

movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. On the other hand, besides advantages, the disadvantages of video should also be taken into account. The main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

References:

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INTERACTIVE METHODS OF LEARNING

FOREIGN LANGUAGES

The use of interactive methods of learning is one of the topical issues of the methodology of teaching foreign languages, as interactive training is a form of organization of cognitive activities, the aim of which is to create learning environments in which the student feels his success and confidence. It activates the creative activity of students, trains and develops their ability to think critically and objectively.

It is known that it is a complex process, both from a linguistic and psychological point of view, for students to present their own thoughts and ideas in public, especially in a foreign language. During their speeches, they often can not formulate their thoughts, pick up the necessary linguistic resources, and feel a sense of uncertainty and anxiety. Using interactive technologies in education is one of the most effective ways of formation of the communicative competence of students,

development of public speaking skills.

Among these technologies there are debates, discussions, round tables, conferences, role-playing games. Their goal is the creation of additional conditions for the development of communicative competence of students, the formation of public speaking skills, the skills of dialogue and monologue speech of students in the course of discussions in a foreign language. During the discussions students develop their capacity for independent decision of creative tasks. They learn to express themselves fluently, to manage their own emotions and to cooperate with other people.

As a result of training is to develop skills and abilities to use language as a communication tool, it is a leading principle of communicative orientation. The task of the teacher during the discussion is to guide and assist the process of information exchange by referring to the personal experience of participants in the discussion, to support and encourage their activity, to identify the variety of points of view.

There are extracurricular activities such as a release of a magazine or newspaper. While working on a magazine or newspaper, students learn to use the knowledge obtained from different sources, to meet the new cognitive and creative tasks. It gives them an additional opportunity to express themselves. Creative expression is an expression of human integrated work, a manifestation of his personality. On the other hand, it brings them together, as they often work in groups, help each other select the topic, additional literature and materials, prepare the plan of the magazine or newspaper, etc.

Project activity is another effective interactive method of learning foreign language. It must be emphasized that the creation of the project is a complex and painstaking work. It is interesting for students who want to be real scientists, to gain experience in work with scientific literature, as well as to learn the practical application of knowledge in the field of informational and computer technologies.

Creative project as a form of extracurricular activity on the subject is irreplaceable during the "round tables", newspaper competitions, in preparation for concerts and plays in a foreign language.

The use of interactive teaching methods in extracurricular activities is one of the most effective ways to achieve the main goal of learning a foreign language: to master the language without time frame of the lesson.

Resources

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ФОРМУВАННЯ PROFESSIONAL SECONDARY LANGUAGE EGO ЯК ОСНОВИ РОЗВИТКУ АВТОНОМІЇ МАЙБУТНІХ ФАРМАЦЕВТІВ У ПРОЦЕСІ САМОСТІЙНОЇ РОБОТИ

Концепція автономного/самокерованого навчання (*autonomous/self-directed learning*) в контексті особистісно-орієнтованої парадигми у вітчизняній та зарубіжній теорії і практиці викладання залишається, незважаючи на численні дослідження, все ще методично не вирішеною проблемою і потребує пошуку дієвих шляхів її здійснення.

У форматі одного з принципів Болонського процесу - «навчання впродовж усього життя» наголошується на тому, що самостійна робота активізує особистісний потенціал щодо здобуття освіти, прагнення, вміння самостійно вивчати іноземні мови і використовувати їх у практичній діяльності. Аналіз предмету ґрунтовних наукових досліджень відомих вітчизняних вчених-методистів (Н.Ф. Бориска, І.П. Задорожна, І.О. Зимня, С.Ю. Ніколаєва) та зарубіжних (В. Bloom, В. Laufer, L. Murphy, R. Prigent) та ін. уможливорює дійти висновку щодо необхідності ефективної реалізації дидактичної системи дій для втілення концепції «Навчити працювати самостійно суб'єктів навчання», що означає здійснювати самостійні навчальні