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CURRENT ISSUES OF FOREIGN PHILOLOGY IN THE SPHERE OF FASHION

To be a real expert in your craft, it is not enough to have a bachelor's or master's degree in the area of one speciality. Currently, knowledge of a foreign language is also needed, and ideally it is better to have a good command of several foreign languages. The state educational standard indicates that knowledge of both the native language and a foreign language is one of the key competences of an education applicant. The ability to communicate in a foreign language involves the following skills: perceiving and understanding a foreign language while listening to it, the ability to read and understand a foreign language without the help of translators, the ability to communicate and speak on the topics raised during dialogue, events or conferences, writing documents in a business style. Students of all areas of specialisation are expected to have these skills. To be able to speak a foreign language is extremely significant in the sphere of fashion.

Fashion is important, because it affects the appearance of people and their environment, thereby dictating and regulating social relations between different strata of the population. Rapid changes in the fashion industry affect communication and its vocabulary, so the professional language of the fashion industry requires scientific understanding. It should be understood that terminology is not just a set of new words, but a collection of all linguistic means of a certain specialty. If we talk about fashion terminology, then it includes not only general rules of word usage, terms of fashion, design, construction and sewing, but also technical terms, jargons and units of name. The same situation we observe in other professions. This is due

to the fact that communication takes place not only between professionals, but also between clients and the general public.

The language, namely the vocabulary of fashion, was studied by such scientists as Dolgova T.V., Kovalenko H. M., Kosenko O. P., Drahan-Ivanets N. V., Churevych V. V. and others. Having studied the genesis of the English language in the field of fashion, we can understand that it (the language) has already gone through five key stages of formation and development in the sphere of the English professional language in the field of fashion.

The first stage is the terminology of commonly used English vocabulary.

The second and third stages are borrowing terms from foreign languages (French, Italian, Spanish, German).

The fourth stage: the art of cutting and sewing reaches a high level. Accordingly, new terms appear.

The fifth stage is the influence of different styles of art, the invention of new materials, the complication of the cut system, the developed internationalization of fashion. The vocabulary is replenished (Коваленко, 2004, 206).

Looking at the technologically advanced present, you can understand that the language will continue to be formed and replenished with new terms. Recently, the following words have appeared: fashionista, knockoff or must-have.

No matter how the universities are equipped with excellent scientific libraries, no matter how many textbooks from foreign and domestic publishers, magazines, articles, professional and fiction literature they have, the level of the English language still leaves much to be desired. Even computer programs, video materials, films and games do not interest students in learning the language.

This can be explained by a number of reasons, namely: the student believes that he does not need knowledge of a foreign language for his career according to his specialty; the student believes that his level of knowledge is satisfactory (enough for communication in everyday life or in class); the student has the opinion that a

foreign language is boring, long and difficult, so there is no incentive to learn the language, or the student has developed "immunity" - "I have studied English for many years and haven't learned it well, therefore I will not be able to learn it at the university"; the student does not see and does not use the advantages of a foreign language (does not participate in international conferences, competitions, academic mobility programs and does not communicate with speakers of a certain language); there are students who demand from the teacher something completely different than what is required by his program, approved by the faculty or department.

In the scientific literature, there is an increasingly common view that English language teaching should be free from outdated views and narratives, as well as from the broad framework of grammar and spelling. Teaching English should be the basis for the creative development of language individuality, helping students to achieve their desired goals and navigate the variety of styles and textual richness of the language (Волошинович, 2017, 25)

All structured teacher's decisions should be suitable for the personality of the student - needs, motivation, abilities, activities, intelligence and individual psychological characteristics. Having taken into consideration all the abovementioned ideas, we can say that a student will have desire to learn a foreign language only when the teacher involves him in various activities, especially in those where he himself will acquire knowledge, conducting research, analysis, observation, expressing his opinion. Teachers also play an important role in motivating students to co-create and cooperate.

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NOMINAL SPHERES AND WAYS OF FORMING MODERN NEOLOGISMS IN THE ENGLISH LANGUAGE

With the passage of time, the emergence of new technologies, and changes in national mentality, new words - neologisms - arise in any language, denoting these new processes, phenomena, and characteristics. Neologisms are new words or phrases that appear in a language according to the needs of society (*electronics, friend zone, TikToker, internally displaced person*) or the creative intentions of a writer (*зорехмарний ряд, води сніготалі*) (Zatchnyi, p.348). Correct translation of neologisms requires the translator to understand the origin, usage context, and emotional connotations of the new terms.

According to the definition by Louis Gilbert, neologisms can be classified into the following groups based on their formation method: