

- об'єднує знання і практику;
- підтримує розвиток безлічі навчальних навичок.

Клінічні випадки, що входять до кейсів, є ключовим компонентом ефективності застосування даного методу. Техніка кейсів дозволяє студенту відчувати ситуацію (наприклад, вступити в переговори з родичами пацієнта), вивчити історію хвороби пацієнта, уявивши себе в ролі доктора; допомагає пояснити і інтерпретувати проблему, допомагає оцінити позитивні і негативні моделі поведінки учасників запропонованої ситуації. На біохімічному рівні у студентів може активізуватися оксітоцин, гормон, який сприяє вихованню таких рис характеру, як співчуття, великодушність, емпатія до хворих. [1;24] Клінічні ситуації служать тим інструментом, за допомогою яких студенти-медики пізнають багато нового з реальних життєвих ситуацій.

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#### **The Use of Internet Technologies at Foreign Languages Teaching**

Today in terms of the worldwide globalization the development of information technology leads to some new ways of the Internet resources application. Now the implementation of informational technologies in the educational process takes one of the leading places among humanitarian disciplines. We can clearly observe that the possibilities of foreign languages teachers to use different methods of multimedia technologies are greatly enlarging. Due to this process the optimization of the

teaching process takes place and the language learning becomes exciting and helps the students learn foreign languages and reveal their cultures.

At present we can find language learning materials supplied with their electronic versions. The electronic versions give possibilities to listen and watch video clips as many times as the learners need it. Also the language learners can enrich their theoretical language knowledge by the use of different Internet resources. Much support for this aim is provided by on-line dictionaries. Such availability of the educational material as well as a large amount of learning materials help make the process of the language learning interesting and exciting.

Another advantage is the virtual environment which makes it possible to communicate with real language speakers and discuss actual problems.

It should be noted that any foreign language as a subject, by its specification, allows the use of artificial language environment to great extent due to the lack of language environment. This is one of the main reasons why multimedia methods have found their diverse application in the foreign languages teaching.

The didactic characteristic of the multimedia method is based on the two important functions of the Internet line – informational and communicative, what is characterized by the textual, visual and sound presentation of information; integrated presentation; information search; getting and transferring information; information keeping, structuration and classification.

Language learning with the use of Internet-technologies requires certain didactic system based on the individual approach to the language learning. This approach is oriented to critical creative way of thinking development. These aims are reached by the additional search of the necessary material, comparison of the opposite points of view, optimal decisions of the problem situation taking etc.

The use of Internet-technologies in the foreign language teaching is characterized by the ability to reach the following goals: 1) development of skills to be able to speak a foreign language in different spheres and situations 2) language skills development and improvement 3) development of skills to work without supervision and to organize research work on account of the students' creative

activity organizing with the use of Internet-technologies, that initiates independent work of learners and diminishes gaps in their language knowledge and skills; makes the motivation level for foreign languages studying higher 5) formation of communicative skills and culture.

Another very important task of the higher education effectiveness is the optimization of individual work of students. High quality students training is possible only under conditions when the main load is put on individual work and not on auditory classes. Therefore, it is Internet technologies in combination with modern informational technologies that assist in reaching the above mentioned aims.

Individual work of students with the use of Internet technologies can be realized during auditory language learning classes and independent work of students.

The class work carried out by the students individually is done under the supervision of the teacher in the classroom equipped with the Internet. Another variant for the Internet use is when the students are proposed specific tasks which the students can do only by means of the Internet resources use. In this case the individual work of students can be done by them in any place convenient for them, what is a great advantage for this kind of work. The individual variant of the Internet-technologies integration will allow to realize the following tasks:

- to estimate students' individual work and at the same time provide them with more opportunities as for the time and action;
- minimize the difficulty of the set task by taking into consideration the level of computer operating skills;
- to integrate the form of the Internet use optimally, taking into consideration the main aspects of the foreign languages teaching with minimal commitment;
- the method teaches the students to be more responsible for their own knowledge, as they must be able to organize their time, decide what information can be valuable for the tasks and be able to express their own point of view.

Therefore, a foreign language teaching creates the ground necessary for the Internet-technologies integration into the educational process as one of the qualitative type of the individual work.

There are two types of individual work which can be done by students in the Internet during foreign languages learning. The individual work is a well-planned and controlled educational process that requires special methodology of the Internet resources use for foreign languages teaching.

Individual work of students entails specially organized information search, analysis and transformation of information, and also specially organized participation in the web-project; Internet communication by means of e-mail and forums.

Information from the Internet resources can be used in three main ways: to use it as an additional source of information by means of different searching systems (Yandex, Rambler, Yahoo, Google, etc.); to search for the additional material that has been chosen by the teacher on the special web addresses; and the last way of the Internet resources use is the combined way when the student uses the Internet material recommended by the teacher and also adds the necessary material found by means of the searching system but selected by himself.

The most optimistic type of the Internet resources way of use in the course of foreign languages learning is the third type as it gives students the possibility to use selected and adopted by the teacher language material and also to realize individual search of necessary information.

Students with different level of foreign languages knowledge (starting, intermediate and advanced) can be proposed to perform language tasks which require the Internet resources use. For individual work with electronic resources the students must be given a list of the Internet resources (hotlis).

Taking into consideration the level of foreign languages mastering, the students can be recommended to do the following tasks: 1) the teacher gives the students Internet addresses concerning different aspects of English grammar or business English and asks them to do these tasks taking into consideration the reference material mentioned in these Internet resources; 2) the teacher asks students to find the Internet material for the thesis, diploma or course work).

In conclusion, it should be emphasized that Internet resources must be used in the foreign languages teaching with the aim of educational process optimization and

improvement of speaking and auding skills to acquaint students with peculiarities of cultures and traditions of countries the languages of which they learn.

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### **Інноваційні педагогічні технології навчання української як іноземної**

Одночасно з традиційними видами навчально-пізнавальної діяльності студентів у сучасному освітньому процесі цілком виправдано застосовуються інноваційні педагогічні технології навчання мов. Вони неабияк сприяють активізації навчального процесу іноземних студентів у ЗВО, оскільки системно розвивають професійні якості майбутнього фахівця, широкі спілкувальні можливості іноземних слухачів за будь-якої нагальної професійної або побутової потреби.

Серед використовуваних як традиційних, так і інноваційних педагогічних технологій навчання цієї мовної дисципліни для іноземних громадян виокремлюємо метод творчого навчання, що удосконалює евристичні інновації. На різних етапах навчання у ЗВО перед іноземними слухачами бакалаврату та магістрату постають найрізноманітніші достатньо складні проблеми практичного застосування української як іноземної (власне бачення наукової картини світу; уміння здійснювати науково-теоретичні узагальнення українською з певних фахових дисциплін; усвідомлення причиново-наслідкових зв'язків між науковими явищами і поняттями тієї галузі знань, яку опановує іноземний громадянин; оформлення та аналіз результатів розумової праці, тобто реферативних, курсових, бакалаврських та дипломних робіт; написання та виголошування текстів наукових доповідей; формулювання питань та відповідей під час наукових дискусій). Інноваційні педагогічні технології, які налаштовані на самостійне творче навчання, так і під