

4. Більшість українців Мазепі не повірили, тому що до цього часу гетьман слухняно підкорявся царю.

5. Коли цар Петро дізнався, що Мазепа перейшов на бік Карла XII, він сильно розгнівався.

Домашнє завдання:

1. Вивчіть теоретичний матеріал про обставинні відношення в складнопідрядному реченні.

2. Підготуйте монолог-розповідь про гетьмана Івана Мазепу за складеним називним планом.

Отже, виконання передбачених завдань допоможе іноземним студентам засвоїти сполучники підрядності, що передають різні типи відношень між предикативними частинами складнопідрядного речення, а також забезпечить уміння послуговуватися цими синтаксичними конструкціями у зв'язному мовленні.

Література:

1. Пасічна О. В. Методичні вказівки до практичних занять з дисципліни «Українська мова» (суспільно-політична сфера. Ч. 2.) для студентів-іноземців I курсу всіх спеціальностей ДВНЗ «Криворізький національний університет» / О. В. Пасічна. – Кривий Ріг: ВЦ КНУ, 2015. – 40 с.

*Петрова О.Б.
Харківський національний медичний університет
м. Харків, Україна
e-mail: lingace@gmail.com*

Integrated approach to classroom work in the foreign language for specific purposes

The concept of higher education in non-language universities involves foreign language training as a necessary condition for the formation of professionalism of a modern specialist. It is the proficiency of a foreign language that increases the quality of acquiring world information in the specialty, allowing the specialists to

communicate freely with foreign colleagues for a professional purpose. Future development is associated with high-quality foreign language training of professionals, which ultimately will contribute to the successful integration of Ukraine into the European culture and communication space [2].

Teaching a foreign language at a non-language university is carried out within numerous subjects in relation to different specialties, types of training and levels of education. Foreign language training is integrated in the medical university and is one of the components of multidisciplinary training of professionally qualified specialists, a means of forming a foreign language professional competence of specialists.

The logic of learning in the non-language university, that means providing education in a particular professional field, requires the necessary condition – the link between the disciplines studied [4]. The interdisciplinary connections at the medical university are aimed at formation of professional competence, creating integral professional picture of world perception of the students.

University subject "English for specific purposes" is integrated into the general educational process, aimed at achieving the result – training of a professionally qualified personality in the field of health care.

It is integrated in the process of professional training and determines the specific purpose of the subjects in the foreign language training complex.

Foreign language for specific purposes at the medical university demonstrates mainly perspective interdisciplinary connections, as the foreign language is studied predominantly in the first and second year, in parallel with professional subjects (preclinical subjects – microbiology, anatomy, histology, physiology, etc.) or before them (clinical subjects – therapy, surgery, neurology, infectious diseases, dermatology, etc.).

A great attention in this aspect is given to English medical terminology, both general and specific, depending on the profile of education, which is one of the main components of professional foreign language. Knowledge of English improves the level of professional knowledge and allows to improve the professional level, in the

course during the university years, and at a later stage, by updating professional level in accordance with the world's achievements in the one's specialty.

Integration of the discipline “Professional foreign language” with the professional disciplines that are the part of syllabi at the university, allows to form a foreign language component within the professional competence in the fields of preclinical and clinical subjects.

Actually, foreign language competence includes, among others, both general language and professional language components. Integration of the subject “Professional foreign language” with professional disciplines is getting more value in connection with the implementation of the Unified State Qualification Exam for medical university students, which includes a foreign language component.

In the course of “Professional foreign language”, students learn the algorithm of analysis which is used for English medical terms in English world [1, 4].

The most effective way to study English medical terminology in the world teaching theory and practice is to achieve understanding of the word structure and the meanings of the combining forms (e.g., *hepato – liver, gastro – stomach, entero – intestine, stomato – mouth, itis – inflammation, oma – tumor, radio – ray*, etc.), and to acquire the strategy of constructing medical terms and, vice versa, dividing terms into structural significant components.

To reproduce English terminological systems of the target branches (*human anatomy, physiology, pharmacology, microbiology, medical biology*, etc.), the manuals, created at the department, include analyzing of the texts taken from authentic medical and popular science sources on medical issues.

Interactive ebook on the language of medicine written by D. E. Chabner [3] is available online. Additional materials, interactive exercises help students learn English medical terminology. English terminological competence of the doctor is important for the general professional communicative competence.

Teachers constantly improve teaching methods, find new approaches for presenting linguistic material, taking into account the peculiarities of the specialty chosen by the students. Learning a professional foreign language becomes more

effective if it is professionally directed in accordance with the specific needs of the future specialty of the student's communication.

Thus, foreign language for specific purposes as a subject is included in optimization of interdisciplinary integration at the medical university. The fundamentals of terminology in the language of medicine are integrated in the whole university course of studies and contributes to the formation of students' professional competences, the development of clinical thinking.

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*Попова А.И.
Харьковский национальный автомобильно-
дорожный университет
г. Харьков, Украина
e-mail: rki314@ukr.net*

Использование сервиса Google Arts & Culture в профессионально-коммуникативной подготовке китайских студентов

Формирование и развитие речевых навыков и умений в четырёх видах речевой деятельности, составляющих основу учебно-профессионального общения иностранных учащихся всегда было актуальной задачей в практическом изучении русского или украинского языков в вузах Украины.

Специальное высшее художественное образование стремятся получить в основном студенты из Китая. Преподавателям, обучающим китайских студентов русскому или украинскому языку, хорошо знакомы трудности, с