

исследователями, и рассмотреть более подробно остальные типы косвенных речевых актов, которым присуща риторичность. При этом важно установить, являются ли такие косвенные речевые акты типичными или представляют собой уникальные и несущественные случаи.

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DISTANCE LEARNING: APPROACHES AND TERMS

Distance learning is becoming increasingly popular in teaching foreign languages. Modern students often expect online component or support as part of their course. Therefore many institutions offer online learning options to supplement face-to-face classes or they use distance learning. Distance learning has a tremendous potential in teaching foreign languages as it offers an opportunity to integrate innovative and technological advances of online learning with interaction and participation of the best traditional practices. There are a lot of terms in materials about distance learning. Here are just a few groups of terms: eLearning[1], technology enhanced learning - TEL[2]; online learning, blended learning[3], a network learning, computer-based training - CBT, web-based training - WBT[4], computer support collaborative learning - CSCL, Web-supported collaborative learning - WSCL[5]. Recently, the possibility of using cloud services for e-learning - e-learning in the Cloud [6]- is mentioned frequently.

In pedagogical approach the concept of eLearning is mostly close to the traditional understanding of the educational process as a set of goals which should be implemented in the process of interaction between the subjects of the educational process based on the content, methods, forms and tools. Researchers believe that eLearning is a range of different approaches to the use of information technology in teaching and includes the use of information technologies in face-to-face learning. This approach includes net learning when institutions create a local Learning Network, where learning materials, tests and laboratory works are published, and the Internet is simulated if necessary; online learning with some stages such as eAssessment and eClassroom (e.g. TOEFL, IELTS); blended learning - the use of the advantages of eLearning in combination with face-to-face learning; e-learning in the

Cloud.

According to technological approach (Technology Enhanced Learning) each person can ignore educational institution services, and train himself directly on the web using the diversity of its resources. It gives possibilities of inclusion of social and technological innovation in the learning practice, both for individual users and organizations, regardless the time and place of learning of students. Some of the models of this approach are the following: Web-supported collaborative learning (WSCL). Computer-Based Training (CBT) and Web-Based training (WBT). WSCL reflects learning in social networks, but WBT and CBT concepts describe an attempt of educational institutions to maintain their niche in the world of social networks.

Study of terminological situation in distance learning has practical and theoretical aspects. Without a doubt, the development of distance education will require new pedagogical decisions, particularly in creation of resources and collaboration of learning communities.

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**ОСОБЛИВОСТІ ВИКЛАДАННЯ ЛАТИНСЬКОЇ МОВИ ТА МЕДИЧНОЇ
ТЕРМІНОЛОГІЇ В ГРУПАХ ІНОЗЕМНИХ СТУДЕНТІВ З
РОСІЙСЬКОЮ МОВОЮ НАВЧАННЯ**

У статті досліджено особливості викладання латинської мови та медичної термінології в групах іноземних студентів з російською мовою навчання. Для досягнення мети визначено завдання: з'ясувати та описати основні особливості викладання латинської мови та медичної термінології в групах іноземних студентів з російською мовою навчання. Визначено, що вивчення латинської мови в російськомовному оточенні вимагає дуже напруженої роботи як із боку студентів, так і з боку викладача, студенти-іноземці мають збагнути, що знання латинської мови є дуже важливим значущим фактором для їхнього майбутнього професійного та культурного зросту.

Ключові слова: медична термінологія, методика, викладання, педагогічна майстерність, професійний інтерес, міжпредметні зв'язки, культурологічний аспект.

Khabarova O.O. Features of Latin medical terminology teaching in groups of foreign students with Russian language of study / Zaporizhzhya State Medical University

The article deals with the features of Latin medical terminology teaching in groups of foreign students with Russian language of study . For purpose achieving there is the task: to determine and describe the main features of Latin medical terminology teaching in groups of foreign students with Russian language of study. It is stated that the study of Latin in the Russian-speaking environment requires very hard work both by the students and by the teacher, foreign students have to understand that knowledge of Latin is a very important factor for their future professional and cultural growth.

Keywords: medical terminology, methodology, teaching, teaching skills,