

language, as the amount of information is really huge. Here I would highly recommend visiting Ms. Steiner teaches Art page, as her tests and quizzes are just a perfect match for Art students.

It's the matter of fact that numerous Art galleries and showrooms opened their virtual doors for everyone, because of lockdown and difficult situation with the Covid-19 people were deprived of opportunity to visit them. So, speaking about the new available progressive ways of teaching Art students I would like to mention virtual tours around the main picture galleries of the world, such as British Museum in London, Guggenheim museum in New York, etc.

To sum up, there are many new ways of teaching English, which are possible under such specific conditions we do have nowadays.

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TOPICAL ISSUES OF TEACHING LATIN TO THE FOREIGN STUDENTS OF PHARMACY

У статті розглядаються проблемні питання, пов'язані з аспектами викладання латинської фармацевтичної термінології англomовним студентам, оскільки інтерферувальний вплив однієї іноземної мови призводить до граматичних й лексичних помилок в іншій. У статті досліджуються фонетичні розбіжності, пов'язані з вимовою окремих літер та буквосполук; змістові неточності, яких припускаються іноземні студенти при перекладі фармацевтичних найменувань, тому що відсутність деяких граматичних категорій в англійській мові викликає певні труднощі при засвоєнні принципів побудови словосполучень. Особливу увагу приділено опануванню фахової лексики та розглянуто типові помилки при оперуванні лексичними одиницями (запам'ятовування, узгодження й порядок слів) у номенклатурних назвах лікарських засобів, ботанічних та хімічних термінах. У процесі дослідження актуальної теми дійшли до висновку, що для усвідомленого оволодіння професійної мови та більш точного розуміння спеціальних термінів слід активно

використовувати компаративний метод при поясненні нового матеріалу з латинської мови.

Ключові слова: латинська мова, фармацевтична термінологія, лексичні одиниці, англомовні студенти, компаративний метод.

The article addresses problematic issues related to the aspects of teaching Latin pharmaceutical terminology to English-speaking students, as the interfering influence of one foreign language leads to grammatical and lexical errors in another one. The article examines the phonetic differences associated with the pronunciation of individual letters and letter combinations; semantic inaccuracies, which are assumed by foreign students in the translation of pharmaceutical names, because the lack of certain grammatical categories in English causes some difficulties in mastering the principles of phrases. Particular attention is paid to the mastery of professional vocabulary and the typical errors in the operation of lexical units (memorization, coordination and word order) are considered in the nomenclature of medicines, botanical and chemical terms. In the process of researching the current topic, we have come to the conclusion that for a conscious mastery of professional language and more accurate understanding of special terms the comparative method should be actively used in explaining the new learning material in Latin.

Key words: Latin, pharmaceutical terminology, lexical units, English-speaking students, comparative method.

Teaching Latin involves the acquisition of phonetics, vocabulary, grammar, basic word formation and Greek-Latin terminological elements used in pharmaceutical terminology; special attention is paid to the formation of nomenclature names and terms in the botanical, chemical nomenclature, and nomenclature of medicines. In any discipline, teachers face the problematic issues of adopting a foreign language, how to properly and clearly convey information to students learning a new language and what forms of learning should be used to optimize the learning process.

Most English and Latin nominations have their own specifics: on the one hand it is a common vocabulary, on the other there is a large number of specialized terms. English has about 70% vocabulary of Latin origin, so English-speaking students easily learn lexical material, and some terms are memorized almost without translation, but the interfering influence of one foreign language leads to grammatical and lexical errors in another one. [1, p. 138].

Learning of Latin usually starts with phonetics, so we focus on the different pronunciation of some letters and letter combinations in the alphabet: a, u, c, i, g, h, j, ch. Foreign students pronounce the letters j and g as [dj], although they are read as [j] and [g] respectively: jecur, oris n – liver (of sea animals and fish), Oxygenium, i n – oxygen. The vowel u is pronounced as Ukrainian [u], not [ju]: usus, us m – use. We pay attention to the letter combination ch, which students pronounce as [ch] by analogy to English, and it is to be pronounced as [kh]: charta, ae f – paper. A number of exercises in the textbook and workbook were developed to gradually learn the rules of reading in Latin. [3, 4].

Modern English is an analytical language, namely, in most cases, the grammatical and logical dependencies in it are expressed through the word order. In synthetic languages such as Latin and Ukrainian, the order of words in a sentence is not important, and the role of each word in the phrase is conveyed through the system of endings. These differences in language forms lead to different approaches to the methodology of teaching Latin, namely memorization and use of professional vocabulary.

We pay special attention to the pronunciation of the endings –us and -um, which occur in pharmaceutical terminology in the names of medicinal plants, dosage forms, medicines. Foreign students ignore the pronunciation and memorization of these Latin endings of the masculine and neuter gender: sirupus, i m – syrup, extractum, i n – extract, granulum, i n – agranule, aërosolum, i n – aerosol, Anisum, i n – anise. Synthomycinum, i n – synthomycine, Nitrogenium, i n – Nitrogen. The adjective ending should also be taken into account when memorizing Latin words, because they indicate the gender of the adjective: gastricus, a, um – gastric, asepticus, a, um – aseptic. gastricus, a, um – gastric, pectoralis, e – pectoral, officinalis, e – officinal. In Latin terms adjectives are agreed attributes, they stand after the nouns: aqua purificata – purified water, unguentum Tetracyclini ophthalmicum – ophthalmic tetracycline ointment, succus gastricus nativus – native gastric juice, acidum arsenicosum anhydricum – anhydrous arsenous acid.

In English, on the other hand, the definition always comes first, so the wrong word order in the phrase leads to inaccuracies in the forming of the pharmaceutical term. Difficulties in mastering the material arise when studying the grammar of Latin, namely the topic "Noun cases", because in English, there are only three cases: Nominative (also called subjective), Accusative (also called objective), and Genitive (also called possessive). Since there are only three cases used in English nowadays: Subjective case, Objective case (used for pronouns only) and Possessive case, and in Latin there are many more (Nominativus, Genetivus, Dativus, Accusativus, Ablativus, Vocativus), so this limits the number of options for translating phrases, and when forming a pharmaceutical term in indirect cases, we use the prepositional construction with the same preposition in English sometimes. For example: ad usum externum – for external use, pro injectionibus – for injections, pro die – for a day, contra scabiem – for itch.

Note that the case of a noun in Latin is determined by the end of the word, so when translating the indirect cases into English (Genitive and Instrumental) you can use a preposition with a noun. For example, the use of the construction with the Genitive case: tinctura Valerianae – tincture of valerian, folium Urticae – leaf of nettle, sirupus Sacchari – syrup of sugar, linimentum Streptocidi – liniment of streptocide. However, in the formation of authorized dosage forms, the translation of the possessive form of the proper noun occurs with the help of an apostrophe and the letter s. Solutio Lugoli – Lugole's solution, Liquor Burovi – Burov's liquor, unguentum Wilkinsoni – Wilkinson's unguentum.

The study of botanical nomenclature is characterized by the assimilation of new lexical material with a large number of terms that are incomprehensible to foreign students, and they usually lack an associative idea of the name of a plant. [2, p. 144]. The etymology of medicinal plants is a very interesting topic to study because it is related to the culture, tradition, and mentality of the people, but it is difficult to explain to a person who lives in another country and comes from a different culture. Therefore, the teacher has to form motivational prerequisites for easy learning of new material. When studying botanical nomenclature, it is necessary to start with the terms that partially or completely coincide with the English language. For example: Chamomilla, ae f – chamomile, Oliva, ae f – olive, Mays, Maydis f – maize. But there are many names that do not have the appropriate meaning, so foreign students do not have associative ideas with the name of plants: Convallaria majalis – May lily-of-the-valley, Crataegus sanguinea – Red hawthorn, Hypericum perforatum – Common Saint-John's wort. So, we should not give a lot of synonymous words when explaining the material, but focus on memorizing the pair: Latin – English.

Thus, differences in language forms (analytical or synthetic) encourage using different approaches to memorizing, coordinating, and translating professional pharmaceutical vocabulary from Latin to English-speaking students. In the process of teaching Latin pharmaceutical terminology there are topical issues that should be addressed as follows: to form motivational prerequisites for learning a new language, to use a comparative method of communication language (English) to learn Latin, to demonstrate the need for correct memorization of the complete vocabulary form, with all inflections, for the competent formation of pharmaceutical terms, and to consolidate the skills and knowledge by a large number of practical exercises and test tasks.

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МОТИВАЦІЯ ЯК ОСНОВНИЙ ФАКТОР У ВИВЧЕННІ ІНОЗЕМНИХ МОВ СТУДЕНТІВ НЕ ФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ

One of the best ways to increase learning motivation is to solve problems. The following key elements that aid the teacher in the learning process: material regulation, problem-based learning and play activities have been identified.

Key words: *motivation, language, teacher, learning process.*

Стрімкий розвиток суспільства та ті зміни, що відбуваються вимагають формувати активну, конкурентоспроможну особистість. Потенційні роботодавці зацікавлені не лише у сформованих професійних навичках працівників, а й у комунікативних вміннях і мова йде не про рідну мову, а про іноземну.

У зв'язку з цим одним із важливих завдань підготовки фахівців було і залишається завдання вивчення іноземних мов. В сучасних умовах перед викладачем іноземної мови постає завдання пошуку і дослідження нових для нього педагогічних аспектів, котрі зможуть забезпечити ефективність викладання. Виникає необхідність в розробці і дослідженні методологічних основ забезпечення ефективності викладання, у виявленні структурних компонентів особистості