Використання цих цифрових ресурсів може значно полегшити процес навчання німецької мови на відстані, забезпечуючи доступність, інтерактивність та різноманітність уроків.

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MOBILE APPLICATIONS FOR THE DEVELOPMENT OF FOREIGN LANGUAGE LEXICAL COMPETENCE OF STUDENTS OF LANGUAGE TRAINING DIRECTIONS

The proper level of foreign language lexical competence is one of the key components in mastering a foreign language. There are several stages in the process of developing lexical competence: the first one is the process of mastering individual lexical units, the second and the third ones are associated with the formation of the skill of using lexical units in speech. Taking into account these stages, mobile applications for teaching students will be selected in the future. Lexical competence can be developed not only within the framework of traditional methods, but also with the help of mobile applications. Today there are a large number of mobile applications for learning a foreign language, which can diversify the teaching process.

To identify the attitude and the degree of readiness of foreign language teachers to use mobile devices in the learning process, a survey was developed for teachers in a Google form. 40 foreign language teachers aged from 25 to 60 took part in the survey. They were asked to answer the questions whether they use educational mobile applications in the process of teaching students, what difficulties they encounter when using mobile applications, which impede the use of applications in the educational process.

Let's consider the results of the survey: to the question "Do you use educational mobile applications in the classroom?" 78 per cent of respondents answered "Yes, I do". Respondents were asked to answer the question "In what format do you enter lexical units?". 25 per cent of teachers use only electronic format, 55 per cent combine electronic and paper formats. It was clarified which mobile applications for learning a foreign language teachers know and which ones they use themselves. The most popular answers were *Quizlet* and *Duolingo*. As for respondents' attitude to the use of educational mobile applications, 90 per cent of respondents consider them to be convenient, modern and interesting. Moreover, 67 per cent of respondents use applications specifically for working with vocabulary. To the question "Do your students enjoy learning using mobile apps?" 100 per cent of respondents answered "Yes, they enjoy it". Teachers who use educational mobile applications in the teaching process were asked to answer the question "What difficulties have you encountered when teaching using applications?". The majority of respondents answered that the main difficulties were the technical side and the loss of control over students' actions while working with a smartphone. On the basis of this, we can conclude that applications that have an offline mode will have an advantage. Teachers who do not use educational mobile applications answered the question about what prevents them from using these apps. 61 per cent of them answered that they do not know how to introduce the use of mobile applications into the educational process. 38 per cent of respondents are afraid of losing control over students' actions.

Educational mobile applications arouse interest among all participants in the educational process. It is necessary to develop recommendations for working with applications in order to resolve the pressing problems that were identified during the survey.

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DIE UKRAINE UND DEUTSCHLAND IN MEDIEN UND POLITISCHEN DISKURSEN: AUSWIRKUNGEN AUF DIE ZWISCHENMENSCHLICHE KOMMUNIKATION

Medien und Politik – sie sind das, was das Bild von verschiedenen Ländern und Kulturen in der Öffentlichkeit formt. Es wird hervorgehoben, wie es wichtig ist, die Entwicklung der Nachrichtenquellen, insbesondere der Presse, in der Ukraine und in