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USING OF ACTIVE STUDYING METHODS IN TEACHING UKRAINIAN AS A FOREIGN LANGUAGE

Tetiana Sukhanova,

Tetiana Krysenko,

Olha Lytvynenko,

Department of Fundamental and Language Training

National University of Pharmacy

Over the past few years, the education system has undergone significant changes related to scientific and technological progress as well as the transformations in the global social environment defined as an informational one. In these conditions, teaching methods have become more personality-oriented, aimed at the practical acquisition of knowledge. The latest educational trends are based on the creation of such a system that helps students not only to master professional knowledge, but also to maximize their own abilities, to gain a sense of confidence, freedom and harmony with the world. The purpose of this research is to study some teaching methods at the Department of Fundamental and Language Training of the National University of Pharmacy, which contribute to the transfer of emphasis from the teacher's activities to the effective educational and cognitive student's activities. The main method of this study is the analysis of work programs, plans, textbooks, manuals, methodological elaborations of the Department of Fundamental and Language Training of NUPh. The teachers of the department try to provide foreign students with such a learning environment that facilitates the most intensive and high-quality process of professional education.

Both Ukrainian and European scholars note the existing links between the learning environment, studying methods, and appropriate teaching methods [1; 2; 3]. Teaching methods are divided into passive (lectures, reading literature, watching videos) and active (involving active students' participating in the learning process. It is a process of acquiring, not consuming, the knowledge. Active teaching methods include teaching methods that use strategies for maximum interaction between students, as well as between students and the teacher, for example: individual research, group projects, class discussions, role-plays, and so on. The main advantages of active teaching methods are increasing students' motivation in the learning process, using previous experience and knowledge, opening new perspectives, attracting and encouraging the self-study work, responsibility for learning outcomes, development of general communication skills (listening, discussing, collaborating). Active teaching methods can have some disadvantages and limitations. On one hand, it is a large number of students per teacher, lack of time to prepare certain tasks, and on the other hand, it is a lack of willingness of students to use active learning methods. Most foreign students from Morocco, Egypt, Ghana, Nigeria, and Uzbekistan who study at the Department of Fundamental and Language Training prefer passive teaching methods. Teachers should choose the methods which meet the expectations of specific groups of students, as incorrectly chosen methods might complicate the learning process. But the rapid modern development of digital technologies can not but encourage the inclusion of combined and active methods into the educational process. Foreign students are widely involved in finding the information they need to complete the tasks. Teachers should help and guide the search for the necessary information, and then discuss the results in class.

In our opinion, it is important that using of active teaching methods increases the communicative competence of foreign students. At the moment, there is no common learning model that would be everywhere accepted. There is no doubt that it is necessary to use systematic coverage of many components of communicative competence, including language skills, content, grammar, vocabulary, and functions in the methodological literature. Different types of communication-oriented programs

for teaching Ukrainian as a foreign language should use different ways to develop communicative competence.

When planning the teaching of language communication as an active method of studying, teachers should remember that not all students feel comfortable in the same roles. In the classroom, as well as in society as a whole, there are leaders, and there are those who prefer passivity. This is important for successful joint activities. There are always students in group discussions who try to talk more. Therefore, those who are more often silent in large groups should be encouraged to work in pairs or on an individual basis. Thus, the more options of communicative activity are used, the greater the probability of involving all students.

Regardless of the various forms of communicative activity in the classroom, the purpose of education is to prepare students for using of the Ukrainian language outside the classroom. This is a world in which the development of students' own communicative competence will depend on the very students. The classroom is a rehearsal. The development of a non-classroom component of communicative learning begins with the student's awareness of their own interests and needs, the ability not only to respond, but more importantly, to develop these interests and needs through the independent use of the Ukrainian language. It should be noted that in the conditions of a Russified city, which Kharkiv still, unfortunately, remains, it is difficult to do.

Classroom activities usually have the following characteristics. First, those seeks to develop students' communication skills by combining grammar skills and communication skills. Thus, grammar is not taught in isolation, but it often arises from the students' communication needs. They can perform exercises and tasks and then analyze some linguistic features of its presentation. Second, classroom work creates the need to communicate, interact, and gain meaning through the use of operations such as problem solving, information sharing, and role-playing. Third, it provides opportunities for both inductive and deductive learning of grammar. Fourth, it fills the exercises and tasks with content related to student life and their interests. Fifth, it allows students to individualize their learning by applying what they have

learned throughout their lives. Finally, educational materials are usually created with the help of authentic texts to activate and stimulate interest and present acceptable linguistic models.

Thus, the choice of ways and methods of teaching language communication differs the teachers depending on their own training and experience. Some are frustrated by the ambiguity and lack of criteria for assessing students' communication skills. Other teachers enjoy the opportunity to choose or develop their own materials, giving students a wide range of communicative tasks. They feel comfortable relying on more global and integrated approaches to stimulating learning progress. In addition, communicative competence does not require rejecting traditional materials. For a communicative approach, it is possible and appropriate to use familiar and traditional exercises and tasks, if they do not interfere with communication. The main principle of teaching is to focus on the collective participation of students in the process of language acquisition through cooperation between individual students, as well as between students and teachers.

Various approaches to communicative learning of Ukrainian as a foreign language are united by the fact that most educational programs are based on communicative methods, which assume maximum immersion of the student in the language process, which is achieved by minimizing the native language using. The main purpose of this technique is to teach students to first speak the language fluently and then think in it. It is important that mechanical reproductive exercises are almost absent: they are replaced by game situations, work with a partner, errors searching assignments, juxtapositions and comparisons that involve not only memory but also logic, the ability to think analytically and figuratively.

The whole set of techniques helps to create a Ukrainian-speaking environment in which students should "function": to read, to communicate, to participate in role-playing games, to express their thoughts, and to draw the conclusions [4]. Communicative methods are not just focused on the development of language skills, but on the development of creativity and general outlook of the student as well. The

language is closely intertwined with the cultural features of the country, so the curriculum will certainly include the country-learning aspect.

The focus of teaching communication at the Department of Fundamental and Language Training of the National University of Pharmacy is on an individual approach. A great emphasis is placed on using of audio, video and interactive resources. Due to the variety of methodological techniques, the language courses contribute to the formation of skills needed by students in modern educational and professional activities (the ability to make reports, to give presentations, to do one's correspondence, etc.).

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THE CONCEPT AND ESSENCE OF THE MERGERS AND ACQUISITIONS OF COMPANIES UNDER EU LAW

Ramil Suleimanov,

Department of Private

International Law and Comparative Law

Yaroslav Mudryi National Law University

European Union company law is currently at the heart of the European economy. First, it is a key element of the legal framework of the EU single market, setting rules governing the “rules of the game” of key economic operators. Here it is worth noting that in the EU the most common organizational and legal form of enterprises are companies, and appropriate regulation of the latter allows them to operate effectively, increasing competitiveness. Secondly, the legislation on EU