Sätze, vermehrt gesprochen sprachliche Strukturen. Auf die Rechtschreibung hat die digitale Kommunikation vor allem insofern Einfluss, dass weniger auf die Groß- und Kleinschreibung geachtet oder die Rechtschreibung allgemein vernachlässigt wird. Manche sehen den Einfluss in der Verwendung von kreativen, neuen Formen bzw. Abkürzungen, in einer geringeren Beachtung der Zeichensetzung, in einer Vermischung von Mündlichkeit und Schriftlichkeit.Auf das Vokabular hat die digitale Kommunikation durch die Verwendung von Neologismen, also neuen Wortschöpfungen, Einfluss, in der vermehrten Verwendung von Anglizismen, von Akronymen oder Wortkürzungen. Es wird auch betont, dass das Vokabular mehr auf der Umgangssprache basiert und weniger differenziert ist, dabei geht es auch um eine Vergrößerung des Vokabulars [2].

Abschließend können wir festhalten, dass sich unsere Kommunikation im digitalen Zeitalter jedoch gravierend verändert hat. Die neuen Medien wie SMS, Mails und Chats haben großen Einfluss auf die Kommunikationsverhältnisse und Textformen. Sie definieren neu, wie viel durch welche Art von Texten worüber kommuniziert wird. Dafür müssen zunächst neue Wörter in die deutsche Sprache integriert werden. Meiner Meinung nach sind die Auswirkungen der neuen Medien auf die Sprache nicht negativ.

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BENEFITS OF THE MIND MAPPING MODEL'S IMPLEMENTATION INTO THE FOREIGN LANGUAGES TEACHING

Contemporary challenges of the recent years push Ukrainian system of higher education to the quick changes in the sphere of the study's organization. General tendencies are now leading to the debates about the

life demand to study the English language as the second official language for business and professional activity. These tendencies dictate the processes of inevitable quick qualitative transformations in the methodological system of the foreign languages for specific purposes' teaching. The necessity to combine elements of the communicative and functional methods in order to achieve appropriate results of the cadets with the elements of online, distant learning lead to the necessity of working out and developing such technologies which will lead to the achievement of the necessary target – knowledge of the foreign language for specific purposes and possibilities to use it on high professional level in order to perform international communication in the sphere of specific law enforcement field. These aims are lighted out in the special format of the cadets' specific ways of the educational process' organization.The lack of the auditoria time for teaching these kind of subjects with the general tendencies of gaps in the previous secondary education and nearly general unpreparedness to the special methods of the educational process' organization are among the main problems to be decided and corrected by the teacher of specifies higher educational establishment. One of the possible ways of achieving this complex task is teaching of the mind mapping techniques during the English language study. Grounded on the abovementioned, the main *purpose* of this paper may be defined as: the usage of the mental mapping technologies while teaching cadets English for specific purposes.

At the beginning of the study it is worth to define the term «a mind map».Although, the backgrounds of the concept can be followed through centuries, the beginner and popularizer of the mental mapping technologies is considered to be Tony Buzan, an American psychologist, who introduced this method to the mass practical usage. He defines a mind map as a powerful graphic technique, which activates both hemispheres of the brain and supports all its functions and, therefore, increases the cognition process greatly. The method gained popularity and the following researches: G.P. Adesope, G.H. Cunningham, B. Holland, and a lot of others. Grounded on all the above mentioned the author has a reasonable background to consider the mind mapping technology to be necessary for implementation into educational process at the National Academy of Internal Affairs. While giving some practical advice T. Buzan recommends to include the following rules of s mind map's creation:

1. Start in the centre with an image of the topic, using at least 3 colours.
2. Use images, symbols, codes and dimensions throughout your mindmap.
3. Select key words and print using upper or lower case letters.
4. Each word/image must be alone and sitting on its own line.
5. The lines must be connected, starting from the central image.

6. The central lines are thicker, organic and flowing, becoming thinner as they radiate out from the centre.

7. Make the lines the same length as the word/image.

8. Use colours – your own code – throughout the mindmap.

9. Develop your own personal style of mindmap.

10. Use emphasis and show associations in your mindmap.

11. Keep the mindmap clear by using radial hierarchy, numerical order or outlines to embrace your branches.

It also must be cleared, that the process of formation of mind mapping skills must be gradual and correspondent to the language knowledge and cognitive skills of the cadets. So, the whole process of the technology's implementation must be divided into three periods: initial, semi-productive and creative.

Initial period is introduced with the beginning of the educational discipline English for specific purposes' study. It is characterized by revision of lexical and grammar material, which the following introduction of the specific law enforcement content. During this period mind maps can be presented in order to revise and systematize grammar, to present collocations, to introduce vocabulary, to scheme the text, to form the ground of oral discussion and so on. The teacher's explanations, and control are the characteristic features of the time. The main task of the period is the usage of the prepared schemes and patterns on the specific contextual material and awareness of further independent or collective usage of the method.

The following semi-productive period is introduced by the guided creative work of the cadets. At this stage the cadets are to demonstrate their creative abilities according to the given topic. Here only the sketch is to be presented by the teacher. More complex character of the content and relations between them are to be introduced.

There are a lot of possible examples of the work with mental maps on the second stage. The technology may be shown while working with vocabulary and semantic groups, grammar times and examples of their practical usage (widely spread in the foreign sources), textual information. The choice of marks, lines, icons depend on the teachers and cadets personally and may vary according to the topics, main tasks of the lessons and personal peculiarities of the participants of the educational process. After the second period cadets are to be able to analyze the text and give the mental map of it under the direct supervision of the teacher.

The 3-rd period is to be introduced by the productive level of the cadets' work. Here the high level of motivation is to be supported by the sufficient knowledge of the subject and the highly developed cognitive skills. It must be stated that not all the cadets and study groups will satisfy the whole amount of demands, introduced on it.

According to the given demands the cadets are to organize the contextual material depending on the theme of the lesson. The meta task on this level is to prepare them to the independent creative work with every kind of material. The examples on this level may be introduced while individual and group creative work with further introduction in the group, analysis, feedback and correction of the results.

At the *conclusion* of the article it must be stated, that implementation of the mind mapping technique into the process of study of the foreign languages will increase not only the languages' skills and abilities, but also will be beneficial to the cognitive skills and abilities, necessary for performing future professional duties, formation.

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LANGUAGE TRAINING OF LAW ENFORCEMENT OFFICERS AND LAW ENFORCEMENT SPECIALISTS

Knowledge of foreign languages is a great opportunity for successful employment. At present it is impossible to imagine higher professional education without qualitative training. Professional activity of the police personnel, formation of the skills of diagnostic interaction, professional education and training of law enforcement officers are gaining great influence. The main goal that language training includes is the formation of