

exhaustion, we lose our sense of purpose and sink into apathy, we joke to keep our morale up, we rejoice in victories, we root for Ukraine. And all this within one day, and all this every day. We are fine. We are on a swing – we have ups and downs. It's just that the swing is very high now and the flight is extremely fast. But the war will pass. We will get down from this swing and stand on our land again. We will stand firmly, feeling calm and strong. The emotional swing will be behind us [3, c. 234].

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ANTI-CRISIS MANAGEMENT AS A SYSTEM OF ACTIVITIES IN PUBLIC ADMINISTRATION

In the modern world, in the context of globalization, the need to solve effectively various socio-economic crises that dictates the need for deep changes in the system of public administration of Ukraine. The relevance of the topic is determined by the fact that the state system in our country goes through large-scale reform. In Ukrainian reality, the term «crisis management» has recently emerged. The reason for the emergence of the term is to form a new type of economy and find Ukraine in the area of crisis development. There are several definitions of «crisis management» in modern economic literature.

Hussarina N. V. gives the following definition: anti-crisis management is a collection of management systems that involves systemic and complex nature, which is aimed at preventing or eliminating negative phenomena for the enterprise, taking into account the use of the overall management potential, development and implementation that allows to eliminate difficulties, to keep and to improve positions [1, p.43].

Anti-crisis management will be defined as management activities, which in

some way assess the prediction of the probability of a crisis, while analyzing the symptoms, there are ways to reduce the negative effects of the crisis and use reserves for promising development.

The problems of crisis management are wide. It can be divided into several homogeneous groups that contain similar problems to some extent:

1. Presentation of pre-crisis situations. If we identify pre-crisis phenomena in a timely manner, we can be prepared for the offensive of the crisis, build mechanisms for preventing it (if it is possible in this situation).

2. The life of the object. The problems of crisis management of this group are diverse and include economic, financial, legal, organizational, socio-psychological problems.

3. Diversification of management technologies. This group of problems includes issues related to the development of effective management decisions and finding the information necessary for making such decisions. Often, a way out of the crisis can be the development of innovative decisions and behavior strategies, but they should be timely and acceptable for the organization.

4. Conflictology and relations with personnel. The solution of these problems is necessary to overcome the crisis, as well as problems related directly to the life of the organization.

The crisis of management is manifested, first of all, in exacerbation of social and economic contradictions. Traditional state structures lose control over processes in society and economics, and are faced with inefficiency in conflict resolution. From the point of view of the theory of anti-crisis management, the main cause of crises is inefficient management. This category can be applied to errors and crimes of the old ruling elite, as well as shortcomings or excesses in innovations, psychological transformations and fluctuations in the minds of people in the process of their evolutionary development.

According to systems theory, in the case of management crisis, there are four stages:

1) internal stresses intensify within the externally balanced structure of society, creating conditions and opportunities for open detection of conflicts;

2) resolving conflicts through compromises loses its effectiveness, since state structures, forms and methods of management do not correspond to the new state of the socio-economic system.

Deinstitutionalization of the system is observed, which means violation of the normal functioning of social institutions, such as enterprises, firms, money, wages, pensions and others;

3) exacerbation of the crisis and the emergence of prerequisites for its stopping (at this stage the delegitimization of the system is completed, that is, many illegal processes are massive, the old power and political structures break up, the authorities lose the ability to govern);

4) the formation of new goals of the system and ways of their achievement, there is an awareness of the opportunities to get out of the crisis (programs of crisis are being developed, the strategy and tactics of achieving goals are formed, the natural tendency of the social system to self-preservation is developing, the development and implementation of exit programs is being activated and new the rules of the game are being created.

It is important to note that the crises of the present are different from those that have taken place in the past centuries. The causes and nature of crises evolve that influences the need to adapt strategies for anti-crisis management. Researching countries such as France, Italy, Spain, Portugal, USA and Korea, we have received unique models of anti-crisis strategies. Each country has its extensive experience in overcoming crisis, however not all of them have effectively coped with these tasks. For example, France, which is currently experiencing a difficult crisis. Despite this, managers in the French system do not stop finding new methods of overcoming the crisis. This indicates the importance of constant analysis and adaptation of management strategies, as crises become more dynamic and complex.

Methods that are more effective are determined by the state itself. This may include effective financial regulation, implementation of social measures, support of businesses and the population, as well as active participation in international economic and financial organizations. This requires strategic planning, flexibility and ability to be adapted to changes, ensuring the stability of the economic system in the conditions of adverse factors.

Thus, it can be stated that the essence of crises depends on the economic structure and the predominant spheres of the state. At the stage of modern economic development of the crisis, the result is the imbalance between the real and financial sectors of the economy and poor control over the turnover of speculative capital.

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THE ROLE OF EMOTIONAL INTELLIGENCE IN THE PROCESS OF LEARNING A FOREIGN LANGUAGE USING WEB TECHNOLOGIES

The accelerated pace of life of modern youth, fierce competition in the labor market, the desire for social prestige, the search for their own life prospects, and the barrage of various information are the factors that keep people under stress. Intense emotional stress leads to nervous disorders and interferes with rational thinking. However, emotions accompany any human activity, including cognitive. Learning through experience can be more productive than forced memorization of certain facts. It is emotions that motivate us to take further action [1, p. 112]. It works in the same way when learning a foreign language. Intellectual and emotional processes are interconnected in human activity. An important task for psychology is to understand the interaction of cognitive and emotional processes, as well as to determine their positive or negative impact.

The concept of “emotional intelligence” in foreign language learning is a complex construct. We are inclined to believe that emotional intelligence is a set of mental abilities. It is an important integral characteristic of a personality that manifests itself in his or her effectiveness in learning a language, understanding emotions, generalizing content, regulating emotions in such a way as to positively influence the cognitive activity of learning a foreign or any language and overcoming negative emotions that can interfere with communication or hinder one's own success [3, p. 23].

The use of web technologies in English language learning supports interest in the language, visualizes learning material and helps students expand their knowledge of a particular topic. Computer-assisted learning in English classes is based on the following principles: