

place among this support is occupied by the Lend-Lease Law approved by the Congress of the United States of America on April 7 of this year. This document, signed by Joe Biden on May 9, reminds of a similar program that operated during the Second World War [2].

The European Office for the Prevention of Fraud (OLAF) signed an agreement on administrative cooperation with the State Audit Service of Ukraine, designed to strengthen the fight against corruption and control over EU funds. The agreement is designed to strengthen cooperation between OLAF and the State Audit Service of Ukraine in the field of investigations by facilitating the exchange of information and cooperation in conducting investigative actions, the parties also expressed support for Ukraine's desire to join the EU Anti-Fraud Program (UAFP) as soon as possible - an EU funding line managed by OLAF to support national authorities in their fight against fraud [3].

The war in Ukraine shook the fateful global processes, led to the growth of uncertainty, unpredictability and, accordingly, the nervousness of the behavior of individual players. Forecasting the future, defining strategic and tactical priorities, and coordinating the current cooperation of countries within the framework of joint actions to overcome crisis phenomena have become much more difficult.

Currently, a progressive process of strengthening and consolidation of the collective West is observed. The signs of this were the joining of Finland and Sweden to NATO, a change in the approaches of European states to collective and national security. This can be most clearly seen on the examples of Germany, Great Britain, Poland, and other European countries in their intentions to significantly strengthen their own armed forces and their military and political role in Europe [4].

Therefore, international relations are an extremely important component for successfully overcoming the problems associated with current events. Ukrainian partners maintain communication and provide various levels of assistance, which helps improve the situation at the front and brings our state closer to victory.

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DIDACTIC GAME AS A WAY OF FOREIGN LANGUAGES LEARNING BY HIGHER EDUCATION STUDENTS

In the article the didactic game is considered as one of the best ways to learn foreign languages and to make foreign language lessons more interesting and exciting for students of higher education.

Key words: *foreign language, cognitive interest, didactic game, higher education students, lexical skills, grammatical skills.*

How to make a foreign language lesson interesting and exciting, as well as to develop cognitive interest, creative activity of higher education students? Many teachers of non-language

higher education institutions are “puzzling” over this problem. Among various methods of organizing foreign language lessons, we consider didactic games and game situations to be the most effective.

Indeed, didactic games force you to observe, compare, classify objects according to certain characteristics, and make generalizations. In addition, they expand erudition, teach how to work with a dictionary, delve into the intricacies of the language, but at the same time do not lose their entertainment and evoke players’ positive emotions [2].

The use of educational games helps to relieve tension in relationships, change the emotional state, facilitate problem solving, and show higher education students the ways to improve organization and purposefulness of actions and deeds. The didactic game helps to overcome shyness, the psychological barrier of speech communication and gain confidence. It is feasible for everyone. But it should be noted that the didactic game should not turn into an end in itself and entertainment. It should be a means of learning a foreign language and have a communicative focus, help students of higher education to learn the educational material, form the necessary skills and abilities, since, in fact, a didactic game is a learning situation that is played many times, and at the same time, each time it is played in a new way option [3].

We would like to present an example of didactic games used during English classes at the Faculty of Production and Processing of the Livestock Products, Standardization and Biotechnology at Mykolaiv National Agrarian University.

Didactic game “Terminological domino “Livestock Products”

The subject of the lesson: “My household. Where can I apply my knowledge gained at the university?”

Time to play: 10 minutes.

The purpose of the game: systematization and deepening of theoretical knowledge, consolidation of the learned lexical material on the eve of the test or colloquium. In addition to the didactic effect, an important effect of the game is the mutual assessment by the students of higher education of their achievements, the acquisition of the “team working” skills.

Course of the game. Students of higher education are united in teams of 4 participants. They piece together cards, the left part of which can contain, for example, terms, and the right part can contain their definition. The cards are cut into two halves. The goal of the game is for each player to score the highest number of correct matches of possible pairs. Points are calculated based on the number of correct matches made by individual participants and groups.

Example of the game “Terminological domino “Livestock Products” *Definition of terms:*

Animals raised on a farm -

The field where animals eat growing plants -

The eating of young crops in the field by livestock -

Food given to animals -

A person who makes healthy food for animals -

Domesticated birds used for food and egg production, such as chickens and turkeys-

An organic substance found in food that is important for good health -

Hard white material that gives the body structure -

Flesh of an animal -

White liquid produced as a food -

Terms:

- Livestock; - Grazing; - Feed; - Animal nutritionist; - Poultry; - Vitamin; - Bone; - Meat; - Milk; - Crops.

The given example proves that didactic games help to form pronunciation, lexical and grammatical skills, contribute to the systematization and deepening of theoretical knowledge, consolidation of learned lexical material, train the use of language phenomena at various stages of foreign language learning. Therefore, the high efficiency of foreign language didactic games is unquestionable [1].

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APPLE JUICE PRODUCTION TECHNOLOGY (ТЕХНОЛОГІЯ ВИРОБНИЦТВА СОКУ ЯБЛУЧНОГО)

У статті розкривається поняття, види та технологія виробництва соків, на прикладі яблучного, опис обладнання.

Ключові слова: сік, концентрат, яблучний сік, технологія виробництва соку.

The article reveals the concept, types and technology of juice production, using apple juice as an example, and a description of the equipment.

Keywords: juice, concentrate, apple juice, juice production technology.

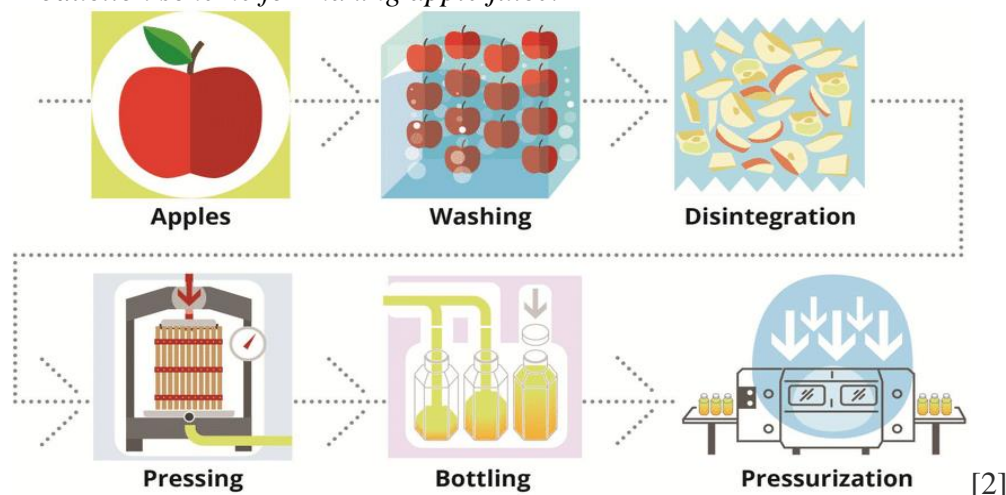
Have you ever wondered how juice in your glass was made?

Juice is a fermentable but non-fermented liquid food product made from several types of unblemished and ripe, fresh or frozen fruits. Juice has the color, aroma and taste characteristic of the relevant fruit.

According to the technology used in processes, juices can be divided into two types:

- juice obtained from fruits and berries by direct pressing;
- juice made from juice concentrate. The same amount of water that was separated during concentration is added to the concentrate and it has the aroma and taste characteristic of restored juice [1].

Production scheme for making apple juice:



I. Acceptance of raw material

The production process of fruit juice and concentrates begins with raw material purchasing. Fruit is verified in terms of quality before unloading. It should look healthy and be ripe. There are two unloading methods: wet (known as hydro-unloading) and dry.

Hydro-unloading system consists of:

- automatically controlled water cannon used for rinsing fruit from a car;
- operator's rooms with control and pneumatic cabinet for system operation;
- bucket conveyor for vertical transport of raw material and separating water;