

Infinitive containing only Main Verb (“to know” etc.); Phrasal Verb: Main Verb with Preposition/Adverb (“to call in”; “to set aside”, etc.); Main Verb + Complement/Object (“to take criminal proceedings”; etc.) may be called Infinitivization.

According to the above given information it is quite clear and evident that it is just the Predicate that bears fundamental workload in the process of revealing, disclosing the primary meaning of any Proposition/Sentence as the Main English Code reproducing any Human’s Thought. Thus, the main part in the process of creating Clichés and all the other Propositions/Sentences has been always played by Verb Predicate (group of verbs, phrasal verbs) as a constructive basic and integral unit where the fact of obligatory presence of the “Subject + Predicate” structure may be regarded as obvious Algorithm, which defines the order and “exact instructions” for expressing a human’s complete thought. All the cases of inversions, exclusions and other violations of the specific Propositions Algorithms are quite natural as colloquial variants in the English-Language Law Discourse.

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Ключові слова: когнітивна лінгвістика, пропозиція, алгоритм, кліше, предикати.

Key words: cognitive linguistics, proposition, algorithms, clichés, predicate.

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DISTANCE LEARNING CHALLENGES DURING THE PANDEMIC AND WARTIME

The COVID-19 outbreak has had a severe impact on the global economy, influencing employment, safety, income, education and social support. To respond to the challenges posed by COVID cases worldwide, schools

offered distance learning (DL) as the available learning method in this time of the pandemic. In other words, the impact of the COVID-19 has led to the majority of teaching being delivered or taught online.

Educational institutions have been forced to switch to full online learning experience in times of the COVID-19 pandemic. These events have sparked the digital transformation of higher education and challenged its ability to respond promptly and effectively. Schools adopted relevant technologies, prepared learning and staff resources, set systems and infrastructure, established new teaching protocols, and adjusted their curricula. However, the transition was smooth for some schools but rough for others, particularly those from developing countries with limited infrastructure [1, p. 7323].

The aim of this article is to encourage more direct research and discussion on the issue of distance learning.

Among numerous modes of technology enhanced learning there are not many that have received as much attention as DL. **Distance learning**, also called **distance education**, **e-learning**, and **online learning**, form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Strictly speaking, distance learning (the student's activity) and distance teaching (the teacher's activity) together make up distance education [7]. Distance learning is a broader term which at its simplest refers to studying remotely from the college. Online learning is therefore technically a form of distance learning, but the term is more commonly used to refer to courses where the teachers or tutors are separate to the students [8].

In recent years there has been a great deal of research devoted to online and distance learning. Much of the research in the area of online teaching and learning has not focused on learning outcomes or academic achievement. A considerable portion of the work in this area focused on issues related to teaching online such as barriers to online teaching, advantages and disadvantages of taking or teaching an online class, «how- to» descriptive articles, and social issues in online courses [5, p. 104].

Online courses have benefited from the adequate use of digital resources that allow learners to be the center of their own learning process. More often online instructors not only aim at what students have to individually do but learners are also engaged in interacting with the educational community by means of a variety of metacognitive activities, which can be planned, thought and accomplished anywhere and at any time (ubiquitous learning). **Ubiquitous learning** can be defined as an everyday learning environment that is supported by mobile and embedded computers and wireless networks in our everyday life. It is aimed to provide learners with content and interaction anytime and anywhere [4, p. 83]. Online distance learners can benefit from a proper selection of ubiquitous learning (u-learning) tools that allow participants the flexibility and creativity to complete the required tasks at the best time and in the best place they choose to access their courses. The physical space of a traditional classroom is transformed into a variety of

digital spaces by means of internet access and the use of u-learning technologies [3, p. 76].

It would not be an exaggeration to say that there is considerable concern from the academic community about the quality of online learning. It is becoming evident that «Despite the documented benefits of online learning prior to the pandemic, the actual impact of online learning during the pandemic on students' academic performance is still unknown» [9, p. 2]. The sudden transition to online learning has posed many challenges to faculty and students. Faculty may not have had adequate time to carefully design online courses to take full advantage of the possibilities of the online format. Some faculty may not have had prior online teaching experience and experienced a deeper learning curve when it came to adopting online teaching methods [9, p. 2].

However, it should be noted that quarantine has not only become a restriction but also provided new opportunities. Educational, cultural and scientific projects that were previously unavailable for various reasons have become available online. We also take the view that “one of the most positive experiences of COVID-19 for us has been to witness the scale, scope, speed, and quality of our colleagues' adaptation to new circumstances, and the receptivity within our communities to experiment with new ways of engaging with teaching and research” [2, p. 455].

The improvement being made in distance education is growing in tandem with the constant technological advancements. Present-day online communication allows students to associate with accredited schools and programs throughout the world that are out of reach for in-person learning. Within the class, students are able to learn in ways that traditional classrooms would not be able to provide. It is able to promote good learning experiences and therefore, allow students to obtain higher satisfaction with their online learning. New technologies have made DL an increasingly popular option for institutions and students alike.

In Ukraine, as well as in the entire world educational space DL technologies have become noticeably widespread. This form of education became especially relevant after introduction of quarantine that forced higher education institutions to adapt to new realities and look for new ways to provide educational services. Under these circumstances the Ministry of Education and Science of Ukraine emphasizes that methods of working with students should be selected according to the subject, age of students and their interests. Teachers are advised to give preference to exploratory and creative methods of work. A specific feature of DL is the independence and personal responsibility of a person for choosing a distance education program, the timing and quality of its passage.

Nowadays, the Ministry of Education and Science of Ukraine recommends organizing the educational process depending on the wartime situation. It can be: temporary suspension of the educational process (employees of educational institutions perform activities and tasks determined by the military-civil administration); distance learning or mixed form (in coordination with the military-civil administration). In such

circumstances, this is a real challenge, as there are a lot of barriers that distinguish training now from studying during long-term Covid quarantine. Ukrainian teachers are constantly organizing the educational process.

An online portal OSVITANOW.ORG which has been launched in partnership with the United Nations Children's Fund (UNICEF) and the Ministry of Education and Science of Ukraine aims to help Ukrainians with questions about education during wartime. The platform includes information on wartime labor relations, how to work in temporarily occupied territories and free teaching tools for distance learning. "We keep saying that education is the strongest weapon," said Zoya Lytvyn, a Ukrainian educator and head of Osvitoria. «And the main purpose of the educational frontline is not to allow the enemy to leave Ukrainian children without learning. Our portal about education during the war will help all participants in the educational process»[6].

Thus, DL process includes the real-life experience augmented with virtual information and is adapted to the learner and learner's environment. However, the implementation of distance learning courses at universities and colleges should not substitute auditory classes but supplement them. Distance learning is very helpful in organizing self-study of the students. It implies long-term interaction between students and teachers, and regular access to information by means of ubiquitous learning (u-learning) environments.

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Ключові слова: онлайн-навчання, дистанційне навчання, повсюдне навчання, навчальне середовище, цифрові ресурси.

Key words: online learning, distance learning, ubiquitous learning, learning environment, digital resources.

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IMPLEMENTATION OF INTERACTIVE FORMS OF LEARNING IN TEACHING FOREIGN LANGUAGES TO LAW STUDENTS

Modern challenges of society radically change the guidelines of the domestic system of higher legal education, language education being one of these directions. Today, the priority is not only the formation of competencies determined by the program, but also the development of students as mobile, competitive individuals who can initiate and take an active part in interpersonal and intercultural communication, quickly take decisions in difficult circumstances and find a way out of non-typical situations. The use of an interactive approach to learning foreign languages can be singled out of the numerous pedagogical conditions that ensure the successful solution of this problem, This approach is based on the active interaction and communication of all participants in the educational process and allows to create comfortable learning conditions in which each student feels his/her progress and intellectual ability [1, p. 9]. Interactive learning involves participation in the learning process of every single student of the group.