

UDC 378.016:811.111

DOI <https://doi.org/10.24919/2308-4863/73-3-31>

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FORMATION OF PROFESSIONAL COMPETENCE OF HIGHER EDUCATION APPLICANTS WHEN STUDYING ENGLISH IN THE CONDITIONS OF BLENDED LEARNING

The article is devoted to the issue of research on the formation of professional competence of students of higher education when learning English in the conditions of mixed education. It was revealed that the main goal of professional education is the formation of the personality of the student of education. The student of education must not only master the entire set of knowledge and skills, in particular of a communicative nature, but also form important personal qualities that strengthen and make meaningful the social aspect of any training. In the practice of education, a large number of methods are used for the formation of professional competence, which is determined by the specifics of the future profession. The article emphasizes that the situation can be improved by increasing the amount of non-traditional (innovative) means of teaching English, using modern information and communication technologies.

It was determined that the personally oriented learning technologies of the new generation of students are primarily aimed at qualitative changes in the higher education system and the acquisition of communicative competence, as well as the ability to creatively and proactively participate in communication on a professional topic. Professional competence is an important characteristic of the language personality of the student of education. Professional competence is understood as the practical skills and abilities of an individuals, a certain amount of their knowledge, which allows them to become an educated participant in the modern informational and professional space.

Investigating the formation of foreign language professional competence of students of higher educational institutions, we consider professional competence as the ability to use the English language in professional situations, to properly formulate speech and adhere to speech norms, to choose communicative behavior that corresponds to the speech situation.

The work presented models of mixed learning, where it is appropriate to use the following varieties: face-to-face and electronic-distance.

So, the research explains the general advantages and disadvantages of a mixed form of education in the formation of professional competence of students of higher education.

Key words: *professional competence, blended learning, professional education, professional speech activity.*

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ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМПЕТЕНТНОСТІ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ ПРИ ВИВЧЕННІ АНГЛІЙСЬКОЇ МОВИ В УМОВАХ ЗМІШАНОЇ ОСВІТИ

Стаття присвячена питанню дослідження формування професійної компетентності здобувачів вищої освіти при вивченні англійської мови в умовах змішаної освіти. Виявлено, що основною метою професійної освіти є формування особистості здобувача освіти. Здобувач освіти повинен не лише опанувати всю сукупність знань і вмінь, зокрема комунікативного характеру, але й сформувати вагомі особистісні якості, які посилюють і роблять змістовним соціальний аспект будь-якої підготовки. У практиці навчання використовується велика кількість методів для формування професійної компетентності, що зумовлено специфікою майбутньої професії. У роботі підкреслюється, що покращити означену ситуацію можна шляхом збільшення обсягу нетрадиційних (інноваційних) засобів навчання англійської мови, за допомогою використання сучасних інформаційно-комунікаційних технологій.

Визначено, що особистісно орієнтовані технології навчання нового покоління студентів спрямовані насамперед на якісні зміни в системі вищої освіти та набуття комунікативної компетентності, а також здатності творчо та ініціативно брати участь у спілкуванні на професійну тему. Важливою характеристикою мовної особистості здобувача освіти є професійна компетентність. Під професійною компетентністю розуміють практичні вміння та навички особистості, певний обсяг її знань, який дозволяє стати освіченим учасником сучасного інформаційно-професійного простору.

Досліджуючи сформованість іншомовної професійної компетентності студентів вищих навчальних закладів, ми розглядаємо професійну компетентність як уміння використовувати англійську мову в професійних ситуаціях, правильно оформлювати мовлення та дотримуватися мовленнєвих норм, обирати комунікативну поведінку, що відповідає ситуації мовлення.

У роботі було представлено моделі змішаного навчання, де доцільно використовувати такі різновиди: очно-традиційне та електронно-дистанційне.

Отже, у дослідженні пояснюються загальні переваги і недоліки змішаної форми навчання при формуванні професійної компетентності здобувачів вищої освіти.

***Ключові слова:** професійна компетентність, змішана форма навчання, професійна освіта, професійна мовленнєва діяльність.*

Formulation of the problem. Learning English is one of the priority areas in modern higher education. The main task in learning of a foreign language is the formation of students' professional competence. The specificity of mastering the language is not so much in the perception and understanding of educational information, but in the formation of various types of speech activity using the language, which requires long-term training. Accordingly, the modern method of teaching a foreign language should solve the task of training a future specialist who is able to independently solve communicative problems that arise in professional activity.

Analysis of research and publication. Recently, there has been an increase in the number of scientific studies devoted to the formation of language culture and speech competence of learners in English language classes. The search for educational tools for the formation of a general culture and a culture of communication has intensified. S. Vdovtsova (Вдовцова, 2018), researching the ratio of components in language education, notes the interrelationship of language, speech, thinking, and also establishes the principles of the formation of a culture of foreign language communication. I. Koval (Коваль, 2018), in his study devoted to the problems of learning English, emphasizes the individualization of education.

I. Kolomiets (Коломієць, 2018), investigating the problems of pedagogical support of the cultural component in the educational process, emphasizes the importance of the communicative component and the need for dialogue between learners of the language process during the exchange of humanistic values. A researcher of traditions and innovations in foreign language teaching methods, O. Kashina (Кашина, 2019) refers to traditional methods: grammatical-narrative, text-translation, natural and derived from it (direct, mixed, indirect), audio-lingual, audiovisual, through reading in English, consciously comparative, mixed.

The analysis of scientific publications shows that the use of traditional and modern methods of teaching the English language is considered as the basis of the methodology of training students, taking into account the educational requirements, which are formed taking into account the needs of society at a certain stage of its development.

Aim of the article. The purpose of the article is to analyze the process of formation of professional competence of students of higher education when learning English in conditions of blended learning.

Result and discussion. The general development of foreign language culture contributes to the multifaceted development of the future specialist and

makes him more open, activates the professional side of his activity, which in turn facilitates mastering the system of foreign language knowledge.

In the modern conditions of the development of a high school, it is possible to educate an intellectual only during the creation of a special cultural educational environment, which is connected with the spiritual-moral, cultural-aesthetic saturation of the content of the entire educational process. It is humanitarian education that has the ability to provide and deepen general educational, general cultural training, as it is aimed directly at a person, his intellectual and emotional spheres, awareness of his life purpose and place in society.

The main goal of professional education is the formation of the personality of the student of education. A student must not only master the entire set of knowledge and skills, in particular of a communicative nature, but also form important personal qualities that strengthen and make meaningful the social aspect of any training.

In the practice of education a large number of methods are used for the formation of professional competence, which is determined by the specifics of the future profession. Among the main disadvantages of these methods, one can single out the low level of motivation of students who do not plan to use the English language in the process of further education and profession, the need to use a significant amount of handouts, increasing the load on the teacher, etc.

This situation can be improved by increasing the amount of non-traditional (innovative) means of teaching English. Noting their importance, O. Kashina (Кашина, 2019) proposes to divide them into the following methods: communicative, “counselor”, purely pedagogical, “quiet learning”, resistance to physical actions, consciously oriented, communicative tasks, neurolinguistic programming, theory of multiple intelligence, use of computers. Their use makes it possible to avoid the main shortcomings inherent in traditional methods and ensure a more complete assimilation of foreign language material, contributes to the direct involvement of students in the educational process, professional communication with native speakers. There is also a tendency to use modern information and communication technologies.

The process of computerization of education also includes the interaction of a teacher and a student using the Internet using mailboxes, educational online platforms, where students get quick access to the electronic library and visual material presented by all participants in the process.

One of the most effective ways of mastering English vocabulary turned out to be the conceptual-genre

approach, which is aimed at getting acquainted with the general signs of terminology in professionally oriented texts. In order to work with this method, the teacher needs to be clearly aware of which features should be paid attention to in the first place for the students, who must master the set of all language tools used in the special communicative sphere (Яковлева, 2018).

Personally oriented learning technologies of the new generation of students are primarily aimed at qualitative changes in the higher education system and the acquisition of communicative competence, as well as the ability to creatively and proactively participate in communication on a professional topic.

Linguistic personality plays an important role because it is involved in various types of communication. This refers to personal characteristics and normalized contact. Linguistic personality can be characterized as an individual who freely creates texts to achieve the necessary goal. A widely used interpretation of a linguistic personality is a person who skillfully uses the integrity of certain properties and capabilities. An individual creates and promotes texts that have a significant difference in content and perfection of the reproduction of reality, as well as in the level of its structural and linguistic complexity (Сотников, 2012).

Professional competence is an important characteristic of language personality of the student of education. Professional competence is understood as the practical skills and abilities of an individual, a certain amount of his knowledge, which allows him to become an educated participant in the modern informational and professional space. Each student should pay special attention to the creation of their own language identity, since a significant part of them do not have fundamental knowledge, by which they could be assessed as professionally formed individuals.

Investigating the formation of foreign language professional competence of students of higher educational institutions, we consider professional competence as the ability to use the English language in professional situations, to properly formulate speech and adhere to speech norms, to choose communicative behavior that corresponds to the speech situation.

English language teachers face the task of motivating students to learn English and keeping their attention on the subject of study. An important aspect in this process is teaching of spoken foreign language, in particular, its indispensable component – foreign language professional vocabulary.

In order to provide foreign language vocabulary and form the skills of monologue speech, appropriate teaching aids are needed. One of the appropriate

means is the use of Internet resources, as they are a visual guide that combines video and audio visualization. It is known that visual clarity plays the role of an emotional stimulator of speech activity, which helps them eliminate difficulties in the process of formulating their professional opinion.

English language teachers face the task of motivating higher education students to study English and keeping their attention on the subject of study. An important aspect in this process is the learning of spoken foreign language, in particular, its integral component is the acquisition of knowledge, skills and abilities. Therefore, the use of Internet resources in learning English is an effective tool that helps to activate attention, expand the possibilities of imagination, develop memory, strengthen the desire to communicate and promote the acquisition of professionally oriented language.

Working with Internet resources, the teacher uses educational and professional information sites, with the help of which students can learn new vocabulary of a professional direction, practice listening skills, and develop monologic and dialogic speech skills in the professional sphere. Thus, the use of Internet resources when learning English is an effective tool that contributes to the formation of professional competence.

Accordingly, it is possible to expand, improve and diversify the educational process. On the one hand, Internet resources ensure the activation of attention, develop memory, increase the desire to communicate, and on the other hand, they satisfy the natural interest of education seekers to search for new information on the Internet, namely new material in a foreign language. Therefore, the use of such a teaching tool is effective, as it ensures the realization of many goals of the educational process.

Let's turn to the problem of teaching English in modern conditions and in the information and educational environment, which has its own characteristics due to the specifics of the educational subject. In the conditions of blended learning of the English language, it is necessary to take into account the fact that the basic content of foreign language learning is not the basis of scientific knowledge, but methods of activity that ensure the acquisition of various types of speech activity: listening, reading, writing, speaking.

This is important to take into account when organizing blended English language learning. Among the models of blended learning, it is advisable to use the following varieties: face-to-face and electronic-distance. Characteristic features of traditional education are face-to-face communication with the teacher, face-to-face transfer of information or receiving consultations.

Distance learning takes place asynchronously and synchronously, communication between the teacher and students, educational material occurs with the help of information and communication technologies. Synchronous format means direct participation in the educational process here and now (audio or video communication, questions, video conference). Asynchronous mode can include various multimedia, audio and video tutorials. Thanks to the asynchronous learning mode, students work at their own pace and at a convenient time. The teacher sets deadlines for tasks, records short videos or tasks for self-study.

With the help of asynchronous learning methods, all participants of the distance education system get access to the methodological base, which should accompany the educational process without any time and space limitations (electronic textbooks and methodological instructions, materials with exercises and tests, authentic audio and video materials, web forums and web pages, etc.) (Мельник, 2021).

Such models have their advantages and disadvantages. Among the advantages of a blended form of learning should be noted: social equality, transparency, mobility, efficiency, accessibility, flexibility, the possibility of live communication, interactivity, monitoring, the possibility of independent development.

An undoubted positive aspect of blended learning is its accessibility. Quick access to resources, in particular foreign languages, the use of various types of activities, independent work and constant concentration make the process of acquiring foreign language professional competence easier and more interesting for students. During blended learning, students improve their reading, writing, speaking and listening skills; develop speaking skills in English within the defined professional subject; skills of working with technical means in the process of learning English; are preparing to participate in conferences and international programs.

As noted by N. Melnyk (Мельник, 2021), distance education is a synthetic, holistic, humanistic form of education, which is based on the use of a wide range of traditional and new information technologies and computer equipment, which are used to provide educational material, its independent study and organization dialogue exchange between the teacher and students, when the learning process does not depend on their location in space and time, as well as on a specific educational institution.

Technical difficulties may arise during an online class, and they cannot always be predicted. Among the technical problems is the lack of Internet or low Internet connection speed, the need for regular software updates, etc. Accordingly, it is important to

teach students computer terminology related to computer terminology. This helps to better understand the instructions, to explain the problems that arise, and not to switch to English. These phrases differ from the usual vocabulary in a traditional class and can be especially relevant in groups with insufficient English proficiency.

The disadvantages can also include the negative impact on the psychological state of the lack of personal contact in the educational process, the insufficient level of knowledge of the subjects of the educational process in the field of electronic means, the low level of control over the level of independence during the performance of tasks, a decrease in the level of motivation, frequent cases of insufficient self-discipline and self-organization. Among the advantages that are important in blended learning of the English language, it is worth highlighting: accessibility, sociability, visibility, interactive interaction, feedback, independent work using new information and communication technologies, the presence of a positive emotional background. Despite the presence of problems of a purely technical nature, the participants of educational relations also encountered methodical and psychological difficulties that accompany learning English online. Accordingly, the teacher faces the problems of realizing the goals and tasks of professional training, as well as achieving the results provided for by the educational program, which are the same for all participants in the educational process.

One of the problems is the remoteness of the applicant from the country where the language is studied. The use of information and communication technologies helps to solve this problem, expanding the circle of the audience, attracting foreign language reality through the Internet. Communication with native speakers becomes easier and more accessible. The information provided is current and verified. All this increases the motivation to learn English and contributes to the achievement of the educational goal.

The principles of a person-oriented approach, which are quite difficult to implement online, are quite effective in offline learning. However, the system of tasks, differentiated by the level of complexity, the method of group and collective work, which are widely used in the lesson, were adapted by teachers for online use.

Blended learning technologies help to solve some of the problems that stood in the way of learning English online. So, for example, one-way systems have lost their relevance, the lack of direct two-way interaction, which is characteristic of many distance education programs, contradicts the goals of teaching English. However, by using this interaction, distance

technologies allow us to preserve the integrity of English language learning.

Blended language learning strategies that encourage dialogue among all participants in the learning process, as well as learner autonomy in distance learning situations, should be incorporated into learning. Relaxation, mobility and organization play an important role in the organization of the educational process, therefore, along with the acquisition of foreign language speaking competence, students acquire other useful competences that make up their professional competence.

The use of information and communication technologies in English language classes opens up new perspectives for greater individualization of learning, wide use of forms of paired and group work.

Currently, the use of Internet resources occupies a fairly large part of the modern educational process, replacing traditional teaching methods. By the concept of "online educational resources" we understand a wide range of media projects on the Internet, aimed at broadening the horizons, increasing the level of literacy and awareness of professional knowledge.

With the use of information and communication technologies, project learning gets a different content and other perspectives. The Internet allows you to establish direct contacts with native speakers. E-mail projects contribute to the formation of intercultural and professional competences and strengthening mutual understanding between peoples.

The use of information and communication technologies contributes to the development of such general educational skills as the ability to set non-standard educational tasks in educational activities and at the same time find non-stereotypical ways of solving them. Modern information and communication technologies contribute to the creation of a better world in which everyone benefits from the achievements of education, science, culture and communication. Information and communication technologies have a huge impact on education, as they open up opportunities for new methods of learning.

When choosing a platform for distance learning of the English language, it is important to consider the following factors: the interface, the possibility of placing various materials, including audio and video recordings, presentations and links to useful Internet resources, automatic calculation of answer statistics and control of the activity of students. All of the above allows you to maximize the effect of remote work.

The practice of blended learning shows that offline and online classes are highly effective for a successful educational process and high-quality English language learning.

The main types of activities used in blended learning are similar to those in a regular classroom. These include conversations, discussions, role-playing games with the solution of an educational problem, project activities, interactive forms and methods of learning. The indicated types of activities encourage the participants of the educational process to think and express their opinions, and the development of independent activities contributes to the emergence of interest, cognitive thinking, creativity, perseverance and initiative in solving educational tasks.

Thematic presentations can be considered an effective method of forming professional competence during the improvement of a foreign language. Presentations can be used both for the initial level of knowledge of education seekers and for a high level. The use of this type of educational activity allows you to activate the assimilation of educational material. The presentation allows you to influence several types of memory at once: visual, auditory, emotional, motor. When organizing an online lesson using a presentation, the educational material is presented in a clear and accessible way. During the performance, the student has the opportunity to use key words, diagrams, tables, and pictures. This allows you to build and present the researched material consistently, comprehensively, confidently and clearly.

The use of thematic presentations is considered fully justified in the process of formation of professional competence during the study of the English language. Specialized professional topics have a large volume of material, in addition, their assimilation is impossible without the use of illustrative material. Presentations in such situations are the most convenient means of learning.

The development of presentations contributes to the increase of information culture, motivation and self-esteem. Experience shows the high effectiveness of using presentations in blended learning of the English language.

Thanks to the effective combination of theory and interactive exercises, high-quality assimilation of educational material takes place. In the context

of using such an interactive form as problem-based learning, in blended learning of the English language, not only the educational problem or problematic task is important, but also the skillful formulation of questions for consideration. Questions in the process of organizing the activities of education seekers will help teach them to reproduce the received information from memory and perform reproductive actions. As a result, it will stimulate the creative thinking of students, will allow them to discover and acquire new knowledge, skills and abilities (Коваленко, 2021).

It is worth noting the importance of requirements for Internet resources. Online educational resources must meet not only all the requirements for traditional educational materials, but also the requirements for electronic resources in general, that is, distance educational resources must be adaptive, interactive, universal, meet the methodological goals, be understandable and accessible. When creating and using network resources in the educational process, it is important to pay attention not only to their content, but also to the compliance of resources with psychological and pedagogical, didactic, methodical, professional, technical, ergonomic, aesthetic and other requirements.

It is obvious that the use of online resources during the lesson is a rather difficult, but extremely necessary process in modern conditions. Although the process of mastering new technologies can be difficult, the use of multimedia in the educational process brings variety, improves visibility and motivates students to independent professional work.

Conclusions. The implementation of blended learning methods will allow: to improve knowledge of a foreign language of a professional orientation, taking into account the real needs of society and the practice of social intercultural interaction; to ensure a higher level of knowledge, abilities and skills of students in the English language; satisfy their individual educational interests, needs and inclinations; will contribute to the active self-determination of higher education seekers for further educational or professional activities.

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