

## REFERENCES

1. Гусаріна Н.В. Концепція економічного розвитку та інноваційні активності підприємств в умовах динамічних змін зовнішнього середовища: монографія. Херсон: ПП Вишемирский В.С., 2017. 178 с.

A. Dudina, R. Velychko, O. Osadcha

## 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:

1) individualization (the ability to work with each student individually, taking into account their abilities, level of knowledge, skills and abilities);

2) differentiation (you can choose and offer students the necessary options for learning tasks of a certain complexity and number);

3) intensification (there are various means of presenting educational material, structuring it with a wide involvement of interactive types and forms of work) [2, p. 2].

#### REFERENCES

1. Колесник Г. Вплив емоцій на когнітивні процеси під час вивчення іноземної мови студентами першого курсу навчання. *Молодь і ринок*. № 4 (159), 2018. С. 112-116.
2. Кузьміна І. П. Використання сучасних інформаційних технологій на заняттях з іноземної мови. *Вісник НТУУ КПІ. Філософія. Психологія. Педагогіка: зб. наук. праць*. 2008, № 3 (24). С. 186-190.
3. Марчук С. В. Теоретичний аналіз поняття емоційного інтелекту в психології. *Науковий вісник Ужгородського національного університету. Серія "Психологія"*. Вип. 3, 2021. С. 20-23.

A. Gaidenko, I. Suima

#### PECULIARITIES OF NON-EQUIVALENT TOURIST VOCABULARY TRANSLATION

Despite the impossibility of achieving full identity when translating non-equivalent lexical units, their transfer can be carried out with a number of techniques. The most common methods include transcription, transliteration, calculations, descriptive or explicit translation, approximate translation and transformation translation [1].

Some lexical and grammatical transformations should be used for translation: replacement of part of the language, lexical replacement, explication and/or decompression of individual components (*family accommodation* – проживання в сім'ї, *capsule hotel* – капсульний готель, *on-line booking* – замовлення квитків через Інтернет, *child friendly* – безпечний для дітей, *recreational facilities* – місця відпочинку та розваг, *central park of culture and leisure* – центральний парк культури та відпочинку – *Central Park of Culture and Leisure*, *excursion of scenic spots of TV series* – екскурсія місцями зйомок телевізійного серіалу – *city tour following the scenery of TV series*, *circumnavigation* – подорож –