result of logical arguments: «That law was created to stop wizards passing on Dark artifacts» [3, p.109]

Indeed, the use of terminology in fiction has spread differently. In the art-style fiction terms are used literally and figuratively. Indirect (nominative definitively) functions they are used in writings on that subject, which describes various processes and technologies. The semantics of terms carrying nominative and communicative function largely depends on individual author's methods of putting them in tissue language prose work.

According to T.V. Katysh, «the terminology in literary works mainly introduced without explanation. If the artistic work necessary to enter the highly technical terms, their value usually explains by the author. Using terminology vocabulary in artistic texts should not complicate the perception of the text. Here terms used not only to recover the concept but in order to clarify the essence of phenomena reveal by its contents» [2, p.9]. For example term «Will» needs no further explanation, because its value derives from the context of the sentence: «I am here, as I'm sure you know, because of Albus Dumbledore's will» [3, p.109]

Given all of the above, we note that, when used in fiction and newspaper texts, the term loses its specific features.

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USE OF QR-CODES IN THE EDUCATIONAL PROCESS

The current state of the art education provides many ways to use them in educational process. Our review of the literature has showed that they can be divided into six major categories:

1. Search tasks (eg .: «Treasure Hunt», «Hunting for «Easter eggs»» etc. [2, p.86-87].

2. Outdoor activities (eg.: «Investigation of physical objects», «Geocaching for creating tests,» «Creating a kinesthetic activity of reading,» etc. [1, p.90; 2, p.486-89].

3. Paper-based task (eg .: «Futuristic book», «Paper-based tasks» etc. [3, c.490].

4. Learning content created by pupil/student (eg .: «Portfolio», «Personal profile, website, web page ...») [3].

5 Making the instructions (eg .: «Create a graph/chart ...», «Match the beginning and the end», etc.) [4]

6. Sharing information (eg .: «Virtual tours around universities, schools ...», «Voting on Twitter, FB, VK ...», «Announcement of the events at the university, school, etc.», etc.) [4]

Search tasks allow students explore their community and solve problems related to the environment and so on.

Outdoor activities allow students or students explore the practical implementation of scientific disciplines, such as «Species of Wild Fauna and Flora», «Creation of adventure stories» and others.

Paper-based task can contain QR-code with links to multimedia resources such as video clips or audio materials when listening exercises [4, p.2-3].

Learning content created by pupil/student shows statements or other content on the Internet and provides the opportunity to share their work with the help of QR-codes. For example, students can write book reviews, and attach the QR-code on the inside cover of the book or they can write children's books and record their reading, and then add the QR-code with links to audio, to create an interactive reading experience [2].

Sharing of information via QR-codes is a convenient way in organizing various activities: extracurricular activities or work independently. For example, when voting for the selected team enough to scan the QR-code command. So, no need to write a message or filling out forms.

These categories of using QR-codes in education can be mixed and combined.

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THE AIM OF USAGE QR-CODES IN THE EDUCATION

Considering the question about the usage of QR-codes in an educational context, it is important to see QR-technology as motivating factor in studying. The main focus should be put on the pedagogical usage of them than its technological one

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