

fire is perceived as a destructive force, the same lexeme in the phraseological unit can have an antonymous meaning.

Results and discussion. Of particular interest is the analysis of the phraseological units with the component «земля». In the idioms «стереть с лица земли», «сквозь землю провалиться», «сровнять с землёй», «з зямлёю змяшаць», «з зямлёю знодаць», «з сырой зямлёю шлюб узяць» land is a symbol of death, in the idioms «на чорную зямлю скапытаваць», «у чорную зямлю улажыць» the motif of death is strengthened by the negative black symbolism, generally recognized for the Slavs. The other side of this mythologeme is the earth - the mother-breadwinner: «земля обетованная», «сидеть на земле», «рай земной». The sacred attitude to the land as a wet nurse was reflected in the custom of the Belarusians to swear to the ground in the mouth or in their hands: «зямлю грызіці», «нюхаць зямлю».

A certain symbolism is possessed by the group of phraseological units which empower plants with magic power. Birch, oak, apple, cherry symbolize a bright beginning; viburnum, aspen, mountain ash - symbols of suffering, everything bad in man. So, in phraseological unit «дать березовой каши» the trace of the ancient custom exists, there is a spring ceremonial porridge with birch buds, which possessed healing power, like the birch itself, whose image is endowed with a positive connotation. The phraseological units «дрожать как осина», «трястись как осиновый лист» are based not only on the external similarity of tree and person in a certain situation, aspen is a symbol of misfortune. This tree, from the viewpoint of the Slavs, has an extraordinary destructive power, because an aspen stake can physically destroy a witch or a vampire. A whole series of plants in the minds of Belarusians and Russians acquires significance with a negative connotation: «рэдзьку сеяць» (quarrel), «мак зялёны трэсці», «бобы разводіць» (chatting in vain), «горькую редьку грызть» (live in hard conditions), «прыбраўся, хоць у каноплі стаў» (dressed like a scarecrow), «даць гарбуза» (to refuse matchmakers).

Conclusions. The Belarusian language is often used in oral speech practice. In the situation of bilingualism, they are perceived as part of the general linguistic environment, which allows the most organic, relying on the existing social experience, to apply them to their destination, enrich and revitalize communication. Thus, the results of the analysis demonstrate the insignificance of the essential differences in the symbolism of the FE of the carriers of the Russian and Belarusian languages, which is not surprising, since the symbols used in the Slavic cultures show striking similarity and trace back to the basic human feelings and emotions.

THE ROLE OF MOTIVATION INTERNATIONAL STUDENTS LEARNING RUSSIAN

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Introduction. In the system of higher education, the success and effectiveness of the educational activity of foreign students depends on the development and strengthening of the role of this socio-psychological factor as a motive for learning. The most urgent problems of modern higher education include the construction of the learning process based on the formation of the motivational sphere of foreign students.

Aim. Among the main psychological factors that successfully influence the educational process, many modern authors emphasize the motivation for learning. The purpose of our study is to substantiate the psychological and pedagogical essence of the motivation factor that determines the success of training foreign students in a non-linguistic institution.

Materials and methods. Difference scientific works on topical issues of the current state of research in the psychology of educational activity have formed the methodological basis of our study in studying the educational motivation of foreign students in a non-linguistic university. In the developed model of development of educational and professional motivation of students the main attention is paid to positive and negative motivation. The motivation of learning, should be based on creating conditions in which the result of learning is directly related to success in the labor market and is determined by properly

organized activities, both from the teacher and from the students. At the same time, the level of motivation may be low, average or high. It should be noted that the most appropriate level of motivation for learning Russian is the average level of motivation.

Results and discussion. In our study, motivation is seen as a combination of internal and external driving forces that motivate the student to perform training activities aimed at achieving the intended goal and solving the results. Considering the definition of motivation, we will outline its main components with regard to the teaching of foreign students to the Russian language: adaptation to learning activity, the attraction to knowledge and self-improvement, cognitive abilities, self-control, emotional stability, the desire to achieve the goal and obtain the desired result.

Prerequisites for reducing the motivation of foreign students in the study of the Russian language can be the following factors: 1) inability to learn and overcome the difficulties of cognitive activity; 2) low level of general education; 3) indifferent attitude to the discipline under study, 4) the quality of education; 5) attitude towards the teacher; 6) the conditions of study and living; 7) insufficient desire to develop personal and professional qualities; 8) the level of intellectual abilities; 9) the complexity of the study material; 10) lack of self-study skills; 11) individually personal characteristics of a foreign student.

Conclusions. In conclusion, we note that the work on the development of educational and professional motivation should be conducted, beginning with the first courses, and be systematic, differentiated (taking into account different categories of students), practically directed. At the same time, it is necessary to develop cognitive motivation as an internal reserve of providing direction to the profession.

ERRORS IN PRESCRIBING MEDICINES

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Introductoin. Prescribing is the process when a doctor authorises using medications or treatments for a patient and provides instructions about how and when those treatments should be used. Prescriptions are handwritten or computerised documents containing the patient's name and address, the date, the specific treatments prescribed and an authorising signature. They are a way for prescribers to communicate with pharmacists or others who in turn fill the prescription.

Aim. The purpose of this study is to determine some prescription errors and ways to avoid them.

Materials and methods. Research methods were the description, comparison, analysis.

Results and discussion. Prescribers include doctors of various types and, in some countries, nurse practitioners, physicians assistants, dentists, podiatrists, optometrists, clinical psychologists and clinical pharmacists also write prescriptions. Prescriptions can help people stay healthy or manage long-term conditions or emergency situations. However, as with other components of healthcare, prescriptions are also subject to error and can lead to unintended harm.

Errors in prescribing medicines include inaccuracy and incorrectness when choosing and ordering treatments, such as wrong doses or illegible prescriptions. There were conducted researches on reducing prescribing errors. The three most commonly researched approaches are, in order of frequency: computerized tools, training to improve prescribing and expanding professional roles to identify errors. Electronic prescribing and computerized decision support have been studied extensively but there are mixed findings. It was found out that computerized tools can reduce prescribing errors but some suggest unintended negative consequences. Emerging evidence suggests that to be successful, human factors such as workflow features, tool design and context need to be considered.

Conclusion. Medication errors are one of the most common patient safety issues and prescribing errors are one of the most common types of medication errors. Prescribing errors can take many forms, but commonly involve incorrect doses, illegible details or ordering inappropriate medications or drugs that may react with other medications already being taken.