertium comparationis* in the comparative study. The latter aims to reveal similarities and differences in the two versions of the ontology with regard to (2) its constituents, (3) the factual salience of these constituents, (4) their emotive salience, and (5) the ways to create a positive or negative bias of the constituents via various techniques of "playing with facts" (Zhabotynska and Chaban 2019). The same relations may be studied trilaterally, when a third party is involved, for example, the EU (Canada, the US, etc.) about UKRAINE – POLAND RELATIONS.

Theoretically, the designed project, due to its updated methodologies, substantially contributes to the interdisciplinary study of political images and perceptions. Practically, this project is beneficial for IR, where policy-making

requires understanding of the partners' perceptions of self and others. These perceptions may demonstrate misalignment which is to be considered in diplomatic relations and, if necessary, removed through particular steps (reported in the media that may amend the image).

[1] Crisis, ConflictandCriticalDiplomacy: EU PerceptionsinUkraine, IsraelandPalestine,2015-2017 (C3EU). URL: https://www.canterbury.ac.nz/ncre/research/euperceptions/c3eu-eu-perceptions-in-ukraine--and-israelpalestine-2015-18/

MODELING THE PROCESS OF FOREIGN LANGUAGE ACQUISITION:A COMMUNICATIVE AND COGNITIVE DIMENSION

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Present-daybilingual pedagogy is determined by communicative and cognitive paradigms, each directed at solving its specific problems. Their integration has induced the nascence of the title approach to teaching a foreign languagetargeted at fostering students' communicative and cognitive competence. The approachoffers a relevant model that promotes a spiral way of cognition. It signifies that in the course of learning students progress from perception of the subject matter tospeech production through such stages as reproduction, apperception, knowledge incubation, and creative reproduction. At stage one (perception of new information) subjectsare introduced into the overall context of communication, created by a basic text, which they perceive simultaneously through visual and auditory sensory channels. Hence, multisensory perception is conducive to creating holistic mental images, or percepts

of the new subject matter. At stage two (initial reproduction of new information) students reproduce segmental speech patterns from the subject matter on the superficial level in single-type invariant situations. At stage three (apperception of new information) learners conduct a many-faceted analysis of the perceived material, construct on its basis conceptual models, thus actualizing the schemata of their mental spaces and eliciting new knowledge. Stage four (incubation) istransitional; it implies converting external knowledge units into internal images or turning explicit information into implicit.At stage five (creative speech reproduction) subjects reproduce the new material on a creative level in variant situational settings. This stage is instrumental to stage five (independent speech production) at which students utilize the imbibed material in individual meaningful speech output. It is obvious that this stage is similarly creative and is characterized by diversified communicative settings.

IS EU NEW REGIME MAKER OF INTERNATIONAL MIGRATION IN EASTERN EUROPEAN NEIGHBORHOOD COUNTRIES? GAME THEORY ANALYSIS OF EU-UKRAINE PASSENGER NAME RECORDS AGREEMENT

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University Association of Contemporary European Studies,

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The ultimate ambition of the paper is to explore whether EU can be the new international migration regime maker by initiating the multilateralism through its effort to push EU Passenger Name Records as the global standard to govern the international migration. EU-Ukraine case will be analyzed to see whether the EU's

Passenger Name Record Policy can be successful on making the international regimes in the EU's partner countries in Eastern Europe.

EU has the long-standing policy to put individual privacy over national security, which has led to the situation that European Parliament rejected the European Commission's proposal of PNR many times and brought the case to European Court of Justice with a victory result in favor of the Parliament. Unfortunately, by facing the 2014 and 2015 Paris attacks as well as other security and safety threats as well as migration pressures, European parliament has made some compromises to the European Commission and European Council on the content of EU's PNR Policy. In 2017, the EU's Passenger Name Record Policy became the EU law after being ratified by European Parliament to deal with safety, security and migration issues.

Game Theory analysis (Perfect Information Extensive Form Game Theory Analysis) will be used as the method to explore whether EU PNR policy has the potential to be accepted by Ukraine, and afterwards by other nations in the East Europe to be the regime in the region through analyzing the strategic interactions between EU and Ukraine. The result suggests that EU PNR has high potential to be the regional standard and EU can make border control and migration regimes if using the right strategy for negotiation towards Ukraine.

POST-MAIDAN ENERGY SOVEREIGNTY: THE INFLUENCE OF RUSSIA–UKRAINE GAS DISPUTES ON UKRAINE'S PATH TO EUROPEAN INTEGRATION

Swanson Signe

Fullbright Scholar,

Brown University, Ukraine

Since Ukraine's achievement of independence in 1991, its energy sector has still largely relied on Russian petroleum and natural gas, siphoned into the country via pipelines constructed when the two contemporary nations belonged to one Soviet state. Even prior to the Orange Revolution of 2004/05 and, more recently, EuroMaidan, post-independence Russia and Ukraine began entering into sporadic albeit predictable disputes in which either nation would accuse the other or price gouging (Russia possessing the power to arbitrarily raise the cost of oil exports to Ukraine, Ukraine possessing the ability to raise taxes on Russian transport-routes to its European markets lying on Ukrainian soil). In early 2020, the new Nord Stream 2 pipeline—a decisive project for Gazprom in its aspirations to reach European markets without relying on Ukrainian transport infrastructure—should be completed. This paper seeks to address two points: firstly, what does European support for Ukrainian sovereignty look like after the completion of this new pipeline that (ostensibly) stands to benefit the economies of both Russia and the EU? Secondly, how is Ukraine to react to Nord Stream 2, in terms of both lost revenues and its ongoing geopolitical struggles against Russian overreach?

Panel 2. Borders in Practice. Everyday experiences on the EU-Ukrainian Border

NEW PROSPECTS OF THE EU STRATEGY

"EASTERN PARTNERSHIP"

Vasyl Moisiienko,

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Bohdan Khmelnytsky National University of Cherkasy, Ukraine

The process of Ukraine's integration into the European Union began with the acquisition of independence by our state, which stipulated the need for the creation of appropriate political-and-legal instruments for the implementation of this process. One of them is the EU strategy "Eastern Partnership", which aims to ensure the implementation of the European integration course of Ukraine. Besides, within the framework of this initiative, obtaining of coherent and systematic both political and economic assistance by Ukraine is planned in order to achieve the level of European standards of ruling of law, observance of human rights, democratic political regime and professional governance.

The strategic course of Ukraine for integration into the EU was the decisive factor that allowed Brussels to take on the role of the center for regional gravity for all states of "the Eastern Partnership" (Azerbaijan, Bilorus, Armenia, Georgia, Moldova, Ukraine).

Critical perception of "Eastern Partnership" by Ukraine at the beginning of its implementation was due to lack of a clear political-and-security component. Such a conceptual incompleteness of the EU Eastern policy remains still, which fully satisfies Brussels, but it makes the "Eastern Partnership" functionally unattractive from the point of view of the states of Central and Eastern Europe. Further evolution of the "Eastern Partnership" should contribute to the final institutional design of this initiative.

Within the framework of this initiative, obtaining of consistent and systematic assistance by Ukraine is planned to achieve the level of European standards of rule of law, democratic political regime and proper governance that corresponds to Ukraine's interests.

In the light of the mentioned above one should, firstly, create an effective institutional mechanism against the non-democratic practices of the leadership elite of states that are a part of the "Eastern Partnership"; secondly, increase the level of citizens' legal culture and law awareness through perception and deep understanding of European values; thirdly, complete the administrative reform and reduce the

influence of administrative regulation of economy; fourthly, introduce the professional reforming of the public service by attracting young managers in return of filling old nomenclature and selection, training of new personnel; fifthly, create self-sufficient local self-government bodies; sixthly, build an effective system of courts; seventhly, replace "outdated" legislation by adopting a new one that meets European standards.

SUCCESSES AND FAILURES THAT THE UNITED TERRITORIAL COMMUNITIES IN SUMY REGION ENCOUNTERED

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Kharkiv National Universityof Internal Affairs,

Anastasiia Danylenko,
Kharkiv National University of Internal Affairs

The integration of Ukraine into the European community has led to a fundamental renewal of public authority and bringing it to international standards. Local self-government is the basic link that provides quality administrative services to the population in Europe and acts for the benefit of the local population. The Law of Ukraine "On the voluntary association of local communities" allowed start to form a basic level of local self-government that meets the European standards in Ukraine and directly in Sumy region.

Sumy region has an area of 23834 km² with a population of 1097651 people. During the last 4 years it was create 38 united local communities of 298 local communities. More than 760 thousand people (69.00% of the region's population) were combined by the united territorial communities.

The benefits of consolidation include improvements to infrastructure, increased funding and improved administrative services. For example, Chernechchyna ULC, created in 2017, has become the largest rural ULC of the region. It is comprised of 32 settlements of Okhtyrka district, where leave about 11.000 people. During the first

year and a half, most educational and medical facilities were repaired by the expense of the community. It was impossible before the union. Priority is given to investment attractiveness and support of business ideas.

Among the problems are: the absents of a clear understanding of the community's personal responsibility for community development; the issue of division of powers between local self-government bodies and executive authorities is not regulated; compliance with the requirements of the voluntary association; a fair format for the distribution of budget resources; paucity of qualified personnel; the risk of corruption; outstanding land issues.

ESL TEACHERS PROFESSIONAL DEVELOPMENT

THROUGH INTERNATIONAL EXPERIENCE

Oksana Chugai

The National Technical University of Ukraine

"Igor Sikorsky Kyiv Polytechnic Institute"

ESL teachers have plenty of opportunities to develop professionally: do online courses, attend trainings by the British Council or American Councils. However, travelling abroad and face-to-face communication with experts in different countries is really invaluable.

MELTA Teacher Development Program for Teachers of English, an annual event which takes place in Munich, provides opportunities for teachers of English from non-EU countries to attend workshops conducted by CELTA teacher trainers and local teachers of English, observe lessons and visit the English department at the University of Munich, as well as a variety of English classes for adults. The program covers the topics of communicative and student-centered learning, creative teaching, using technology, providing feedback, to name just a few. The MELTA participants

are usually invited to workshops conducted by special guests, prominent teachers, trainers and EFL materials designers. In addition, there are plenty of opportunities to network with ESL teachers from other countries and enjoy the cultural life of Munich.

Thanks to the efforts of MELTA team, all the participants master the art of developing innovative strategies of teaching English in a contemporary multicultural environment.

FOREIGN LANGUAGES ACQUISITION

AND CROSS-BORDER COOPERATION

Liudmyla Shvydka,

Bohdan Khmelnitsky National University of Cherkasy, Ukraine

In the world of intensive cross-border communication and globalization it is crucially important to promote foreign languages acquisition. Being able to communicate with people of other nationalities will not only make international relations friendlier, more transparent and more efficient, but also open numerous opportunities for individual people.

Cherkasy National University which was founded almost 100 years ago has always been the regional leader in the field of teaching and learning foreign languages. Today our students can obtain degrees in linguistics, foreign language teaching (English and German) and translation. We strive to incorporate plurilingualism into language teacher education and some of our courses are offered in Polish, French and Spanish.

Being a well-established institution with excellent academic reputation, we strive to develop further and we are prepared to face challenges brought about by the new reality of the digital world in which information is easily accessible and instantly shared. One of the means to achieve this aim is cooperation between our university

and academic institutions worldwide. The Institute of Foreign Languages is currently taking part in several projects which involve cooperation with higher education establishments from Germany, France, Poland, Sweden, Hungary, China and the USA. We have joined the Erasmus Programme and regularly invite lecturers from European and American universities. Thus, Professor L. Legenhausen from Munster University (Germany) has been teaching at our university for 12 years already.

The benefits that our students get while learning from qualified professors, who are also native speakers of the language, can hardly be overestimated. But we are interested in closer cooperation that may involve academic mobility of both our students and the faculty, studying the practical experience of our foreign partners, holding on-line lectures and webinars and implementing other innovative media-based methods of teaching. We realize the need to develop not only pluri*lingual* competence of our students, but also their pluri*cultural* awareness and seek to provide opportunities for implementing this ambitious plan.

Panel 3. EU governance role in challenging identities in the post-soviet territories. Literary-historical approach to borders in Ukrainian culture.

CULTURAL CROSS BOUNDARY IN THE CONDITIONS OF UKRAINE

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Global changes of the late 20th - first third of the 21st century affected the most remote regions of the world and brought humanity closer to the "bifurcation point"

(Wallerstein). Overcoming this crisis point poses new political and economic challenges for those countries that find themselves in a situation of cultural uncertainty. This applies, in particular, to Ukraine. On the one hand, Ukraine has grandiose projects to stand on a par with economic developed countries. On the other hand, Ukraine found itself in a situation where the development models of other successful countries are persistently imposed on it. At the same time, it is already evident from the cultural point of view that the success of the West European countries does not always find application in Ukraine. The cultural matrices and traditions of Ukrainians come into force, which are decisive for them both mentally and historically. The cultural uncertainty here manifests itself primarily in the borderline consciousness of the Ukrainian of the beginning of the 21st century. Until today, the Ukrainian could not answer the question: is Ukrainians going to completely abandon the Soviet past, or is it still necessary to leave a certain legacy?

The state of transition from one model of culture and economy may turn out to be the defining development scheme of a country like Ukraine over a very long period of time. In other words, Ukrainians are not so much focused on the result as on the process itself. The process of overcoming the boundaries between "our" and "other" remains only a distant and unattainable ideal. Moreover, the desire to constantly be aligned with more developed European countries creates a situation where Ukraine is constantly forced to feel its secondary and cultural dependence. Backward countries always breathe in the back to those who are ahead. Therefore, the transition of the cultural border does not mean that the process of forming a new cultural and economic model has already been completed. The way out of this situation is to find a reasonable balance between "our" and "other".

PARAGON NAMES ACROSS BORDERS: NOMINATION POTENTIAL

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Paragon names are names denoting cultural icons which are an important and exciting phenomenon for studies across borders during globalization. They appear only if the information about their primary referent becomes a part of the conceptual system of the linguo-cultural community where they are known to each member and are used in communicative and cognitive processes [2, с. 108]. Thisinformationhasthreeaspectswhichdefinethenominationpotentialofparagon names – their ability to nominate other referents. These three aspects include social, temporal and valent ones [1, 116].

Social aspects of the nomination potential depend on the coverage of paragon names. The traditional division of the names is into universal, national and social [2, с. 109]. Universal paragon names are spread within several countries or linguo-cultural communities. The meaning of national paragon names is known only inside one country or a linguo-cultural community. Social paragon names are inherent only to a limited social group.

Temporal aspects of the nomination potential depend on the time of the paragon name existence; thus, short-term, medium-term and long-term paragon names can be singled out. Short-term names exist not more than 50 years, medium-term ones are around for 100 years, long-term ones are in use for more than 100 years [1, p. 117].

Valent aspects reflect the amount of referent features a paragon name can denote in different comparative structures: one, two, three etc. Valent aspects define polysemy of paragon names [1, p. 118].

Altogether, paragon name as pects determine their nomination potential.

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THE CHALLENGES BORDERS AND BORDER POLITICS PRESENT TO STUDENTS. HOW HUNGARIAN REFUGESS AND NEWCOMERS ADJUST TO A NEW EDUCATIONAL AND LINGUISTIC ENVIRONMENT

Sonia Geba
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Fullbright Scholar,
Ukraine

As an early career professional in the field of cross-border education and a Fulbright English Teaching Assistant in Ukraine, I am interested in the impact migration has on education systems. I began my inquiry into this field at Brown University, where I received my undergraduate degree in History, focusing on Modern Eastern Europe. I was specifically interested in trans-territorial communities; that is, diaspora communities in the Americas and their relationship with Soviet states. My degree culminated in two main projects at the end of my undergraduate studies - one focused on Ukrainian-American political movements and another focused on American philanthropic aid to Hungarian refugees after the 1956 Hungarian Revolution. For the purposes of this international workshop, I would like to focus on the latter project and my work in the nonprofit sector with immigrant students in New York City since graduating in 2017.

My research on Hungarian Refugees took place over a 6-week internship between my junior and senior years. I studied the programs The Rockefeller

Foundation funded through the Institute for International Education to place Hungarian scholars at American and Austrian institutes and universities and its English language programs for Hungarian students. This project first ignited an interest in how refugees and newcomers adjust to a new educational and linguistic environment to preserve their talents and participate in their host country, thereby promoting intercultural exchange and diplomacy as well as preserving the dignity of the displaced. Since graduating, I have developed a closer relationship to this subject, working in the nonprofit sector as an advocate for immigrant youth in New York City public schools. In this role, it became clear that diaspora of all kinds has always been a fundamental challenge to public systems that rely on educational uniformity. The aim of my presentation for this second part will be to reflect on the successes and failures of school systems working with English Language Learner students and the challenges borders and border politics present to such students.

CROSS BORDER COOPERATION: CONSTRUCTING "OTHERNESS"

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Bohdan Khmelnytsky National University of Cherkasy,
Ukraine

For the last 10 years there has increased cross border cooperation of European citizens bringing forth a number of challenges. The last include overcoming cultural and language differences as well as creating diverse forms of otherness.

Recently there has been published a number of studies examining political, cultural and social processes which occur during cooperation among representatives of different European countries. Many of them in the final end present the image of "otherness" in European communities. The concept of the "Other" in McMillan dictionary is defined as "referring to additional people already known about". So, in European community there might be seen the opposition between citizens of one country who make up the center and those who come to contact from the neighborhood and create margins. It is stated that Europeans tend to create "us –

them" opposition while talking about foreigners from neighborhood. There has been suggested that the image of "the other" might depend on "visibility": representatives of the economically and politically prominent European states are perceived as "visible", thus construing "us" and making "the center"; while citizens of less developed European states are viewed as "quasi-invisible" being "them" and located on the margins. There has been proposed one more form of "otherness" representing citizens of non-European states which are perceived as "neither foe nor friend" that might be considered "dangerous" by "visible" and "quasi-visible" communities.

Thus, in the process of cooperation European communities have developed a strategy of differentiating based on political and economic factors.

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UKRAINE'S MULTILINGUAL EDUCATION AND EUROPEAN INTEGRATION: ERASMUS+ PROJECT

Olena Radchenko,

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The integration of Ukraine into the European community foresees modernising higher education systems through reform policies as well as fostering cooperation across different regions of Europe through joint initiatives.

The Erasmus+ project "Foreign Language Teacher Training Capacity Development as a Way to Ukraine's Multilingual Education and European Integration" demands developing and updating curricula of foreign languages courses, introducing Content and Language Integrated Learning (CLIL) methodology

and CLIL-based courses, launching new courses, and developing multilingual strategies for Universities [1].

The project's goals are the development of the Curriculum of Teacher of Foreign Languages; education of in-service teachers (both school and university teachers, academic staff); internationalization of education through launching CLIL-based courses and developing multilingual education strategies for UA HEIs and National Recommendations on Multilingual Higher Education.

The project will be held from November, 2019 to November, 2023 in cooperation of 8 Ukrainian Universities, Ministry of Education of Ukraine and Teacher Association "TESOL-Ukraine"with Tartu University as a grant holder and such partners of it as Heidelberg University, Germany, Aston University (UK) and Interlink Academy (Germany).

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PROBLEMS OF INTERNATIONAL COOPERATION AND IMPLEMENTATION OF ACADEMIC MOBILITY PROGRAMS: THE VIEW OF YOUNG RESEARCHERS IN ECONOMICS FIELD

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Through international education programs, talented young people are able to study at the best universities in the world, develop their talents and skills for the benefit of all humanity. However, for countries with fragile economic and social

backgrounds that are not fully integrated into reputable international associations, the opportunity to participate in international educational and scientific programs is rather a happier opportunity than a regular action.

For example, double degree programs. In order to implement them, it is necessary to ensure a high level of comparability and synchronization of the educational programs in the partner universities and to guarantee the acceptance by the parties of general commitments on such issues as defining the goals of the program, preparation of the curriculum, organization of the educational process and so on. Thus, it is possible to identify the critical points of dual diploma programs implementation:

- the curriculum must be developed and approved by two or more universities acting as the partners;

- students from one university must compete part of the program as a full-time students in another partner university;

- students studying in the universities-participants of the mobility programs should have the same duration;

- training periods and exam results in the partner universities should be recognized on the basis of the general principles and quality standards signed by the universities-participants of the mobility programs;

- it is necessary to clearly state whether after graduation students will be awarded the degrees of each university or will receive one joint degree.

Particular attention is paid now to the problematic aspects associated with grant programs for young scientists. In particular, in order to receive funding for research, young researchers and their projects are evaluated on a number of parameters. For example, in order to be guaranteed with funding for own research, a young scientist (in Ukraine, doctors of science up to 40 years and candidates of science up to 35 years), must already have experience in project management, demonstrate the ability to write projects; be a scholarship holder of the CMU or the President of Ukraine, have a high citation index. Publications in the world's leading scientometric databases

are desirable with the presentation of author's international experience in solving a particular problem of planetary scale and huge result in research that is of great social and national importance.

Thus, the necessary cooperation vectors for young scientists from Ukraine and other countries should be:

- the common actions towards harmonization and unification of bachelor, mater and PhD programs to facilitate the implementation of academic mobility programs;

- formation of international research teams based on scientific interests, creation of databases in which young scientists will be able to find co-authors and sponsors to pay for publications;

- launching journals with bilingual or multilingual publications to promote the scientific work of researchers who are not fluent in English but who are ready to share their scientific achievements with the modern world.

LANGUAGE PORTFOLIO AS A TOOL FOR EUROPEAN INTEGRATION AND PERSONAL GROWTH

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Ukraine's aspiration for integration in the European community involves promoting self-education and self-development among learners of all levels. This task is determined by the challenges brought about by digital technologies: with information being both abundant and easily accessible, it is important to teach learners to monitor, manage and use information with reference to their current (and ever-changing) personal goals.

This broadly formulated strategic task is coherent with the recent EU policies that promote language teaching and learning as a key element for European integration and mobility. One of the tools that may help to accomplish the task is

European Language Portfolio (ELP) which is a personal record that illustrates allof language experiences and certifications of an individual. ELP is linked to the <u>Common European Frameworkof Referencefor Languages</u> and allows users to assess themselves in relation to the CEFR's proficiency levels [1]. The European Language Portfolio (ELP) is a document in which you can record and reflect on your language learning and intercultural experiences, whether gained at school or outside school [2]. According to the standards designed by the Council of Europe, Language Portfolio comprises 3 parts: Language Passport, Language Biography and Dossier. Language Passport provides an overview of a person's proficiency in different languages at a given point in time; Language Biography helps one reflect on, monitor and plan their learning progress; Dossier offers learners an opportunity to illustrate their achievements or experiences with selected materials.

While the Council of Europe website provides standard templates for all the 3 parts [3], they can be easily adapted to suit the needs of particular learners. Besides, it is recommended to choose different templates for young and adult learners, as well as different modes of their implementation. Young learners can be first introduced to Language Portfolio through filling in their Dossier (samples of work and achievements). This is believed to be the part which will most naturally motivate them to continue their work and, may be, to improve it. Adult learners, on the other hand, will benefit more from completing their Language passport first. This is supposed to promote awareness of their language repertoire and boost their motivation. This type of motivation is associated with taking on the responsibility for one's own learning process and is rightfully considered to be one of the key ingredients in any successful endeavour, be it education, career or personal growth.

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EUROCLUBS IN THE LIBRARIES
OF LOCAL COMMUNITIES IN UKRAINE

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Pereyaslav District Library

Not far ago in the libraries of the territorial communities in Pereyaslav district (Kyiv region) there were established euroclubs aimed at forming favourable environment for the stable social and economic development on the local level.

Euroclub is a kind of self-organization of the young people enabling their creative realization, volunteer work for the community, participation in European projects, suggestion their own projects for non-formal education of the peers.

The members of euroclubs get the experience in organizing information campaigns, spread information about the European integration processes and the fundamental principles of the EU functioning. Young people form future leaders skills, reach the higher level of intellectual development, learn to make up important decisions and, in general, get ready to live in the united Europe.

The objectives of the public work in euroclubs are: to promote the processes of European integration of Ukraine; to assist in informing the community about EU countries; to help with realizing and understanding our common values; popularize the mechanism of democratic functioning of the civic society. To achieve these objectives they study history, culture and traditions of both EU countries and Ukraine; establish close links with the youth in Europe; organize different activities

to spread information about EU; involve foreign partners in joint actions developing the spirit of cooperation and mutual help.

From the practical point of view, Ukrainian European integration is the realization of certain reforms (namely those coming out of Association Agreement) and euroclubs` activities bring their contribution in the process.

The place where they can exchange their views and ideas on the Internet is the sight (www.euroclubs.org.ua).

THE ROLE OF CREDIT MOBILITY

FOR CROSS-BORDER COOPERATION

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The European Union (EU) has always considered continuous advancement of education and training to be of primary importance. Widespread access to quality education and trainingis a driver of economic growth, social cohesion, research an dinnovation – and effectively increases prospects for personal development[2]. One of the main priorities in the field of higher education for EU is to support partner countries outside the EU in their efforts to modern is etheir education and training systems[2]. This is effectively implemented by different means, one of which is credit mobility. Academic cross-border cooperation emerged in the late 1980s boosted by European mobility programmes (such as Erasmus) based on bilateral agreements. A few pioneering universities, supported by their Euro regions, began to collaborate on the basis of regional cross-border networks. However, until the Bologna process (1998), cross-border cooperation was rather limited as to its impacts

on the structuring of academic cross-border spaces[1]. The Bologna process and the Lisbon strategy opened a new way for a new higher education European context, with a well-developed system of credit mobility as its integral part. Ukraine, as a Partner country, is efficiently participating in various mobility programes supported by EU. Going abroad to study or to train helps people to develop their professional, social and intercultural skills, broadens their worldview, helps to establish cross-cultural contacts. Mobility experience can also enhance the employability of students. Higher education students who undertake a mobility period abroad are more likely to find employment one year after graduation.[3]. The benefits of mobility are widely recognized not only by students, but by academic staff as well. Teachers, indulged in mobility programes notice a positive impact on the development of their professional competence and personal development.

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UKRAINE – EUROPEAN UNION RELATIONS:
PRESENT AND FUTURE PROSPECTS

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The relations between Ukraine and the European Union (EU) began in December 1991. In the Resolution of the Verkhovna Rada (the Parliament of Ukraine), adopted on July 2, 1993, Ukraine declared its European integration aspirations for the first time. Then, there followed the Partnership and Cooperation Agreement between Ukraine and the EU (that entered into force on March 1, 1998), Presidential Decrees on the Strategy (June 11, 1998) and the Program for Full Membership in the EU (September 14, 2000). Later, some further steps towards the European integration were made: the establishment of the Cooperation Council and its approval of the EU - Ukraine Action Plan, the beginning of negotiations on the free trade area between Ukraine and the EU (February 18, 2008), reaching the consensus on the Association Agreement (2008–2012), signing the full Association Agreement (June 27, 2014) and the Agreement on the Establishment of Deep and Comprehensive Free Trade Area (January 1, 2016), that partially entered into force on July 8, 2019.Ukraine cooperates in the implementation of the EU "Europe 2020" Strategy" in fields of education and training. In 2014 Ukraine joined the EU Erasmus + program as a partner country, and the network of "Erasmus + Ukraine" programs was established in Kyiv and other regions of the country in autumn. Ukraine-EU Agreement on Ukraine's Participation in the "Creative Europe" Program was signed on November 19, 2015.Ukraine enhances cooperation with the European Union in the implementation of the EU Eastern Partnership initiative. Since September 2015, Ukraine has been a beneficiary of the Eastern Partnership Program, but it still faces a problem of getting the status of the full participant in the "Program country". The visa-free regime of Ukraine with EU countries was established onJune11, 2017. The governmental system for monitoring the implementation of the Association Agreement with the EU "Pulse Agreement" was created (May 2017).At the 21st EU-Ukraine Summit, five financial agreements and contracts were signed in support of Ukraine (July 2019). The ideas of the Customs Union of Ukraine with the EU countries and speeding up the preparation of the application for Ukraine's accession

to the European Union, as well as the results of the fifth meeting of the EU-Ukraine Association Committee on November 5, 2019 are worth being taken account of.

WORKING ACROSS BORDERS

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Sovereign Ukraine has shown the world the earnest desire to become part of the European community, not only geographically, but also politically and economically. European integration for Ukraine is a way to modernize the economy, overcoming technological backwardness, attracting foreign investments and new technologies, create new jobs, and increase the competitiveness of domestic producers, access to world markets, especially the EU market. As an integral part of Europe, Ukraine focuses on the European model of socio-economic development. As a result great prospects for integration in different spheres has been opened. Since then a new item in the development of Ukrainian cross-border cooperation has been reached, certain barriers were removed and a regional, intercultural competence was established. Cross-border cooperation is considered to be one of the key areas of Ukraine's integration into the European structures, as well as a promising direction of international integration in general [1]

The political advantages of integration of Ukraine into the EU are related to the creation of reliable mechanisms of political stability, democracy and security. Rapprochement with the EU is a guarantee, and the implementation of its requirements - tool building of democratic institutions in Ukraine. The European Union and Ukraine launched negotiations on an Association Agreement in 2007, and

in 2008 - on a deep and comprehensive free trade area (FTA) as an integral part of the Association Agreement.

During the years 2013-2015 great upheavals took place in Ukraine. Ukrainian President Victor Yanukovych urged the Ukrainian Parliament to adopt laws so that Ukraine could meet the EU's criteria; the association agreement was to be signed on November 21, 2013. Yanukovych attended the EU summit in Vilnius on November 28–29, 2013 where the association agreement was planned to be signed but he refused, being under a lot of pressure from Russia, to sign a document at a summit in Lithuania. [29] The decision to put off the signing the association agreement led to the pro-EU Euromaidan movement and finally to the removal of Yanukovych and his government after the Ukrainian Revolution in February 2014. Since then Ukraine has been striving again towards integration into the European Union.

MULTIMEDIA TECHNOLOGIES IN PRIMARY SCHOOL

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This paper focuses on the problem of application of multimedia technologies in primary school. Multimedia refers to content that uses a combination of different content forms (text, audio, still images, animation, video, interactivity) on a single device thus involving an integration of sound, text and digital signals as well as immovable and movable images. Teaching foreign languages via multimedia technologies is conducive for an embodiment of students' modalities (visual, auditory, kinesthetic and logical). The combined modalities ensure subsensory perception and involuntary memorization of the material under study, and facilitate efficient implicit learning. However, the analysis of relevant pedagogical works

testifies that at present the application of multimedia technologies in teaching a foreign language to junior pupils escapes proper theoretical attention. Respectively, university curricula do not offer practical courses introducing students to various techniques of applying multimedia in primary school. Such techniques, added to traditional ones, may become beneficiary for the educational process. To make the process of English language acquisition more successful, the psychic features of junior pupils, such as memory, imagination, attention, thinking and high level of sensitivity, should be taken into consideration.

Sensitivity is the characteristic feature of a child which is manifested in high sensitiveness to what is happening to him/her [1]. Sensitivity enhances and facilitates English language acquisition which may be conscious (or explicit), and unconscious (or implicit).

The implicit learning presupposes the unconscious perception and understanding of grammatical phenomena. To provide the understanding of the grammatical phenomena the epistemological styles of junior pupils should be taken into account. Soslo [2], Holodna [3], and Royce [6] worked with the notion of epistemological styles that may be defined as individual characteristic ways of world perception. According to 3 types of thinking the epistemological styles are subdivided into empirical (based on practical experience), rationalistic (based on logical conclusions and defined by schemas, models etc.) and metaphorical (based on diversity of impressions, combinations of different spheres of knowledge, and intuition). In junior school preference is given to the metaphorical epistemological style, though the empirical and the rationalistic ones are to be considered as well. The individual epistemological styles of pupils will help the teacher to use the appropriate ways of instructional grammatical information, such as speech patterns, schemes, models, cognitive metaphors, pictures, comics, gestures, and even dances [5; 6]. The epistemological styles of junior pupils will also facilitate their understanding of this material.

The application of multimedia technologies in secondary and high schools outlines a perspective for further research.

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OPPORTUNITIES OF ESP

FOR THE 21ST CENTURY SKILLS DEVELOPMENT

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The changes taking place in the modern global society have a great impact on all the spheres involving the system of education and all levels of higher education. The modern social development sets new challenges for a higher school and training specialists of the 21st century. Rapid scientific and technological progress and the processes of integration and globalization determine important requirements for future professionalsincluding high level of professional knowledge and skills, the ability to apply them inmodern developing and improving society, as well as the ability to use a foreign language in the situations of professional environment. In addition, a widely accepted problem is continuing education, professional development, and self-education.

The aim of the study is to analyze the skills of the 21st centuries and to determine the opportunities of ESP for developing them in future specialists. The changes taking place in the modern education system, the movement called "21st century sills" distinguish three groups of skills, namely, learning and innovation skills, life and profession skills, and digital literacy skills [P21Framework Definitions, 2009]. The first group of skills involves critical thinking, problem solving, creative and innovative approach, communication and cooperation. The second group includes flexibility, adaptability, initiative, autonomy, productivity, accountability, leadership, responsibility, as well as social and intercultural skills.Theskillsofthethirdgroupare related to media, search engine marketing, analytics, content marketing, strategy, planning, and other modern means of communication [P21Framework Definitions, 2009].

The opportunities of ESP are powerful in this context. The motivation component is a key aspect in learning a subject. Learning ESP, the students deal with material related to their future profession;therefore, it is interesting and relevant for them.In addition, the connection of learning a foreign language with the students' future profession helps them to master this discipline, as students are aware of the purpose of learning a foreign language, i.e. to use it in a professional context, and are aware of the true context of the discipline because at the same time, they master professional knowledge and skillswhile learning their professional disciplines. Thus,

learning ESP is based on certain (sufficiently or insufficiently formed) skills of a foreign language of general orientation and on certain knowledge and skills of professional orientation.Therefore,ESP syllabus is based on the evaluation of foreign language learning goals, students' needs in learning ESP, and the evaluation of foreign language functions in future professional activity of students.

The content features of ESP provide powerful opportunities in developing important 21st century skills as learning and innovation skills, life and profession skills.The communicative approach is based on the idea that successful learning of a foreign language comes through communication in real conditions, whereby students learn to use the language in the professional environment. The task of ateacher in this context is to create a favourable atmosphere for communication and professional orientation to use the language in real conditions.The students' task is to use their knowledgeand skills formed while learningESP,special knowledge and skills formed while learning special disciplines, as well as general educational knowledge and skills and apply them in communication in professional environment.

PEER PERFORMANCE EVALUATION
AS A TOOL PROMOTING DEVELOPMENT OF
STUDENTS' INTERDISCIPLINARY SOFT SKILLS

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Nowadays, educators pay much attention to preparing university students for productive graduate work in their sphere of study. This involves creation of a particular dynamic mindset of a specialist who will not simply accept and fulfil instructions submissively, but will be a proactive, independent, flexible and mobile expert. One of the

goals of contemporary higher education in Ukraine is to focus on the production of qualified professionals of multiple competences who would be competitive in the European and world labour markets. Multi-competence takes into account the presence of not only specialised and professional competences, but also integral or universal ones, which are in some way related to the future professional and social life of graduates. Moreover, attention should be drawn to the formation and development of a number of social-psychological or soft skills, known as human skills, covering leadership and managerial skills, skills of effective communication, the ability to resolve conflict situations and so on. Despite the conventional opinion, it is possible to develop such competencies for the benefit of further professional activity of university graduates not only during the students' learning activity, but also in the process of evaluation both of the learning process and its outcomes. Being involved into peer performance evaluation, students develop new essential skills and competences. Moreover, students' active participation will increase their autonomy and engagement in the learning process. It will as well enhance the degree of responsibility towards their own learning and that of other peer students. The additional advantage of peer performance evaluation is that as a result, students will focus on the aspects of their work under evaluation, thereby improving the quality of it. Other benefits of application of peer performance evaluation and students' active involvement in the process of learning encompass improvement of their motivation and productivity, development and progress of their ability for critical analysis and critical way of thinking.

As a process, student peer performance evaluation is supposed to include the following components, such as articulation of the purpose of the theme being studied, revealing and collecting relevant information valuable for students in their future profession, analysis and interpretation of information amassed, summarising the facts and informed decision-making. These elements aim to promote students' active involvement in the educational process. Such active involvement in learning will foster critical thinking skills, communicative skills, teamwork skills, collaborative skills; develop social intelligence, higher order thinking and intrinsic motivation; enhance students' sense of responsibility and independent active learning. All the skills and competences will serve a highly useful instrument for preparation of university students for their future successful and productive functioning as employees

with a shaped pro-active mindset. Student peer performance evaluation as a kind of feedback practices in higher education institutions oriented towards producing non-judgemental evaluating reports is usually non-directive, which is particularly valuable because it becomes positively and beneficially associated with current and forthcoming developments and improvements in students' work and learning outcomes.

Implementation of peer performance evaluation in the system of higher education in Ukraine will increase students' involvement in their own development, professional and personal autonomy in the learning process. In peer performance evaluation, the focus is usually placed on students' involvement in active learning and development of social skills. In the case of participation in peer performance evaluation, students become active and involved in the teaching-learning process as a pro-active valuable part, not just as passive partakers acquiring educational information. That will make them more active as prospective workforce and citizens.

THE PROBLEMS OF MOTIVATION INEDUCATIONAL PROCESS AND WAYS OF THEIR SOLUTION

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The problem of motivation of educational activities is one of the most theoretically investigated in pedagogicsbut at the same time is one of the most difficult questions in practice of educational process.

Human activity is directed by a lot of different motives. It is possible to distinguish intrinsic motives and extrinsic motives.

Human needs, emotions, and interests are at the top of intrinsic motives.

Extrinsic motivation is not directly related to the content of studies, it depends on external circumstances.Extrinsic motives include goals that arise in a particular situation (environmental factors).

Intrinsic motivation is not related to external circumstances, but directly to the subject of studies itself. Students like foreign language, enjoy their intellectual activity. The effects of extrinsic motives (prestige, self-affirmation, etc.) may enhance intrinsic motivation, but they are not directly relevant to the content and process of the educational activity.

Motivation based on positive incentives is called positive. Motivation based on negative incentives is called negative.

It is well known that the formation of a motivational sphere is a necessary premise for successful educational activity. There are many different techniques and ways to increase students' motivation in learning foreign languages. It should be noted that, although extrinsic (both positive and negative) motivation is much more powerful, the teacher should make a lot of efforts to create intrinsic motivation; to create an atmosphere in which the learning of a foreign language will become an internal individual necessity for the student.

The purpose of our investigation was to research and analyseextrinsic and intrinsic motivation of students of 1-2 courses of the Institute of Physical Culture, Sports and Health of the Bohdan Khmelnytsky Cherkasy National University in the process of studying foreign languages;to identify the ways to influence the motivational component of the educational processon the basis of this research;to offer ways to increase the intrinsic motivation of students of the Institute of Physical Culture, Sports and Health in learning English for professional purposes. We took into consideration all the peculiarities of the educational process, as well as organization of extra-curricular activities.

Summarizing the responses of students of the Institute of Physical Culture, Sports and Health with regard to their attitude to the discipline "Foreign language for professional purposes ", we can conclude that the majority of students like this discipline. More than half of students are satisfied with the organization of the educational process, and one third of students would like to participate in extra-curricular activities that are connected with learning foreign language. At the same time, the research revealed some problems in the process of teaching students of non-

linguistic specialties. These problems give rise to improvement of curricula, development of teaching methods and further study of students' interests and needs regarding individual and differentiated approaches to teaching foreign language for professional purposesof students of non-linguistic specialties.

UNTRANSLATABLE IN TRANSLATION

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As translation practice shows in literary translation and in poetic translation in particular it is often impossible to reconstruct all the properties of the original text and therefore it has to be decided which of them are more important and which ones could be ignored. Specifying poem components principles aesthetical and image hierarchy enables to assess translation sufficiency.

A separate word in a poem quite often concurrently functions in several semantic contexts. Each translator may perceive it in his own way and it may sound entirely different for the reader. In the course of translation one should preserve major sense component of the words bearing several semantic functions that is to render their most important functions in semantic complex of higher order (context of phrase, stanza, entire poem etc.) and only after that – their denotative meaning. The highest semantic complex that is sometime reflected as "literary work idea", its philosophical concept, dominates in the course of resolving lower entities, for example, while choosing stylistic row, and those in their turn dictate solutions on the level of paragraphs and phrases. Translator's unawareness of the mechanism and

"unseeing" the means of a work main idea construction unavoidably cause its loss in translation.

Implied sense, "underwater stream", is a fact attested and analyzed as far as by the interpreters of antique epoch, Ancient India and Old China. Combination or interchange of direct and allegorical speech, that is one meaning and multiple meaning speech, is always characteristic of creative writing in particular poetry text semantic structure. Hence translation sufficiency without finding the means of expression of such contrasts of simple and "deep" work content is out of the question.

Choosing the element that you consider to be the most important in the work being translated is the aim of translation. Verse translation requires differentiating accuracy degree according to the level of artistic hierarchy (element rank in structure). Translator determines the order of priority of elements reconstruction as well as the gradation of assumed relations, revealing by this the way of combinatory connections, structure specifics, artistic dominant feature. He scrupulously saves the most important subordinating auxiliary to it, ignores less essential, varies insignificant, replaces relatively neutral. Following artistic dominant feature and differentiating accuracy a translator reconstructs not simply accidental "something" from a work piece but its essence, normality of interactive components combination – each time another, original in each poet. Implied sense is undoubtedly one of such essential dominant features of poetic model.

If available poem implied sense is as a rule poem main thought, its deep idea and semantic-compositional image, which essence may also be expressed as poem conceptual-implied-sense image. And if language equality mark between perception of authors information by the readers of the original and translation may be put only in case when reconstruction of superficial unity of poetic text content and form is followed by the reconstruction of its deep structure that is implied sense image, then preserving implied sense in translation is compulsory in view of it dominant positioning within definite poem macro-image.

There are many ways of creation of implied sense in poetry. However, though quite seldom, but it still happens that in English language poetry one can come across those implied sense image creation means that unfortunately can not be so far translated in other language, at least in Ukrainian or Russian.

We will demonstrate some of them using as an example a poem "Richard Cory" by a prominent American poet Edward Arlington Robinson: *Whenever Richard Cory went down town, / We people on the pavement looked at him: / He was a gentlemen from sole to crown, /Clean favored, and imperially slim. // And he was always quietly arrayed, / And he was always human as he talked; / But still he fluttered pulses when he said, / "Good-morning," and he glittered when he walked. // And he was rich – yes, richer than a king – / And admirably schooled in every grace: /In fine, we thought that he was everything / To make us wish that we were in his place. // So on we worked, and waited for the light, / And went without the meat, and cursed the bread; / And Richard Cory, one calm summer night, / Went home and put a bullet through his head.*

The poem tells about unsteadiness of material success, unreliability of comfort and welfare. Richard Cory has been "heroically" hiding his troubles and problems from other people. The author says nothing about reasons of his unexpected for others suicide, but selection of words depicting the hero elucidates the tragedy cores. The reader's attention is arrested by the great number of anglicisms in the poem about American province dweller: "from sole to crown" (an American would say "from head to foot"), "pavement" (instead of American "sidewalk"), "clean-favored" (instead of "shapely") and so on. There was something in Richard Cory from an old-fashioned English aristocrat. He was not only "richer than a king" (again it is more similar to an English comparison!), but also "was always human when he talked". Such people would not stand the inhuman tension imposed by the struggle for place under the sun in modern society of "equal opportunities" which senseless material accumulation more and more deprives it from "archaic" spiritual and moral principles, warm virtuous relationship, lively human communication.

This very American poem also has wider aspect of interpretation: nobody deserves envy; each person is worthy only sympathy. This verse may also be a sort of illustration to the Ukrainian saying "Someone else's soul – dark woods".

Thus, as it becomes clear from the written above, this sociolinguistic image can not be translated in view of quite specific means of its creation the poem author resorted to. But it does not mean the static absence of translation versions of the poem. Indefatigable interpreters having even realized the hopelessness as for full value representation of the original dominant image in translation still try to bring the reader nearer to the unattainable original poem by their renditions.

RUSSIAN INFLUENCE

ON EMERGING UKRAINIAN TERMINOLOGIES

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With Ukraine entering the global context of care for the people with disabilities, its terminological vocabulary in the corresponding fields is expanding and thriving. As the Russian language is known to a significantly higher number of people (both specialists and parents of children with disabilities) than English, it is only natural that a lot of the vocabulary is borrowed through Russian sources and not directly from English, which is often the established language for many topics in the field. This means that Ukrainian terminology for certain areas (e.g. ASD, APD, ABA) exhibits both the English influences and the Russian ones, with the latter at times being stronger than the former.

The problem is a two-fold one translation-wise. Firstly, there is a significant need for a fully developed and established Ukrainian terminology in the fields in

question enabling specialists to publish research, exchange expertise and data with colleagues within professional environments as well as apply the latest achievements in government-based settings. Thus, a number of current borrowings (if erroneous and/or inaccurate) must be reconsidered to conform to the rules of the Ukrainian language and become rid of unnecessary Russian influences. Secondly, non-specialist caregivers, such as parents, need to be able to understand and utilize the vocabulary when exchanging information within support groups, while acquiring training, and/or communicating with specialists. The problem arises when caregivers have already adjusted to the current though faulty translated vocabulary, and any alteration may lead to confusion. The author of this paper has faced the issue while interpreting for specialist and non-specialist groups of caregivers in various regions of Ukraine (both Russian language prevalent and Ukrainian language prevalent).

Both aspects need to be carefully considered when developing an intrinsic yet utilizable national terminology for a field that is significantly reliant on both professional and non-specialist services of care-giving.

ENGLISH SUFFIXES OF NOMINALIZATION:
A COGNITIVE LINGUISTIC ASPECT

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The study reveals cognitive linguistic mechanisms underpinning English substantive derivatives with the suffixes of nominalization.

Nominalization is a process of "turning something into a noun". The process covers a broad range of transpositional phenomena that refer to word-class changing operations [3, p. 652]. Nominalized abstract nouns are commonly derived from verbs, adjectives or nouns: *management*, *kindness*, *primitivism*, *friendship*, *arrival*, *bribery*

etc. [2]. However, not all abstract nouns are morphologically derived words. For example, the abstract nouns *horror* and *theft* are not derived from the verbs **horror* or *thieve*. At the conceptual level of the two groups of nouns we find a conceptual shift from a relational entity into a thing commonly known as reification [4, p. 78–79]. Only the first case, however, is an instance of nominalization. Thus, nominalization refers to the formal aspect of the derived linguistic units.

A cognitive linguistic analysis of the nominalized units is a three-stage process. The first stage presupposes reconstructing the internal word form of the derived words. The second stage lies in identifying the formal derivational models of the words. The third stage assumes establishing correlations between conceptual and formal models of the analyzed words.

The methodology of the research employs the findings of the Semantics of Lingual Networks (SLS) by S. Zhabotynska [1]. The study adopts basic propositional schemas of SLS as instruments used for reconstructing the internal word form of the derived units. In case of nominalization, the internal word form is assumed to be construed by means of the INCLUSION schema "CN-container has CT-content" in which the container signifies the event and the content indicatesthe character of the event.

For the English substantive derivatives with the suffixes of nominalization the container is externalized through the suffix (e.g. *-ness*, *-ship*, *-(e)ry*, *-ism*, *-al*, *-ment*etc.) while the content can be externalized through various basic propositional schemas (see the full list of the schemas in [1]).The latter provides evidence for identifying the prototypical meaning of the derivatives with a particular suffix. For instance, the English substantive derivatives with the suffix *-ment* are regarded as substantivized actions while the derivatives with the suffix *-ness* are primarily substantivized qualities of objects.

The paper contributes to the understanding of human cognition mechanisms laid down in language. Further studies can shed light on the comparative analysis of the English and Ukrainian nominalizations, thus facilitating cross-border cooperation in the cognitive linguistic studies.

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5.

STAVISLAV PHENOMENON AS THE RESULT OF WESTERN CULTURE INFLUENCE ON UKRAINIAN REGIONAL LITERATURE

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The term "Stanislav phenomenon" was first used in 1992 by Volodymyr Yeshkilyev at Ivano-Frankivsk art exhibition *Ruberoid*when hereferred to a group of Ivano-Frankivskwriters and artists who were actively creating their worksin postmodernist manner, rejecting the dominating socio-realistic discourse of the former USSR.Among them were Yuri Andrukhovych, TarasProkhasko, YuriyIzdryk, HalynaPetrosanyak, Maria Mykytsei, YaroslavDovhan.

OlenaFedyuk, carrying out a research into Ukrainian national identity, point out that Stanislav phenomenon "has brought to light a wide range of identity issues, including localized identity, marginal/borderland identity, periphery vs. centre identity, gender identity, urban identity, collective and individual identity, etc. However, being active during the dissolution of the USSR and located at the USSR's western-most borderland, Stanislav Phenomenon reflected its ideological and cultural environment, where the quest for national identity was one of the most salient issues" [1, 2].

There were some objective favourable grounds for Stanislav phenomenon to appear, taking into account the geographical location and history of Ivano-Fransivsk as WesternUkraine has always been the outpost of the Ukrainian language. Featured by ironicalness and carnivalism, the literary works of its exponents represent a mixture of different genres, from poetry, essay to fantasy, historiographic metafiction (the most popular postmodern genres in Western literature), drawing public attention to Ukrainian culture and history.

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ENGLISH AND UKRAINIAN ENTOMOLOGICAL NOMENCLATURE:

PROBLEMS AND PERSPECTIVES

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The nomenclature insect names investigated in this abstract, are part of the entomological term system in which these names coexist with the Latin names for designation of insect taxons (international names). In contrast, English and Ukrainian entomonyms are viewed as common names. International names of insects in comparison with national entomonyms are most widely used in scientific literature. But they often change, influenced by incorrect use of Latin, its limited word-formation and lexical potentials as a dead language. Common names exist to identify insects within a language system. They are more stable. Thus, scientists deny the general ambiguity and synonymy in terminology and recognize the need to preserve national names along with international terms [3].

In order to ensure the stability, accuracy and universality of international names of living organisms, the International Code of Zoological Nomenclature has approved the rules for assigning such names to animals, in particular, insects. The EntomologicalSocietyofAmerica was the first to compile English national entomonyms. Later on the principles of English national entomological nomenclature were determined [2].

The tendency to unify the system of Ukrainian scientific names, in particular, those which refer to the classification of insects, had a spontaneous character. No rules were observed in compiling Ukrainian common names of insects. The need to use national entomonyms resulted in analyzing the existent Ukrainian names of taxons which can be used when compiling the system of national terms in the classifications the world entomofauna [1].

There is no great need to transliterate Latin names into Ukrainian due to the sufficient level of development of Ukrainian vocabulary related to insects. A gap in the national lexicon can be filled in by an item from the vocabulary of other languages, phonetically close to Ukrainian. The best choice here is reference to the authentic vocabulary of those localities where the corresponding species of insects

are common. Thus, the development of the Ukrainian entomological nomenclature presupposes cross-border cooperation of languages.

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REFERENTIAL MEANING OF PROPER NAMES IN FANTASY GENRE

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In the fantasy genre proper names are treated as linguistic units having denotational and referential meaning. The referential meaning so fonyms are constituted by the total information about their referent sprovided in the text. This information shapes a system of literary images which can be represented with a multi-level conceptual matrix, where the entire conceptual sphere (information about fantasy world) is constituted by domains (thematically homogeneous spaces within the conceptual sphere), the domains are constituted by parcels and sub-parcels (thematically homogeneous spaces within domains), which consist of concepts (information about the owners of proper names). The reader 'unpacks' this

information interpreting the 'quasireality' of fantasy literary text created by the author [2, с. 67].

The thematic parts (domains, parcels and sub-parcels) of the onymic space differ in exposure of onyms' density that depends on the number of onyms and their iterations in the text. High density of onyms points to accentuation and thus importance of the respective referents for the literary text. Onyms' density of the domains is compatible with the content of the literary text which narrates about the magic land with its territories, magic plants and beasts, with its inhabitants who believe in magic, create and use magic artefacts.

AccordingtoSemanticsofLingualNetworks [1], possession of a proper name by the referent is represented by BPS of personification: "X-individual is PS-personifier (PN)". The Personifier, or PN, can be non-motivated and motivated. In the latter case it represents a fragment of the referential meaning, or information about the possessor of the PN. This fragment, shaping the onym's inner form, agrees with one or several predicates of other BPS. Therefore, onyms may have different onomasiological structures which reflect specific features of referents they name.

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TAKING ACCOUNT OF LINGUISTIC MEDIATION COMPETENCE IN ELT

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It is essential that second language teachers take the mediation competence into account for a number of reasons. This competence can be regarded as a component of the broadercompetences: intercultural and plurilingual, which are a cross-cutting element of all language learning experiences.Students'ability to switch smoothly from one language to another, from one culture to another and act as a mediator for peopleduring an interaction,conversation, and collaborationshould meet present-day requirements. The competence provides students with the means toraise their awareness of different cultural patterns and analyze their own communication, emotional and cognitive reactions from a cultural perspective.

Secondly, thelinguistic mediation competence enables students to use their plurilingual, pluricultural repertoire in knowledge building and present in one language information acquired in different languages. As a result, it facilitates an educational process in general and promotes students' self-development, self-education, and informal learning. Therefore, students improve skills of cognitive and relational mediation too: establishing a positive atmosphere, resolving delicate situations and disputes, creating and managing a collaborative environment, stimulating and developing ideas within a group, generating conceptual talk, etc.

Thirdly, the ways in which the competence is taken into consideration are complimentary in nature and diverse. Linguistic mediation activities require a flexible use of a wide range of skills and strategies: adjusting a language and speech, breaking down complicated information and establishing connections,amplifying and streamlining texts, explaining, clarifying, summarizing, etc.Many mediation tasks that are not immediately interactive and involve listening or reading of texts, processing, and then reproduction of some information in an adapted form to address the needs of a recipient. Thus, the development of the competence leads to various activities and tasks, but the very essence is to select those that are relevant to students' levels and interests.

RED AND BLACK THROUGH THE FILTERS OF CULTURE

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The paper focuses on the study of the red and black colors symbolic meaning in the works of English, Ukrainian and Russian writers with regard to their cultural as well as psychosemantic background. Toaccomplish such analysisa setthefollowing**tasks**hadtobefulfilled:toshow the specificity of color as an object in psychosemantics; to shed light on the core of theethnolinguistic investigation of color symbolism; to examine the symbolism of red and black color in different cultures; to study the semantics of red and black color in the works of English, Ukrainian (Russian) authors involving intertextual parallels traced in case of precedent phenomena; to reveal the symbolic meanings of red and black color usage in the chosen for analysis literary texts (St. Crane's novel *TheRedBadgeofCourage*, O. Wilde's story *TheCantervilleGhost,* R. Kipling's tales from *The Jungle Book,* etc.) .

The present study employed the method of cultural concepts and literary works critical analysis for the deep and comprehensive study of color symbolic meanings; the method of solid sampling to get an array of the colors; textual-interpretative analysis of red and black color usages to determine their stylistic, emotional and evaluative functions as well as their correlation with the text message; the archetypal analysis to consider the text submergence into the realm of culture; the method of cognitive mapping to represent the cultural engrainment of red and black colors usage.

To analyze color as a linguistic and cultural phenomenon the researcher should consider the following facts and factors: the meaning and the influence of color upon a person (studied by psychology and psychosemantics); the ethno-psycholinguistic, linguistic and cultural aspect of colors perception and interpretation by different cultures representatives; the literary text cultural code taking the form of stereotypes,

symbols, archetypes and precedent phenomena.   The similarities in the textual realizations of all these phenomena can be observed in texts belonging to one or different cultures, and are described in text linguistics as **intertextuality**. The latter reveals itself through the allusions and reminiscence or 'traces of other texts' that can be found in texts. The same images and features often can be observed in texts belonging to different cultures.

Theempirical data (including 540 color usages of red and black from 26 famous literary works created in the Anglo-Saxon and East-Slavic cultures) analysis reveals the intertextual features of red and black colors symbolic usage in the literary works. The research enabled to find symbolic, stereotypical, archetypal and precedential features of red and black color in literary works created by authors belonging to Anglo-Saxon and East-Slavic cultures.

Our data show that in the texts belonging to both Anglo-Saxon and East-Slavic cultures the meaning of red and black is ambivalent. Some symbolic meanings of red (a sin and shame) are more clearly manifested in the Anglo-Saxon culture. Negative symbolic meaning of the color red is common for both cultures and reveals itself through the images of war. In these cases, the color is used to describe danger, blood, death, violence. The use of the color red in the sense of precaution or evil premonition is a literary device in G. Chesterton's detective stories, where the red sunset symbolizes a murder to happen soon. The common positive image for both cultures is a red flower with the symbolic meaning of love. In the analyzed works of English-speaking authors the image of a red flower symbolizes fire. Thus, the image in each case reaches the archetypal depths based on the basic values of fire, sleep/death, Eros. With the latter is also associated the symbolic meaning of a holiday, miracles, etc., found in the texts of both cultures, but these values are more clearly manifested in the works of Ukrainian and Russian authors.

The black color in the texts of both cultures is associated with danger, misfortune, suffering, darkness, hopelessness, etc. However, black often symbolizes mystery, wisdom, strength, wealth, elegance and restraint, as well as designates people with dark skin. It is used to describe people with attractive appearance. These

meanings of black can be traced in the texts of both Anglo-Saxon and East-Slavic cultures.

The color red in the book of St. Crane symbolizes death, war, disagreements, flames, blood, cowardice, meanness, victory and courage which the main character was able to win, overcoming fear. Black symbolizes death, deceit and mystery of the night, watching for danger. Similar symbolic significance of red (blood, deceit, anger, worries about health) and black (danger, fear) colors occurs in O. Wilde's story, but they are reinterpreted in a humorous way. Red is also a picturesque detail in the descriptions of autumn colors. Black, in some cases, has a positive implication (elegance, good taste, prosperity, wealth). In R. Kipling's stories both colors are used mainly in a positive context for describing wildlife, its laws, physiological and emotional state of the characters.

The **theoretical implications** of the research are determined by its contribution to the contrastive study of red and black color symbolic usage in the literary works which belong to the Anglo-Saxon culture and the East-Slavic works. Its **practical application** lies in the fact that the obtained data can be used in Academic courses of Text Interpretation, Ethno-Psycholinguistics, Ethno-Cultural Study, Linguistic and Cultural Study.The research could as well serve a certain guide to another culture as it enhances better understanding of its representatives' color stereotypes, basing on color impacts upon human psychology.

FUTURE IT-ENGINEERS' READINESS TO USE ENGLISH

AS THE MEANS OF CROSS-BOARDER COOPERATION

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Reforms of the higher education in Ukraine and General European recommendations in language policy put a new task for the higher educational establishments – to provide such training of specialists, whose professional level will satisfy the European standards. The result of such training is a graduate's ability to perform professional functions at the proper level manifested in the professional readiness. It is the first step in providing cross-boarder cooperation.

Analysis for the interpretation of the notion "readiness" proves the statement that the general understanding of readiness includes two meanings: the first is a desire, intention, agreement to do something, the second is a state providing its realization.

We consider that readiness is a dynamic integrative quality of a future specialist's personality manifested in the ability to use and deepen the obtained knowledge and skills for performing professional tasks.

According to the application sphere we distinguish a general (basic) and a professional (specific) kinds of readiness. The general readiness reflects direction to an activity in its broad meaning. Its constituents are readiness to an action, readiness to an activity, and readiness to communication. At the English lessons general readiness is shown in the ability to independently write topics, to make up dialogues, to render texts. Special readiness is connected with the professional needs to use a foreign language, e.g. with using synonyms while forgetting the necessary word, stating the characteristic traits in describing an unknown professional object, ability of searching information in several ways my means of the foreign language.

Professional readiness comprises all the complex of actions necessary for a person's performing the professional activity. Future IT-engineers should have professional readiness: knowledge and skills to create software, to develop and write program products, to make projects and develop informational systems and program systems of making decisions and systems of artificial intellect, to detect and fix bugs in the work of computer devices etc. But also they should have

communicative readiness providing interaction with customers of the technical product and enriches them with the experience due to the cross-border cooperation with colleagues. Since all the novelties of this area appear at the world market first of all in English, then foreign language readiness as the means of communicative readiness ought to take a proper place in training such specialist. In this way a foreign language becomes a means of considerable expansion for communication limits via speaking with foreigners, i.e. cross-border cooperation.

Communicative readiness is common for general and professional readiness, which is the basis of all mentioned constituents. It contributes to raising a specialist's general level and career. Thus, the future IT-engineers' foreign language readiness is an ability to use knowledge in a foreign language for performing both communicational and professional tasks in the professional activity system. It allows to get acquainted with the sources in a foreign language, to use the experience of IT-specialists from the other countries and to raise their own professional level.

Creation of a foreign communication model can be considered as one of the conditions for the future specialists' formation of readiness to use a foreign language in the professional activity. In this way we reach four basic goals: practical, educational, developing and upbringing ones. The purpose of the practical goal is to form a specialist's minimal level of the professional-language competence and information-cognitive competence. Educational goal includes: expansion of the students' outlook according to the principles of educational humanization, raising of the culture level for thinking, communication and speech. Developing goal comprises stimulation of forming intellectual, emotional and behavioural components of the students' key competences, as well as the development of psychological mechanisms for perception, attention, memory and thinking. Upbringing goal directs the students to the tolerance and respect to the uniqueness of the other cultures, development of the creative activity and skills for social communication.

APPROACHES TO PLURILINGUAL EDUCATION

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The European Union (EU) has been investing in cross-border cooperation with European countries for more than 25 years. With the EU-Ukraine Association Agreement signed in 2014, the development of bilateral cooperation between the EU and Ukraine in cross-border and regional cooperation has encouraged economic activities and favorable business climate in Ukraine. It therefore has led to numerous personal and professional opportunities for the Ukrainian people and students in particular. However, fulfilling themselves in these spheres requires from students solid language competences while the language barrier may still be considered a major obstacle. Language competences are indispensable for mobility, cooperation and mutual understanding for students across borders. Under such circumstances the general objective of education is to develop a sense of identity and territorial cohesion by sharing common values, history and culture among Ukraine and the neighbouring European countries, and develop plurilingual and pluricultural competences [3]. Language barriers can be removed as soon as the neighbouring countries accept English as an ***aim*** *of* and a ***resource*** *for* quality education [1].

As far as we know, the previous research [2] has investigatedthree didactic approaches to plurilingual education: ***integrated didactics*** in which the teaching of different foreign languages is made complementary, by using links and similarities between them in an explicit way to help learning;***awakening to languages*** which raises learners' awareness of the diversity of languages in their homes, schools and societies by introducing several languages in order to encourage thinking about languages; ***intercomprehension between related languages*** is based on developing comprehension within families of languages and tends to concentrate on the learning of receptive skills.

The main conclusion that can be drawn is that developing and practicing the plurilingual and pluricultural competences are one of the important priorities of modern education.

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TEACHING LANGUAGES BY DISTANCE ACROSS BORDERS

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Not long time ago there was a belief that traditional teaching by distance had such disadvantages as a lack of communication, a sense of disconnectedness, and a lack of confidence commonly felt by learners. Distance language learners faced even greater difficulties. Despite their wish to improve their proficiency in a given language, distance language learners found little opportunity to communicate in the language itself within this particular learning environment, and these same learners became very frustrated when they could not converse spontaneously in face-to-face situations. In response, distance language educators and researchers attempted to find a solution to this problem, experimenting with various technologies such as audio and

video tapes, telephone, multimedia packages, and individual online tools (e.g. e-mails, audio conferencing or video conferencing).

Today, a great number of miscellaneous courses, starting with language courses (for example provided by Language Across Borders in Canada) up to whole educational programs (Master's programs in British universities) provide us with a chance both to teach and to learn language by distance thus crossing the borders all around the world. Another successful example of the language courses by distance are MOOCs or Massive Open Online Courses which universities around the world are offering online for free (or at least partially free). In the past six years or so, over 800 universities have created more than 10,000 of these MOOCs. For a language teacher it's a good chance for professional development, for a learner – to acquire or improve certain language skills.

Here we can't but mention Google tools and Google virtual classroom providing the proper virtual environment and educational technologies such as Google site, Virtual classroom, YouTube video, chat messengers, Google forms and so on. One may use different gadgets when accessing the material, be it a laptop or a mobile (the latter is getting more and more popular with the students). As for the instructive material itself it may be presented in different forms such as a video recorded by a teacher, ready-made video presented via YouTube by a worthy company, a practical task with audio recordings (both limited in time and without the time limits), the virtual classroom which provides the chance to form the community so that the students can watch/listen/do something new, complete the tasks, discuss any question within the community and ask the teacher. Google Drive folders and Google Docs (with shared access) may be used as portfolios for group work and peer reviewing. Students are instructed to post their coursework using these tools. This practice allows students to review their peers' work conveniently on one single platform and give honest feedback to each other. Then there are the interactive tools like LearningApps, Lenoit and Padlet. Of course all the multiple applications provided first demand proper instructor's and learner's skill of using them effectively. On the other hand it's a good idea for a university to provide lecturers

and teachers with proper virtual platform (using for example G Suite for education by Google). Cherkasy Bohdan Khmelnytsky National University has started using such platform and creating electronic educational programs, thus we hope that in the long run the university will create the system of teaching / learning by distance (languages including).

METHODS OF AQUIRING GRAMMAR KNOWLEDGE

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Knowledge is viewed as structured accumulating of information which forms individual data base of a person. Within this knowledge we can single out background, lingual and extra-lingual aspects. When teaching English grammar we should consider the interaction of all the three aspects, thus creating the educational setting contributing to activation of such knowledge.

The methodology offers different orders of language operations, speech operations and language rules. If the language rule comes first, and then we proceed to language operations, it is likely to be time-consuming and to result in lack of preparation for speech activities.

The most efficient approach is to employ the following sequence: 1) speech actions-1 (imitation of the learnt grammar structure (GS)) > 2) language rules (formulating the knowledge) > 3) language operations (using grammar structures in exercises) > 4) speech actions-2 (conscious use of the learnt structure in reproductive and productive speech). Such order is optimal for communicative-cognitive learning for a number of reasons: firstly, with the teacher's guidance, the students analyze GS and formulate the rule on their own; secondly, they perform a set of language

operations which enables them to avoid possible mistakes and shapes dynamic stereotype; thirdly, the students enter the communication process with a higher level of awareness and insight.

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BUILDING CULTURAL COMPETENCE OF STUDENTS IN ESL TEACHING CONTEXT

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In the context of cross-border relations between the EU and Ukraine the key objective in teaching English as a foreign language (being at the same time the universal language due to globalization) is the necessity of incorporating cultural knowledge of students and bringing cultural elements into both teaching and learning environment most effectively (Jerrold Frank, 2013).

One of the challenges for ESL teachers and teacher trainers in their field of professional development is the question of determining the right set of approaches and teaching tools (these include strategic steps of effective lesson planning built on

personal observation techniques; modeling assessment rubrics and organizing innovative classroom activities) that will raise students' motivation and activate their understanding of cultural values. Teaching culture may include learning its different aspects from different angles and the concept of culture will be better introduced through showing connections between students' own culture and the target culture and through multiple teaching and learning strategies. Some scholars suggest that the learning process can be based on the so-called 5-dimensional model (Michael Page). That is, incorporating in the teaching content such issues as "the self as cultural", intercultural learning, the elements of culture, culture-specific learning, and acquiring strategies for culture learning.

This learning content involves critical thinking and will provide opportunities for students to acquire content knowledge and understand themselves as part of their own culture and value other cultures and become interculturally competent.

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CROSS-BORDER COOPERATION IN HIGHER EDUCATION

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Cross-border cooperation (CBC) is a collaborative process of creating neighbourly relationships between local communities and authorities on either side of a border, aiming to overcome exhisting problems and foster harmonious development

of neighbouring communities. Its success should be based on clear objectives and the readiness of both stakeholders to cooperate.(David Giband; Kevin Mary, 2018)

The Council of Europe is the leading European Organization supporting cross-border co-operation in strengthening good governance, building durable democratic institutions and reinforcing capacity at the local level (*Cross-border Cooperation Toolkit*, Daniele Del Bianco, John Jackson, 2012).

Cross-border collaboration is part of the administrative landscape in European border areas (Perkmann, 2003). They allow cross-border cooperation amongst bordering local and regional authorities and highlight new dynamics in former peripheral territories (Darnis, 2015).

Higher education and research are taking a growing role in cross-border contexts. In promoting cross-border partnerships, parties of academic cooperation aim to build European-sized campuses, thus fostering international attractiveness at the UE border communities. Cross-border areas and their universities now play a specific role in the strengthening of the European higher education space (David Giband; Kevin Mary, 2018).

Higher education plays an exceptional role in preparation of highly skilled and socially engaged people. In the period up to 2025, half of all jobs are expected to obtain high-level qualifications. Gaps in high-level skills are already evident. Driven by digital technology, jobs are becoming more flexible and complex. According to the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a Renewed EU Agenda for Higher Education "people's capacities to be entrepreneurial, manage complex information, think autonomously and creatively, use resources, including digital ones, smartly, communicate effectively and be resilient are more crucial than ever".

Europe, just like any other community, needs highly skilled specialists who can develop the cutting edge technologies and find solutions to urgent issues on which its future prosperity depends. (*Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee,* 2017)

Encouragement of a European research and higher education area and the impetus for cross-border territorial collaboration are major European Union (EU) political issues (Enders et al., 2005). Sponsored by EU programmes, they are structural elements of the EU cohesion policy and of its competitiveness strategy. The Europe 2020 strategy places higher education as one of the five goals of the EU strategy for employment and growth.

The EU has a successful record of supporting higher education through policy cooperation and funding programmes. As part of the Europe 2020 strategy and the strategic framework for European cooperation in education and training, it was agreed that 40 % of young people should pursue a tertiary education qualification or equivalent by 2020. Supporting this target, since 2011, the Modernisation Agenda for Higher Education has provided strategic direction for EU and member state activities to attain the following goals:

a) **Build evidence about what works in higher education** (in education, research, innovation and the design of systems) through studies, expert groups and analysis and monitoring of benchmarks and indicators;

b) **Support cooperation, mutual learning and targeted policy advice** between governments and authorities responsible for higher education;

c) **Strengthen the capacity and outputs of higher education institutions** by funding innovative cooperation projects between institutions and their partners and, through European Structural and Investment Funds, investment in infrastructure, facilities, skills and innovation projects. European Investment Bank projects have also supported investment in higher education infrastructure, including through the European Fund for Strategic Investments;

d) **Support international mobility of students, staff and researchers** as a way for them to develop their experience and skills;

e) **Strengthen collaboration** between higher education, research and business.

The positive impact of EU activities, and the international dimension they bring, has been acknowledged by member states, social partners and the higher education sector. Still, Europe's higher education systems face certain challenges:

1)   **A mismatch between the skills Europe needs and the skills it has:** many parts of the EU are experiencing shortages in certain high-skill profession , both in terms of qualifications and the quality of the associated skills. At the same time, too many students graduate with poor basic skills (literacy, numeracy, digital) and without the range of transversal skills (problem-solving, communication, etc.) they need for resilience in a changing world.

2)   **Persistent and growing social divisions:** people from disadvantaged socio-economic and with a migrant background remain far less likely to enter and complete higher education; academics and graduates are too often perceived as detached from the rest of society; and gender segregation by field of study is still pervasive.

3) **An innovation gap:** higher education institutions are often not contributing as much as they should to innovation in the wider economy, particularly in their regions. The performance of higher education in innovation varies strongly between EU regions.

4) **The different components of higher education systems do not always work together seamlessly:** funding, incentive and reward mechanisms in higher education are not always configured to reward good teaching and research, innovation, social inclusion and engagement. Cooperation with schools, vocational providers and adult learning is often limited (*Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee.* 2017).

In terms of priorities for action, it is time to give new direction to EU support for higher education. This will address the four challenges above by focusing on four corresponding priorities for action, supported by EU-level activities:

- tackling future skills mismatches and promoting excellence in skills development;

  - building inclusive and connected higher education systems;

  - ensuring higher education institutions contribute to innovation;

  - supporting effective and efficient higher education systems.

What people choose to study in higher education depends on personal motivation, good guidance and the availability of attractive learning and career options. Career opportunities ultimately depend on employers and the wider economy, but education and training have a crucial part to play here.

To meet the Europe's need for high-level skilled specialists in key areas requires action. First, more people need to be attracted to the fields of study that prepare students for jobs where shortages exist or are emerging (*Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee.* 2017).

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EU Cross-Border Cooperation Activities and Governance of its Eastern Neighbourhood

Territorial cross-border cooperation in higher education. A case study of the eastern Pyrenean border. David Giband; Kevin Mary. Documents d'Anàlisi Geogràfica 2018, vol. 64/3 587-601

PARTICULARITIES OF CROSS-CULTURAL COMMUNICATION IN TEACHING FOREIGN STUDENTS

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The problem of cultural barriers and the development of problems of inter-cultural communication today is one of the urgent tasks in teaching foreign languages, since the interaction between different cultural regions is included in the spectrum of global problems of our time. In the context of Ukraine's entry into the world organizations, and, consequently, into the orbits of different cultures, it is important to pay attention to the qualitative side of inter-cultural processes and communicative openness, as well as to take into account the main difficulties that may arise as a result of intensive cross-cultural contact.

Cross-communication is a specific process of interaction between people belonging to different cultures and languages. Communication is a process of active interaction, so communicants must be included in the joint activities to which they are motivated by their needs and interests. However, the process of interaction between two or more partners within different lingo-cultures is complicated by certain obstacles that are physiological, speech, behavioral, psychological and cultural ones. They are caused by differences in mentalities and national characters; differences in language pictures of the world; communicative asymmetry; actions of cultural stereotypes; differences in value orientations; divergence of cultural and linguistic norms; differences in presuppositions and background knowledge; unequal

perception of humor; differences in communicative strategies; specific forms and means of nonverbal communication used in different cultures.

Modern concepts of teaching foreign languages are characterized by the desire not only to provide students with the necessary language tools, but also to form a certain cognitive baggage that would create a sense of cultural community with native speakers and give communication a special completeness and multidimensionality.

It should be borne in mind that the communicative strategies of different cultures are formed in relation to their behavioral norms and in accordance with the permissible and desired communicative behavior within the culture. Cultural communication channels reflect its priorities in the value hierarchy, which can differ significantly and cause problems in mutual understanding between representatives of these cultures.

Cross-communication training involves familiarity with cultural and everyday features, manner of communication, norms of communicative behavior and etiquette. If the speech etiquette is meant as a system of standard verbal formulas used in everyday situations that is greeting, farewell, apologies, requests, etc., it should be noted that it is in the speech etiquette the state of language culture, ethical orientation between people are fully manifested. Speech etiquette is an integral part of the culture of any nation as it is a defining element of respect for the interlocutor. Speech etiquette is represented in the language, speech behavior, stable formulas-stereotypes of communication and is the level of manifestation of human culture.

Of particular importance during communication is the kinesics system. The researchers note that facial expression, posture, gestures, when it comes to the perception of the interlocutor as a person, are much more effective than his verbal expression. Thus, nonverbal signals should be in harmony with verbal broadcasting, complementing and strengthening it, although they are for the most part not realized by the speaker and practically not controlled by him.

TOLERANCE AS A VALUE CATEGORY IN UKRAINIAN, RUSSIAN AND ENGLISH LINGUISTICPICTURES OF THE WORLD

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The concept of "tolerance" is relatively newfor the Ukrainian and Russian linguistic pictures of the world, but as never before, it is important in current conditions of some socio-political tension (war, conflicts). I. V Galitsky states that tolerancein the cultural and legal dimensions means to be oneself for the European and not to be different, to be alikefor the American. Whereas the Ukrainian culture presupposes some distinctive aspects of tolerance: resilience, historically determined a sense of fear of extermination, psychological marginality, a need for security and protection [2, p. 447]. The well-known American scientist Ronald Inglegart argues that only the domination of values of development in the society (democracy, mutual respect, tolerance) enables to achieve sustainable progress. In Ukraine, however, other values prevail in the majority of the population – survival values (economic and physical security, the pursuit of material possessions, impatience for otherness, etc.) [5].

The relevance of the study of tolerance as a value category is conditioned by important scientific and practical tasks. In the modern scientific literature, the term "tolerance" is interpreted quite widely, and therefore, there are many meanings of this category. Thus, tolerance is distinguished by spheres of being (gender, religious, geographical, interclass, physiological, political, sexual, marginal, legal), by levels (nation, state and personality), and it can be characterized as a process and result. It is defined as patience, respect for others' beliefs, perception, unity in diversity, understanding of different forms of self-expression and preservation of individuality, rejection of domination, recognition of equality, possibility of a dialogue, etc. (Declaration of Tolerance Principles, 1995) [1].

The Ukrainian Language Dictionary (ULD, 11th) defines tolerance as a property by the value of being tolerant (ULD – 10th 1979, 179). The vocabulary interpretation allows distinguishing the core of the lexical-semantic field of tolerance in the Ukrainian language: it is *поблажливість, терпимість до чиїхось думок, поглядів, вірувань* (*indulgence,tolerance of one's thoughts, views, beliefs, etc*.) Further, tolerance is defined as *здатність терпимо, поблажливо ставитися до чужих звичок, звичаїв, поглядів* (the ability to tolerate, condescending to other people's habits, customs, views, etc): 1. *У всіхнагальніділа, у всіхнеспокійнасерці, вартовиявитидеякуобміркованутерпимість* (everyone has urgent matters and anxiety in the heart, some deliberate tolerance should be revealed) (YuriyBedzyk, Polky, 1959, 69); 2. A condescending attitude towards someone, something: *Йогоодвічноювадоюбулаякасьбайдужатерпимістьыдозлих,* *ідонездатних*(his eternal flaw was some indifference to evil and incapable people (PavloZagrebelny, Dyvo, 1968, 133) (ULD, 10th 1979, 95).

However, in our opinion, the value content of tolerance in the Ukrainian, Russian and English linguistic pictures of the world differs; its determination is possible only through the study of contemporary media discourse and the verbalization of recipients' associations on the incentive for tolerance.

The pilot monitoring of Ukrainian and Russian contemporary media discourse enables us to determine the value of tolerance phenomenon [3]. In some analyzed contexts, there is an understanding of tolerance as patience for something incomprehensible, unpleasant, exotic, and on the other hand, tolerance is interpreted as indifference. Therefore, in political contexts we find occasional use of the word: *нульова толерантність, толерування зла, толерування підпалу* (zero tolerance, tolerance of the evil, and tolerance of arson, etc.).

In our view, *терплячість, терпимостьі толерантність* (patience and tolerance) (similar to the Russian linguistic picture of the world:*терпение, терпимость, толерантность*) are incoherent and non-synonymous concepts that need to be distinguished and further studied.

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THE CONCEPT "TRUTH-LIE" IN UKRAINIAN
AND RUSSIAN LANGUAGE IMAGES OF THE WORLD

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The mankind is a variety of ethnicities united into single whole. In every nation, and correspondently, in every language and person we can find two sides – a general, universal side, and a specific, idioethnic side. Modern Linguistics pays attention to both, the universal and the ethnic in the language.

Nowadays linguists study the concepts employing different language data and methodology. To our mind, paroemias are of great interest for analysis, presenting

old views on the world on the one hand, and being of importance for the contemporaries due to mental models incorporating the wisdom of the nation, on the other. From the point of view of the methodology paroemias provide a wide field of the interpretation of the concepts that`s why they are often the subject matter of a close analysis. Paroemias revealing the concepts "truth" – "lie" are the reliable evidence of the ethic codex of the nation. The sources of data for our analysis were the books (1; 3). On the basis of conceptual feature "to tell the truth/a lie" there were obtained 164 Ukrainian and 98 Russian lexical units.

The concepts "truth" and "lie" are evaluated by people quite unequally as their opinions are based on several starting points. The most prominent in both Ukrainian and Russian language models are moral and pragmatic reasons which unfortunately rival in the sphere of truthfulness: *Правдойжить – отлюдейотбыть, неправдойжить – Богапрогневить.*

The conceptual analysis of the truth and lie on the material of paroemias met certain methodological obstacles. In many cases it was impossible to fix the semantics of the words*truth/lie,* though the context quite narrow. We presume that the close etymological meaning of the "truth" and "justice" could be the reason, e.g.:*Тепер правдою (справедливо?) не проживеш.* May be for this very reason we have more paroemias in our findings from the Ukrainian language, they are grouped according to the word "truth" but not the concept "truth" (unlike the Russian language). In our report we`ll address the issue of the stereotype scope of the concepts "truth" – "lie" in the Ukrainian and Russian language images of the world and show the universal and the idioethnic in the paroemias of both languages (2).

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STRATEGIC NARRATIVES ON UKRAINE IN THE GLOBAL WORLD

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In recent years, the concept of narrative has become very popular in academic discourse of humanities and social sciences, where narrative is now considered to be a major vehicle of human thought. As Barbara Hardy (1977: 13) claims, "We dream in narrative, daydream in narrative, remember, anticipate, hope, despair, believe, doubt, plan, revise, criticize, construct, gossip, learn, hate and love by narrative. In order really to live, we make up stories about ourselves and others, about the personal as well as the social past and future". Given that narratives are central to human relations, as they shape our world and constrain our behavior, scholars of various fields view narrative patterns as an indispensable tool for the study of human thought.

In its initial, technically *narrow sense*, a **narrative** is a specific kind of text representing "a story", or a series of events combined by the temporal and causal relationship (de Fina &Georgakopoulou 2012: 2). This understanding of the term, applicable primarily to literary texts, highlights the technique of arranging a text *per se*. In its *broader sense*, adopted throughout social sciences, political studies in particular, narratives are "blueprints for a specific mode of world-creation", or "world imagination" (Herman 2009: 105). From this perspective, a narrative highlights the arrangement of meaning evoked by a verbal text, and relates to the

collective level of human behavior, leading to recognition of narrative's important role in shaping and expressing political identity, perspective, and ideology.

Narratives can be created strategically. Our vision is that Ukraine's strategic narratives are to explain their domestic and international audiences who the Ukrainian people are, what fundamental values they adhere to, and what goals they pursue. In other words, Ukraine's identity should be expressed through strategic narratives related to its past, present and future. In the narratives, Ukraine should be presented as a state with a great and honorable history, a state making every effort to overcome poverty and social injustice, so as to become a prosperous and respectable member of the world community. With regard to its target audience, there should be two kinds of the strategic narrative: (1) *domestic (ideological)* strategic narrative, which has to shape the Ukrainian's pro-European mindset sharing democratic values and beliefs, and (2) *international* strategic narrative, presenting Ukraine as a sovereign independent state and a reliable political partner.

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THE FUNCTION OF PARADOX IN B. BRECHT'S PLAYS

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The focus of this research is the role and function of literary paradox in plays by B. Brecht, a German playwright and theatrical reformer of the 20th century. His 'epic theatre' theories were groundbreaking at his time and are still applied by many contemporary directors and performers. Themes, ideas and problems the author discusses in his plays remain topical for Ukrainian people as well. The study examines the usage of literary paradox in exposure of pressing issues we face nowadays.

The term 'paradox' is used in a number of disciplines and therefore has many definitions. This research utilizes the term 'literary paradox' meaning a seemingly absurd or self-contradictory statement which when investigated proves to be true or well founded. It should be noted, that statements are called paradoxical when they violate common sense which depends on the cultural background of the speaker/listener/reader. In this regard the research becomes interdisciplinary engaging literary, social and historical studies. The examination of function and role of literary paradox in B. Brecht's plays revealed that this device lies in the foundation of 'epic theatre'. The 'alienation effect' as one of the main tools of 'epic theatre' employed to break with the ideals of the traditional European drama is implemented through the usage of paradox. Moreover, B. Brecht takes the focus off the internal man and portrays characters equipped with changeable, exchangeable and often contradictory traits. For instance, Galy Gay, a protagonist of *Mann ist Mann*, is compared to a machine that can and actually is altered under the influence of his environment and reassured that he is a soldier. The absurdity of modern society and rules of the military, total depersonalization and domination of social conditions make works by B. Brecht up-to-date even a hundred years later.

To sum it up, this research investigates the usage of paradox from the literary point of view and deals with universal values and common sense. Still, I believe, that these issues can be further examined from social and historical viewpoints to expose ideas that are paradoxical for a German mentality. That is why, I'm looking forward to collaboration with German researchers in this field to understand those national

cultural constructs that influenced the author's style. The results of this study can be implemented into the examination of cross-cultural perception of literary paradox.