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PECULIARITIES OF FOREIGN LANGUAGE TEACHING FOR CHILDREN WITH DISABILITIES

Reform in the field of inclusive education reflects the new philosophy of state policy on children with special educational needs and provides for the creation of an educational environment capable of ensuring the implementation and successful socialization of each child, regardless of its psychophysical development [1].

The concept of inclusive education is based on human rights and equality rights. According to her, all children have the same value for society. In order for them to become active and full members, gain the same knowledge and realize themselves, it is necessary to provide a flexible individualized system of education in the general school at the place of residence.

The construction of a foreign language lesson for children with disabilities deserves special attention.

A teacher working in an inclusive classroom should be distinguished not only by competence and creativity, but also by a promising vision, the ability to interest children, to capture them with their subject.

The inclusive competence of a foreign language teacher is manifested in the ability to take into account during the organization of the educational process different opportunities and abilities of students to learn a foreign language, different levels of foreign language proficiency and predict possible difficulties in mastering it. The outlined skills ensure the development of students in an inclusive educational environment by means of a foreign language and foreign culture [2].

Planning a foreign language lesson in an inclusive classroom should include both general, correctional and developmental tasks, provide for a change in the activities of students during the lesson, the alternation of active work with rest. The use of visual aids is mandatory. Information technologies and various interactive methods help here.

The basis of any activity is the interests of children. After all, it is so important that during communication they are not afraid to speak, follow the pronunciation of classmates and try to repeat the word or expression correctly with them.

Learning all kinds of speaking activities, including listening, reading, speaking and writing, allows children with special needs to effectively master a foreign language course. Listening itself has an important aspect in the practical mastery of the language. Learning to read is carried out in stages. Learning to speak is conditioned by the forms of speech and communication, as well as the conditions of speech formation as such. An important type of speech activity is learning to write. Written speech promotes the formation of written communication skills based on the study of the rules of graphics and spelling.

Such training should be aimed at developing life skills needed at home, school, on the street, in public places, etc., ie directly related to everyday life. Given this, the method of teaching a foreign language focuses primarily on improving communication, and the main emphasis is on the transfer of meaning. During such work, the teacher should avoid correcting language errors, instead offering students examples of accepted standard expressions. The child should be praised not only for the correct answer, but also when he makes minor grammatical or phonetic errors.

Foreign language teachers should help the child to develop reading and writing skills, carefully selecting special exercises, tasks and games for this purpose. At the same time, teachers

must pay considerable attention to teach children to understand and follow their instructions, to follow the phonetic rules.

References

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ARTIFICIAL INTELLIGENCE IN THE ACTIVITIES OF INTERMEDIARY ENTERPRISES: INNOVATIVE ASPECTS

The dynamic conditions of the modern world require intermediary entrepreneurs to constantly improve, search for new products that can improve their activities. Every work requires automations, as well as a reduction of time loss and material resources and it also requires the introduction of innovations in order to retain occupied market positions, to expand market share, to increase profit for two components: reduced costs and increased labor productivity as a result of a successful innovation process.

The following scientists studied the issues of trade and mediation: N.M. Tyurina, N.S. Karvatskaya, A.V. Marchishinets, A.S. Chernaya, A.A. Melnik, A.S. Popovichenko, A.M. Trubey and others.

The issues of artificial intelligence at the enterprise were studied by the following scientists: E.I. Ovcharenko, A.A. Gleb, A.V. Skrynnik, E.V. Skrynnik, A.S. Tokarchuk and others.

Trade and brokering activity is an initiative, independent activity of legal and physical persons to carry out commercial operations related to the sale of goods and the establishment of commercial ties on behalf of a third party [1].

Trade and intermediary activities are activities in which intermediaries act as contractors in the sale and purchase of goods; engaged in the study of the supply and demand of goods and their purchase from manufacturers, wholesale of goods by buyers [2].

Artificial intelligence (AI) is the most promising feature of the rapidly developing information era.

Artificial intelligence refers to the simulation of human intelligence in machines that are programmed to think like humans and mimic their actions. The term may also be applied to any machine that exhibits traits associated with a human mind such as learning and problem-solving [4].

The artificial intelligence is widely used worldwide from state authorities and the large organizations to the small enterprises. This technology occupies the major role in business quicker and quicker, reduces processes and expenses.

According to the Concept for the Development of Artificial Intelligence in Ukraine [5], which was developed by the Ministry of Digital Transformation of Ukraine and approved in