"funktionieren".

Neben diesem Aspekt der "Anwendungsfreundlichkeit" des Spieles ist noch ein anderer hervorzuheben: da den meisten Lehrern viel zu wenig Zeit zur Unterrichtsvorbereitung zur Verfügung steht, benötigen sie Tips, wie man ohne aufwendige Materialproduktion zu vernünftiger Unterrichtsgestaltung kommt. Was Spiele betrifft, so ist es wichtig, oftmals auch ohne vorbereitete Karten, Spielfelder oder andere Requisiten auskommen zu können.

Es kommt bei einer Zusammenstellung von Lernenspielen für die Unterrichtspraxis vor allem auf die Auswahl, die Art und Anlage der Erklärungen und die Zuordnung von Spielen (zu Unterrichtszielen und -themen) an. Eine solche Arbeit kann nur jemand leisten, der auf einer umfangreichen Unterrichtspraxis aufbauen kann. Man hat diese Voraussetzung, alle Vorschläge ohne ernstliche Probleme in die Unterrichtsgestaltung aufnehmen zu lassen.

Das heißt nun nicht, dass dem Lehrer die entscheidende Aufgabe, die der Anpassung des Vorgeschlagenen an die jeweils vorhandene Lerngruppe, abzunehmen wäre. Als nützlich erweist sich dabei die Erfahrung, dass oft geringfügige Veränderungen der Spielregeln, die oft auch von den Lernenden angeregt werden, die Attraktivität eines Lernspiels verbessern oder es gar "retten" können.

Ein besonderes Problem der Anpassung solcher Unterrichtsverfahren stellt sich immer dann, wenn die Lerngruppen oder einzelne Teilnehmer den Nutzen spielerischer Arbeitsformen nicht sehen wollen oder sie wegen ihrer festgefügten Lerngewohnheiten nicht akzeptieren können. Ich habe in solchen Fällen erfolgreich versucht, die "fließende Grenze" zwischen Spielen und anderen Übungsformen zu nutzen und behutsam immer mehr spielerische Lernverfahren anzubieten. Wenn einige der vorkommenden Übungsvorschläge nicht ganz dem entsprechen, was man normalerweise "Spiel" nennen würde, so eignen sich gerade diese für solche Übergänge, für das Heranführen spielungewohnter Gruppen an Unterrichtsverfahren, die eine angstfreie und gelöste (und deshalb sehr erfolgreiche) Lerntätigkeit ermöglichen.

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## VIRTUAL IDENTITY CONSTRUCTION AND MANIFEST6ATION: INTRODUCTORY ANALYSIS

The article highlights the issue of virtual identity and the environment it is supposed to be constructed and developed. The author discusses the challenges facing the study of identity from the sociological perspective. Based on the current literature on the subject matter, the concept of cyberspace and its dimensions in relation to virtual identity of its participants have been defined in the paper. The idea of taking under control the process of virtual identity development has been defined as a necessary action to be taken by people.

Key words: cyberspace, virtual identity, physical space, virtual reality.

**Introduction.** Identity has always been assumed as a "problematic and complex concept" believed to be "nonfixed and non-rigid and always being (co)constructed by individuals of themselves (orascribed by others)" (Omoniyi and White, 2006, p. 1). Although there seems to be some clear definition of what identity is, it is not so easily perceived and understood by not only commonplace people, but the researchers themselves. Sometimes identity is viewed as the synonym for the concept of "self" existing as a defined unity. At the same time, literature references point out the complexity of the notion. A good example of such may be four-component categorization of identity suggested by Owens et al.:

There are four key sources of identity characterizations: personal or individual identity, role-based identity, category-based identity, and group membership-based identity (Owens et al., 2010, p.479).

Viewing identity from the dynamic perspective brings about the understanding of this phenomenon as a result and as a process of various interactions and experiences an individual happens to participate in. Owens et al. define "an identity process" as "acontinuously operating, self-adjusting, feedback loop" (Owens et al., 2010, p.484). This attitude to identity emphasizes its complexity. Furthermore, its "process" nature indicates the multiple element structure of identity, with never constant elements, which tend to be constructed, reconstructed, changed, eliminated etc, thus pointing out to the flexibility of identity due to certain environments. The understanding of identity, presented by Roesler, summarizes the mentioned above:

The feeling of identity gives us an answer to the question, 'Who am I?' and conveys a feeling ofthe uniqueness of one's own life, the fact of being different from other persons. It is the innerauthority which gives the person a feeling of continuity and uniformity over time and over

different situations and which produces coherence, that is, a cohesion between all the differentexperiences in all aspects of life. (Roesler, 2008, p. 422).

Identity construction process is also seen as a complicated process "that

incorporates the interdependent mechanisms of self-presentation, meaning-making, socialinteractions and relationships, and culture" (Woodworth, 2011). Owens et al. suggest, "identities are elementsof both the social structure and the individual self-structures that internalize them. Whileindividuals may incorporate meanings associated by social positions anddistinctions...the menu from which they choose to do so is created by a larger socialenvironment" (Owens et al., 2010, p.480). This brings us to a conclusion of the changeable character of identity, which deprives it of situational permanence, as well as the defined structure with clear-cut components. This, in its turn, puts identity into the dependence on a number of internal and external factors which influence its construction.

Social nature of identity

Not only can we ourselves actively be multiple and play with our identities, but the virtual environment and the people around us can also have their effects on our virtual identity. Modern times have exacerbated previous notions of "identity uncertainty"(Roesler, 2008) and crises. As Roesler notes, "it cannot be denied that late modern conditionspresent an unstable basis for the formation of identity" (Roesler, 2008, p. 423). Thus, identity issues are more and more shifting to the realm of a multidisciplinary research area, demanding the scientists to carry out a careful study of identity to provide a coherent analysis ofhow modern identities are constructed, virtual

identity in particular, and the effects and implications of these processes.

The complexity of identity is highlighted not only by the specificity (uniqueness) of each individual identity (or multiple identities) that people construct, but by the fact that this identity (or identities) is influenced by society, an individual's immediate and distant environments, which can be

co-constructed as well, thus enabling others to ascribe identities to persons, and, as a result, participate in the process of theiridentity shaping.

Individual physical characteristics and external attributes play a significant role in a person's identity construction. One may identify as fat, slim, beautiful, ugly, strong, clever, to name but a few. Such attributes are a reflection of how people are embodied in the world. Although culturally there might be huge differences in values of physical characteristics of individuals, a person's body still somehow presents an essential component of his/her personal identity and the way people perceives who they are. As Owens et al.note, "physicalcharacteristics...are...incorporated into a person's self-image and thushave the potential to shape one's behavior or one's social and psychological well-being.They also...have an external character that influences how others respond to us, shapingtheir internalization into the self-concept" (Owens et al., 2010, p. 479). This is drastically felt as a consequence of modern societal development,where physical beauty has been extensivelyemphasized in the media, both implicitly and explicitly, so many individuals take pains(cosmetic surgery is the most vivid example) to adjust their bodies to the perceivedstandards, since it is believed to have a significantimpact on shaping personal identities.Owens et al. also argue that despite its "unique identifiers and an individualnarrative", personal identity is "social and institutional in origin" (Owens et al., 2010, p. 479).

Spatial nature of identity

Interacting with multiple social groupings, such as the family, the neighbors, educational circles etc, people realize the specificity of space division, which makes them map in their mind the picture of world constitution, what boundaries separate those groupings both spatially, sociallyand mentally.The mentioned above multiple sets of boundaries seem to configure space differently, injecting various sets of meaning intoto each particular part separated by those boundaries. As a result, on a daily basis, "individualsconfront radically divergent mental maps of how the world is configured (Migdal, 2004, p. 8). This mental world configuration is commonly based on the principle of identifying familiar and unfamiliar spaces. At the same time, encountering some new areas of the world, the mind of a person works hard to sort them out and assign a particular place, that of 'familiar' or 'unfamiliar' space, thus helping the person find out where he/she is, how confident and safe he/she is in them, and organize the environment in a neat manner. Exploring new space in the physical world has always been the task of humans, which means they have genetically gained some internally acquired experience over time since the dawn of their evolutionary activity. Modern times, rich in technological innovations and information flows, totally unfamiliar for human species, seem to pose quite challenging tasks.

The technological reality of contemporary lifeis a classic double bind(Turkle, 2011). People use technology to simplify life, yet it turns out thattechnology actually makes life more complicated. Feeling the lack of time, individualssearch and create technology to help manage the new tasks and obligations, only to discover that the technological creations meant to fix the problems place new demands, often challenging and overwhelming, or even sometimes impossible to complete.

Currently, humanity evolution seems to be transforming from biological to technological. While new technologies are being developed at the speed of the light, their developers fail to notice that in this way human species are not only influencing society and themselves, but are also violating the previously accepted nature of reality. People have become more affected by a constructed reality than ever before, especiallyby technologically constructed digital reality. Human interaction with technology is more and more challenging. Very few now are content to just watch or observe technology performance on the screen in front of them. The lack of satisfaction with what has already been created leads people to find the ways of how to enter technology by creating a virtual reality, now referred to as VR (a virtually simulated environment). As a result, the conventional view of identity needs thorough reconsideration, triggering the tendency for coining new concepts with virtual identity to be one of them.

Our understanding of virtual identity consists of the connotations implied by the parts within the mentioned above word combination. 'Virtual' takes its meaning from something associated with the non-real, anonymous, non-defined conditions of the Internet, its spatial and temporal obscurity and uncertainty of the cyberspace explained by Bell (Bell, 2000, p. 3) in the following way: 'We can be multiple, a different person . . . each time we enter cyberspace, playing with our identities, taking ourselves apart and rebuilding ourselves in endless new configurations'. This contemplation partially explains virtual identity. Due to anonymity, freedoms of time and space, and absence of audio-visual context in cyberspace, identity is viewed as unstable, flexible,fluid (and thus inauthentic and deceptive). In this version of identity, 'virtual' becomes a red herring: a moniker that perpetuates the myth of the authentic, stable and essential identity. Remembering the view of some postmodern scholars claiming that all identities possess the features of unreal, and consequently non-existing, deceptive and virtual (Benwell&Stokoe, 2006, p.245), we may conclude that 'virtual identity' is simply the identity manifestation that takes place online, in the cyberspace. This implication brings us to the necessity to take a deeper look at the cyberspace architecture and observe the nature of identity work in this type of environment.

Scientists believe that the mentioned above new technology powered by VR "will not only revolutionize the industries of video gaming and entertainment, but also education, healthcare, business, and even society at large. As we are immersing ourselves in, and enjoying, these augmented realities, it is becoming increasingly likely that our mental functions are being altered (Gackenbach&Bown, 2017, p. xxiii). Although the quotation has been expressed just a few years ago, as this paper is being written, the words mentioned in the source should now be presented in the present perfect tense form, thus indicating the idea that people are far behind the rate of changes that are taking place due to human endeavor for new technologies.

The nature of virtual identity

In online virtual spaces (virtual worlds, cyberspace, social network sitesor SNSsetc) people can performand existin many different representations by means of a number ofvarious mediums.With regard to the mentioned in this paper multiple identities individuals use virtual spaces and the available resources and tools foridentity shaping and self-manifestation of those identities(Turkle, 1999; Suler, 2002, 2016). This fosters the experience offragmentation in identity construction, since the moment individuals enter the realm of virtual space, they seem to leave theirbodies behind, breaking the bonds with the physical world which starts do distance people from what they believed they were, throwing them into the whirlpool of virtual experience, but which is seemingly

more fragile or flexible than that obtained in the real, physical world. Therefore, as has been noted in the literature (Turkle, 1995, 1999;Suler, 2016, 2017), the successful communication of ouridentities rely on our self-representations and the nature of the interaction. The mode ofself-representation will vary according to the medium (which is usually carefully selected) through which people choose toexpress themselves."There are a variety of possibilities and combinations of possibilities, each choice givingrise to specific attributes of identity" (Suler, 2017, p. 2).

The ongoing process of identity construction and formation in the physical world continues as peopleengage deeper in virtualspaces. Entering virtual spaces with the set of multiple identities, people come to realize that virtual spaces offerthe opportunity to continue their identity configuration projects in totally new and exciting ways, together with other participants/dwellers of the virtual world. There is no wonder, such opportunity for identity experimentation andconstruction in virtual spaces can have its pluses and side effects the discussion of which might be the subject matter of a separate study.

At the same time, cyberspace is a psychological space, and it is supposed by some academics to be mapped. Sulerhas defined a theory of cyberpsychology architecture: eight dimensions that shape the total experience of a person interacting online (Suler, 2017, p. 1-14). As the eight dimensions shift from one instance to another, so does reality for the user. The outline of cyberpsychology architecture lays the foundation for anin-depth analysis of the boundaries, which are projected between a person and technology-mediated reality:

1.      Identity dimension of cyberpsychologyarchitecture, similarly to traditional psychological, sociological, and philosophical discourse, is central, and all of the other dimensions of the architecture are tributaries that are focused on identity;this dimension is determined by the possibilities provided by online interaction for establishing who the people are, what they express about themselves, what they hide, and how they transform themselves intohyperpersonal self. The digital world gives individuals to choose whether to narrowly or fully portraythe features of their "real" identities from their in-person lifestyles, to claim their online selves as creations of their imagination, to construct the identities which now look like a mixture of a true and fantasized self. Turkle calls such expressions of self as decentered, dissociated, and multiplied (Turkle, 1995). At the same time, online interaction leads to the possibilities of discovering previously unconscious issues of identity, which can help an individual realize a more cohesive sense of self.

2.      Social dimensionrelates to interpersonal interaction in cyberspace, including the patterns of"one-to-one", "one-to-many", "many-to-one", private and dear, strong and long-time or weak and temporary relationships. This dimensionimpliesdata on the interactions an individual participates in, for instance the quantity of contacts, the profiles of contact people, the purpose of social activities and strategies applied in the process of communication, the tools an online environment provides to help reach interaction goals. Although it would be true to say that the social dimension is tightly and synergically connected with the identity dimension, cyberspace is an excellent platform for an agile manifestation of identity with very little or even zero participation of the social part (and this is its huge 'advantage' over physical space), since individuals may perform an "expressive" mode by presenting their hyperpersonal self regularly but without responding to or taking into account others who might show interest in their posts. The "receptive" mode participants, on the contrary,view other people's online behavior withoutinteractingthemselves (Suler, 2016).

3. Interactive dimensionexplains how well people can cope with the options and opportunities provided by an online environment (navigation, modification, customizing etc), in other words, human–computer interaction comes into play here. The more customizable the user interface is (designed and configured by the individual and his/her virtual identity), the more efficiently they can manifest their identity, describe their experiences, by expressing their emotional involvement and showing their eagerness of participation and presence in this virtual environment.

4. Text dimension, together with visual and audio features, still plays one of the most significant roles in cyber interaction appearing in an array of forms: websites, blogging, emailing, SNSs posts, texting, to name but a few. 'Text speak' or 'text talk', as it is referred to in academic literature, implies the application of different from listening and speaking cognitive skills, since typing one's thoughts and reading those of another individual is seen by researchers as "a unique strategy for expressing one's identity, understanding others, and establishing interpersonal relationships. As an internalized, self-reflective dialogue, writing facilitates insight into oneself, while experiencing another person's text facilitates insights into that person as well as oneself as the reader. The verbal systems of the left cerebral cortex tend to involve thinking that is more conceptual, logical, factual, linear, and consciously controlled. For this reason, "putting it into words" during text talk gives people the opportunity to identify, shape, and master otherwise intangible experiences" (Suler, 2017, p. 7).

5. Sensory dimension of cyberspaceimplies the degree and intensity of thewell-known five senses activation. Online environment interaction has brought the exploitation of our sensory experience onto the surface: it is now possible to make long-distance Internet-mediated phone calls by means of video conferencing, thus enabling participants to fully enjoy the 'reality' of physically unreal surroundings (not without the help of imagination, but the latter being reinforced through teasing capabilities of depicting reality online); online gaming entertainment has now come closer than ever before to the boundaries of imitation of real, physical human environments that it is now almost impossible to tell the difference between real video clips and those simulated by computers.Multiple sensory tips of visual appearance, voice and spatial dynamics, visual descriptions of smell and taste, supply more than enough stimuli for effective five senses interaction experiences, thus producing a sense of presence, triggering more emotional involvement, enhancing the impact of cyberspace interaction, and encouraging a more intensive psychological loyalty, often stronger than that of the non-cyber interaction. Abundant sensory online environments provide instantaneous clarity about where you are, who you are, what you are doing, and what specific meanings you want your interaction partners to infer from a particular situation – all these options are often more productive than otherwise would be in real physical environments.

6. Temporal dimension,being different from in-person encounters tremendously, having at its disposal specific technical design patterns of communication channels, social norms of time interpretation etc. The experience of time in cyberspace provided by online interaction possibilities reflects our mind's interpretation of temporality: past, present and future boundaries are often blurred, and, as a result, lose their significance in cyberspace time pattern. Temporal dimension applies its specific principles, which are atypical of the physical encounters:"synchronous versus asynchronous communication, the acceleration of time, frozen time, ephemeral time, and the intersection of cyberspace time into real-world time" Suler, 2017, p. 10-11). Such time interpretation implies certain typology of virtual identities (classified depending on

the time of the day of their online activity, the amount of time dedicated to virtual interaction, their responsive accessibility – some individuals are on the so called 'stand-by' mode, ready to respond any minute), and how their temporal dimension manifestation affects the experience and interpretation of time in both realms: cyber and physical.

7.  Reality dimension: "Online and offline, reality is determined not just by our rational perceptions of the everyday world, but also by archetypal patterns and unconscious ideation. As Morpheus said in the movie The Matrix, "your mind makes it real"—an idea that the reality dimension of cyberpsychology architecture invites us to explore" (Suler, 2017, p.12-13). Individuals' participation in cyberspace tends to recreate realities experienced and established offline, in the physical world. At the same time, the variability is seen in how much those realities differ due to fantasy application and transcendability into one another, that is, the replication of what has been created online into every day experiences, and vice versa. To explain the mentioned above view, it might be useful to take a look at some cyber games or certain social services, which encourage make-believe experiences (the Blue Whale game is a notorious example), or social media resources, inspiring their active participants to portray themselves as they truely are, without distortions or colouring the raw data. At the same time, there are environments which foster ambiguity. Everything mentioned above leads us to a conclusion that certain social norms or commonly accepted 'game rules' or traditions in cyberspace environments may modify the reality, which explains why many individuals eagerly alter their virtual identities, which when assessed and compared with the physical world identity manifestations do not coincide, with discrepancies to be quite evident.

8.  Physical dimension of cyberspace interactionimplies its influence made on the physical world and body.People often turn out to be oblivious of where they are while texting, be it in the crowded public transport, in the street or in bed before falling asleep. The Internet of things, that is appliances, machinery, cameras, and sensors, - all these have become the tools of cyberspace performance immensely visible and present in the physical world, affecting (consciously or unconsciously) the manner and pattern of their communication, both in virtual and offline environmental realms.

**Conclusion.** To summarize, how people tend to understand their identity formation (related to both virtual/ online or physical/ offline environments) and manifestation in modernsociety will depend on the successful and harmless integration of physical and virtual spaces. It is still not clear what kind of attribute can be ascribed to the nature of this integration, but what is evident enough is that the consequencesshould keep the humanity interested or rather alert. A clear-cut understanding of the underlying mechanisms for apositive integration of these concepts is crucial in order to keep the track of all societal transformations, react appropriately and timely to carry outfavorable transition activity for the advantage rather than for the destruction of any type of reality, be it physical or virtual, or any novel one. What is absolutely evident at this point in time, is the complexity of the issue of virtual space and identity in it, and the necessity to investigate both from a multidisciplinary perspective (not only philosophical and sociological alone, as has been recently considered), including psychological, neurobiological, pedagogical, linguistic, to name but a few.

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## ФОРМУВАННЯ SOFT SKILLS У СТУДЕНТІВ ЗАКЛАДІВ ВИЩОЇ МЕДИЧНОЇ ОСВІТИ В ПРОЦЕСІ ВИВЧЕННЯ ЛАТИНСЬКОЇ МОВИ ТА МЕДИЧНОЇ ТЕРМІНОЛОГІЇ

*У статті проведено теоретичний аналіз аспектів формування soft skills у студентів закладів вищої медичної освіти та обґрунтовано актуальність здобуття студентами soft skills. У дослідженні виявлено, що важливим напрямком процесу освітньо-професійного становлення студентів-медиків є сформованість комунікативних та соціальних навичок «soft skills». Визначено поняття soft skills майбутніх медиків. Процес формування «м'яких навичок» ідентифікований як форма едукації, що реалізується через парадигму комунікативних процесів між здобувачами освіти, викладачами та медичними працівниками.*

***Ключові слова:*** *soft skills, «м'які навички», студенти вищої медичної освіти, комунікація, лінгвістичні дисципліни.*

*The article provides a theoretical analysis of aspects of the formation of soft skills in students of higher medical education and substantiates the relevance of students' acquisition of soft skills. The study found that an important direction in the process of educational and professional development of medical students is the formation of communicative and social skills "soft skills". The concept of soft skills of future physicians is defined. The process of formation of "soft skills" is identified as a form of education, which is realized through the paradigm of communicative processes between students, teachers and professionals of medical area.*

***Key words:*** *soft skills, students of higher medical education, communication,*