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**АКТУАЛЬНІ ПРОБЛЕМИ МІЖНАРОДНИХ ВІДНОСИН
ТА МІЖНАРОДНОГО ПРАВА**

МАТЕРІАЛИ

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за міжнародною участю**

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У матеріалах Всеукраїнської наукової онлайн конференції за міжнародною участю висвітлено широкий спектр питань, пов'язаних із актуальними проблемами розвитку країн та регіонів, сучасних міжнародних процесів у геополітичному, культурному, енергетичному та інформаційному вимірах, міжнародних інтеграційних та дезінтеграційних процесів, питань міжнародного правопорядку на початку ХХІ ст. та різнопланових аспектів місця та ролі України в системі міжнародних відносин. На основі аналізу вітчизняного та зарубіжного досвіду розглянуто шляхи вирішення завдань сьогодення у згаданих галузях, надано обґрунтовані пропозиції щодо шляхів покращення міжнародної взаємодії та дипломатичної діяльності, а також щодо вдосконалення чинного законодавства.

Матеріали Всеукраїнської наукової онлайн конференції адресовано вченим, практикам, фахівцям з міжнародних відносин та міжнародного права, дипломатам, слухачам магістратури, студентам вищих навчальних закладів, а також усім, хто цікавиться проблемами міжнародних відносин та міжнародного права.

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THE FORMATION OF PROFESSIONALLY ORIENTED SPEECH FOR STUDENTS OF SPECIALTY “INTERNATIONAL RELATIONS, PUBLIC COMMUNICATIONS AND REGIONAL STUDIES” WITHIN COURSE “UKRAINIAN LANGUAGE (FOR PROFESSIONAL PURPOSES)”

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РОЛЬОВІ ІГРИ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ СТУДЕНТІВ-МІЖНАРОДНИКІВ

This article aims to analyze the role and benefits of role games in teaching students that specialize in International relations at university and to investigate language learning through the use of role games. As I have been working as a lecturer at university I have always been wondering how is it possible to make my practical lessons more exciting and efficient. Once I implemented a role game in my lesson plan I couldn't help but felt amused at its immediate success and educational value. So I started investigating the topic and I want to share findings.

Unfortunately, in Ukraine there are no many scientists engaged in studying role games as a mean of learning foreign language especially at university. My interviews among students of different ages indicated that interactive games are highly understated tools in language learning.

Games have been used in language teaching for some time but have not been devoted much attention until recent years. Research findings state that games do not only spark interest with students (Chen, 2005) but they also contribute with many beneficial factors that can be useful in future learning (not only language learning). Traditionally, games have been used as a positive incentive in classes to motivate learners and give them a useful, educational break.

Frequently games have been conducted during warm-ups at the beginning of classes or as a final part to finish off a lesson in a playful and fun way. These are not the only ways of using games as I recommend to use them to practice new vocabulary and to fill a more substantial part of a language lesson. Language learners have in multiple studies indicated that they are very enthusiastic when it comes to using games in their learning (Gee, 2003) and this is a factor that should be taken into consideration when it comes to using games in learning situations.

Studying is as fast paced as life. And studying in the 21st century has to meet all the demands and alongside with acquiring necessary skills – to boost EQ (emotional quotient). While playing role games students learn how to interact with each other effectively, express their opinion, find common language and common ground, be tolerant, understanding, supportive, but competitive enough. Adding here language component is one of the benefits that enables all teachers adopt role games to almost every specialization at university. And all these equals a productive and successful lesson. In my case it was a salvation with International relations students, as I had a chance to practice topical vocabulary in various communicative situations and to prepare them for future professional challenges.

A massive research which was conducted in Berlin (2013) found that students that played games could actually increase their brain volumes in several regions of the brain. According to Linda Jackson, professor of psychology in Michigan, games can also be used as a tool to increase creativity with students. Jackson has conducted a research study and stated that the more students played games of all sorts, the more creative they were in task such as drawing pictures and writing stories. In addition to this Jackson (2011) claimed that “games can be designed to optimize the development of creativity while retaining their entertainment values such that a new generation of games will blur the distinction between education and entertainment”. She adds that education and entertainment should be able to cooperate in a beneficial way which will give both learners and educators a newfound interest in teaching and learning.

James Paul Gee (2005) suggests that in relation to language teaching and learning we understand games as conceptual models or “doctrines” that work across formal and informal contexts of learning. In this specific aspect of teaching, games are often seen as a stimulator in the learning classroom since students seem to get more motivated by them.

Games in the language classroom are considered as the “fun factor” of language learning and students seem to engage in a more communicative way when using games as a learning tool (Meyer, 2006). According to Mayer (2006), games have often been misunderstood since they are related to informal situations that do not belong in the learning classroom and therefore gaming process has never been the

central activity in studying process. She adds that games should not be perceived as primitive. Students that are using games in their learning also gain a broader social interaction and community awareness.

Games as teaching tools should not be used in the wrong way; instead they should be aligned with the learning situation and the learners themselves to make it work. The whole meaning of learning has shifted from being able to recall and repeat information to being able to find it, evaluate it and use it at the right time and in the right way (Corbett 2011). The advantages that gamers are given with the help of games are many and the Institute of Play in New York (2014) lists a couple of the most important ones on their website. They state that students are introduced to scaffolding and collection of data through gaming and that this is proved to be helpful in their future academic learning. In conclusion, a great deal of research has been conducted around the world and many of the findings indicate that games may promote learning and knowledge. Furthermore, students have found the games as a helpful tool in their learning, when used accurately by the educators.

If a learner already has a great interest in this type of learning, they are also more eager and willing to engage in a different way than if the interest is lacking (Gee, 2003). This is something that educators should take advantage of and try to turn into a teaching tool rather than underestimating it as a “non-serious-fun”. In addition to this, educators should carefully choose what games they are using in their teaching since many of the older students may worry that games in their education is a childish and useless method. Therefore, it is of importance to explain the purpose of the specific game and to reassure them that “fun” can also be educational and that this is why the games are being used. Another crucial factor in using games in English classroom is to pay great attention to the difficulty level of the game being used. While part of the fascination of games lies in the difficulty of them, they should not be considered too difficult or too easy by the learners since this can surely discourage them and make them less enthusiastic about this new way of learning.

Bente Meyer and Birgitte Holm Sorensen (2004) are two professors working in the Danish University of Education, who have written a paper on the subject of games in language learning and with the help of their research they have concluded that games should be commonly used in classrooms. They base their research on the development of Serious Games (digital games and equipment with an agenda of educational design and beyond entertainment) and claim that games are a crucial way of “informal learning” that takes place within the educational institution. They explain that formal learning is often considered “the stereotypical learning way” in classrooms while “informal learning” is put in a context where the teaching is taken outside of learning educational centers and combines activities (such as creating blogs, chat or play video games) with learning. Meyer and Sorensen continue explaining that the informal way of learning languages is an important element to be integrated since it involves playfulness and sparks the great interest with students; this contributes to the construction of the social learning process that develops EQ level.

According to professor I-Jung Chen (2005, pp. 125) the benefit of using games in learning classrooms are the following:

1. Games are learner-centered (the student is always in focus).
2. Games promote a communicative competence.
3. Games create a meaningful context for language use.
4. Games increase learning motivation.
5. Games reduce learning anxiety (consequently boosting confidence)
6. Games integrate many various linguistic skills.
7. Games encourage creativity and spontaneous usage of the language.
8. Games construct a cooperative learning environment.
9. Games foster participatory attitudes of the students.

In learning a foreign language all of the nine reasons above can be useful but not many of them can be achieved without the usage of games in learning environments.

The results of the study showed clear advantages of the use of the interactive method while teaching English. The technique is recommended for use in English as a Foreign Language classes at the university level. It increases educational motivation and boosts interest in the course.

Performing a role-based task allows the students to liberate their personality, to unleash their creativity without discomfort (and fear of interpersonal conflicts), to criticize, ask questions, evaluate others' performances, and at the same time - more carefully prepare for their own roles, knowing that they will be the object of attention not only of the instructor, but also of the peers.

In addition, the proposed methodology develops not only specific professional and linguistic competences, allows not only to acquire the content of education directly stipulated by the plan of practical training, but also to develop communicative leadership competencies, in particular skills of public speaking, negotiation, consistent and logical presentation of the material, successful interaction and many more that, in turn, will be very helpful for our students in their future personal and professional lives.

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ROLE GAMES IN THE ENGLISH CLASSROOM FOR INTERNATIONAL RELATIONS STUDENTS

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ОСОБЛИВОСТІ ПЕРЕКЛАДУ МІЖНАРОДНИХ ДОКУМЕНТІВ

В умовах глобалізації суспільства переклад міжнародних документів починає відігравати все більше значення і тому постає питання в детальному аналізі особливостей та труднощів, які можуть виникнути під час цього процесу.

Мета публікації – розглянути особливості перекладу міжнародних документів.

Переклад – це творчий процес, який вимагає від автора не лише передачі змісту оригіналу, а й відтворення стилю та збереження смислового навантаження та культурних особливостей висхідного тексту. Перекладач, при цьому, має врахувати всі ці фактори, щоб якнайточніше передати основну думку тексту. Не є винятком і переклад міжнародної документації, який, до того ж, має свої особливості. Міжнародні документи характеризуються наявністю значної кількості аббревіатур, скорочень, умовних позначень, спеціальної термінології. Крім того, ці тексти відрізняються певним типом граматичних структур та функціональним стилем.

Міжнародні документи належать до офіційно-ділового стилю, якому притаманні такі риси, як логічність, об'єктивність, ясність, офіційність, беземоційність, точність, стереотипність, конкретність, узагальненість. Логічність є найбільш помітною рисою функціонального стилю, що зумовлено упорядкованістю мовних засобів. Не менш важливе значення відіграє стереотипність, яка передбачає штамповий характер документів, їх шаблонність, що є необхідною умовою для оформлення документу та створення його текстової архітектоніки. Емоційно-забарвлені слова не