forms is traced. All poems are strophic. Monostrophic forms prevail (I period – 93 %,   – 90 %, – 89 %).

Strophic verses are represented by the following stanzas: dystych, katren, 5 verses, 6 verses, 7 verses, 8 verses, 9 verses, 11 verses, 12 verses. A tendency towards a gradual reduction of the proportion of katren stanzas is traced. Instead, the number of 8 verses is increasing. This phenomenon is due to S. Vorobkevyh tendency to create lyrics. Vorobkevych's versatile designs are most widely represented in the lyric of the last period (11 %), in the second and first periods their number is 10 % and 7 % respectively. The poet uses predominantly accurate rhyme (85,6 %). The percentage of approximate rhymes is 10,4 %. Inaccurate rhymes – 17,6 %. The poetry rhyme is predominantly monotone grammatical 74,6 %, with the prevalence of verbose – 40,7 %.

The results obtained are an important material for expressing our knowledge of the poetics of S. Vorobkevych's poetic works; they are the material for comparison with the similar material on the artistic nature of Y. Fedkovych's poetic works. On the basis of revealing common features, taking into account the data of other Ukrainian poets of the region of this period it becomes possible to get a general picture of the poetics of domestic poetry works in Bukovyna in the second half of the nineteenth century.

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THE USE OF PSYCHOTHERAPY PRACTICE IN THE MENTAL HEALTH CARE OF STUDENT'S YOUTH
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The problem of mental health is becoming increasingly important in today's world. Scientists discuss the norms and disorders of mental health, various of psychotherapeutic and psychological-pedagogical practices.

Psychological science and practice pay attention to the study of mental and psychological health of student youth. In particular, the socio-psychological adaptation of students and the need of self-determination in the future professional environment are in focus.

Aspects of mental health were considered in the scientific literature by the following representatives: O.V. Alekseev, M.Y. Boryshevsky, S. Bratus, L.F. Burlachuk, I.V. Dubrovina, G.V. Lozhkin, M. I. Mushkevych, O.V. Naskova, I.V. Tolkunova, S.D. Maksymenko, O. V. Khukhlaeva and others.

Mental health refers to cognitive, behavioral, and emotional well-being. It is all about how people think, feel, and behave. People sometimes use the term "mental health" to mean the absence of a mental disorder. Looking after mental health can preserve a person's ability to enjoy life. Doing this involves reaching a balance between life activities, responsibilities, and efforts to achieve psychological resilience. Conditions such as stress, depression, and anxiety can all affect mental health and disrupt a person's routine. Therefore priority attention is needed the complex realization of measures to the effective prevention of diseases and risk factors for their development among students, creation of pre-conditions for forming in students the principles of healthy way of life and health-protecting behavior, improvement of medical care and implementation of monitoring the health status of students.

When stress is prolonged, it can lead to psychosomatics. Psychosomatics occurs when "speaking the body" becomes the main way to express emotions. The ability to express their main emotions through words is blocked for some deep reason. A person sarts to "feel" and "think" with the body instead of words.

Psychodrama - is a therapeutic method that can translate body language into the language of human feelings. Psychodrama emerged as a method of group psychotherapy in which one of the main elements is play. The founder of psychodrama - Jacob Levi Moreno, said: "If you change the inner reality of man, it will change his real life." The main components of psychodrama are: roles, play, spontaneity, "tele", catharsis and insight.

Characteristics of using role-playing as a tool to work with the symptom: has its own well-developed psychodramatic theory; - has a methodological basis for practical use; allows you to "pass" the protective mechanisms of the individual's psyche; is both an analytical and an effective method. During the role-playing game, internal images appear on the "stage" that fill our consciousness. Having the idea of the symptom as a symbolic image, a metaphor, we can work with both situational pain and severe chronic diseases. The main goals of role play are the ability to visualize the problem and choose the most appropriate behaviors in the problem situation for students which have psychosomatic problems.

Role-playing involves the change of stereotypes about one's own body. Role-playing has predominant features in comparison with other types of practice. It basically contains real situations from the life and activity of the student. Practical technological processes of RP doesn't take place in thinking, but in action, which allows the active use of intelligence, perception, memory, as well as emotional, sensory and physical components of human behavior. It combines lightness and depth. RP gives the opportunity to feel, understand and comprehend the psychological state in the technique of "exchange of roles". It allows to search the process of intrapersonal conflicts and promotes disclosure of personal resources: increases the spontaneity and creative potential of the person.

Rak O.M
LEXICAL AND SEMANTIC COMPARATIVE CHARACTERISTIC
OF THE VERB FACERE IN LATIN AND FRENCH

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Semantic structure of the verb *facere* is extremely rich and diverse both in Latin and French, it is not chaotic, has its own system and its development tendency. Using linguistic, statistic and comparative research methods, it was possible to identify the frequency of use of the given verb in different functions on the examined material.

Number of semantic diversity that the verb under study acquires and its lexical meaning depend on the functions and those semantic and syntactic relations between *facere* and other words and their meanings inside Latin and French lexical systems.

Independent use of this verb contributes to the implementation of terminative semantics, which involves reaching the limit of action, its result ("to do something that will exist", "to made", "to create", "to act", "to commit" that is to perform a certain action, thing).

An indicator of the broad semantics of the most generalized meaning is the use of *fasere* as a substitute verb. In this role the given verb expresses any specific action, condition, excitement: "to present, to pay, to sell, to adjust, to cry, to talk, to make" etc.

Coherent use of the verb under study is characterized by general coloring as: "to force someone to accept or to have this or other condition or view" (to make happy, to make one's own etc.)

The presence of homogenous descriptions of functional and semantic structure of Latin verb *facere* and French verb *faire*, acquired with the help of using the same methodology, allowed to determine the most general and obvious similarity and difference features in the structure of the verbs mentioned above.

Latin verb has at its disposal the same functions as French verb *faire* = they can be considered as universal verbs. The original function of *faire* and *facere* is their role as independent verb, which includes direct-transitive and non-objective use, and *faire* and *facere* are words of high frequency. Distinctly, Latin verb *facere* succumbs in use to verb esse, at the same time as *faire* in French dictionaries is on the third place after tre and avoir.

However, it should be mentioned, that degree of abstraction of French verb in connection with certain nouns is higher in comparison with Latin verb. In the French language *faire* is capable to converge semantically with the verb "to be". Sometimes it can be substituted by the verb tre without violating the meaning of the phrase, for example: "Je n'ai rien de ce qu'il faut pour faire