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.