

Today, without the widespread use of distance learning, educational institutions cannot win the competition in the market of educational services and provide training for qualified professionals at the current level. The training of young professionals often does not meet the demands of business: they can start real projects only after three or six months of additional training after graduation. The fact is that in recent years, technical sciences in Ukraine are not developing as fast as the market needs. Yes, graduates have serious basic knowledge, developed an analytical approach to solving problems, but modern technical tools they often have to learn on their own. First of all, young professionals lack practical skills to work on projects, knowledge of modern tools and methods of software development or testing [2, p. 77].

We believe that the problem of the formation of students' communicative competence using modern information technologies occupies an important place in modern education, and the results of the study have a clear understanding of the fact that information technologies in the process of forming the communicative competence of future specialists are a key component of this competence of future specialists.

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APHORISM AND ITS FUNCTIONS IN THE MODERN ENGLISH LANGUAGE

From an etymological point of view, the aphorism comes from Greek, where “aphorismos” means to distinguish or define. The aphorism is part of a category of concepts with which it shares certain group characteristics, such as the axiom, the proverb, the cliché and the epigram.

The broad definition of an aphorism is an original thought spoken or written by an author in a concise and memorable form. The fact that it can be expressed both in writing and verbally is linked to its authorial nature. The concise form of the aphorism has to do with its minimalist nature. Using an aphorism, a person tries to express as much content as possible in the minimum form; this expresses its laconic mode or simplicity [6, p. 2268].

The memorable form of the aphorism is determined by the poetic nature and concision of the thought. Its concise form offers it the opportunity to be easily remembered. Due to its memorable nature, the aphorism is frequently quoted when the situation “requires it” [6, p. 2268].

There is no consensus among researchers on the number and classification of functions of aphorisms. However, the vast majority of researchers identifies the following functions of aphorisms [2, p. 57]:

– **communicative.** This function is essential because it provides transfer of information from the author of the aphorism to its imaginary addressee through the text. It can be realized through conditional and narrative sentences that reproduce some wise thought. Aphorisms that implement this function are structurally and semantically closest to proverbs: *People will lose faith in us only if first we lose faith in ourselves* (T. Blair).

– **nominative.** Aphorisms aimed at realizing the nominative function, allow the author to give new original names or definitions to long-known things. Expressions of this type tend to

metaphorization, as well as to the use of paradox and antithesis: *History is a gallery of pictures in which there are few originals and many copies* (A. de Tocqueville).

– **aesthetic.** The aesthetic function of the aphorism is realized through the use of different stylistic devices and expressive means: epithets, comparisons, paradoxes and puns: *Men always want to be a woman's first love – women like to be a man's last romance* (O. Wilde).

– **motivational or directive.** This function is manifested in aphorisms with a didactic component, structurally expressed by an affirmative or negative imperative sentence: *Be still when you have nothing to say; when genuine passion moves you, say what you've got to say, and say it hot* (D. H. Lawrence).

E. Vereshchagin and V. Kostomarov believe that aphoristic units have only two functions – cumulative and directive [3, p. 193–194]. The *cumulative* functions, in their opinion, is to accumulate and summarize extralingual information, as aphorisms reflect certain elements of national and linguistic culture. The *directive* function is the ability of aphorisms to exert a certain influence on the recipient, because the use of a known aphorism adds significance to the utterance or the whole text and increases its intertextual potential.

According to G. Permyakov, aphorisms have seven functions: *modeling, instructive, prognostic, magical, negative-communicative, entertaining and ornamental* [4, p. 88]. The scientist states that the most commonly used is the modeling function, because aphorisms simulate an ideal life situation.

S. O. Shvachko and I. K. Kobyakova, dividing the aphorisms into “serious” and authorial humorous expressions, state that both types have the following functions: *cumulative, linguo-creative, pragmatic* [5, p. 150–151].

In the context of English linguistic culture O. Anastasyeva identifies the following functions of aphorisms: *regulatory* (the ability of aphorisms to influence the addressee); *modeling* (the ability of aphorisms to model a life situation); *cumulative* (ability to accumulate and reproduce extralingual information); *cognitive* (ability to motivate a person to a new cognitive activity due to the problem situation expressed in aphorisms); *axiological* (ability of aphorisms to value judgment); *aesthetic* (representation of aphorisms in the perfect speech form through the use of linguistic and stylistic means); *expressive* (causes a certain attitude in the recipient to the message) [1, p. 78–81].

Thus, the modern English aphorism is a complex, multifaceted phenomenon that has specific linguistic and stylistic characteristics, compositional structure and pragmatic functions. Having studied the scientific literature, we consider English aphorism has the following functions: cognitive, regulatory, modeling, aesthetic, cumulative, axiological and expressive. We consider regulatory and aesthetic to be the most important functions of an aphorism. It is also worth noting the importance of cognitive function as a function of thinking and cognition of the world.

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