

Russian songs. In the course of the analysis 111 violations of the norms of the literary language were revealed (stylistic errors, violation of morphological norms, violation of word order and accentological norms).

**Conclusions.** Music and songs play a big role in our life. They accompany us almost everywhere. Singing songs is natural. To learn a foreign language with the help of songs is a natural, convenient and successful way of learning a new culture and learning a foreign language.

### **BASIC PRINCIPLES OF DRUGS NAMES DEVELOPING**

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**Introduction.** Most of the ready-made medicines names consist of one word. Since there are currently about 300,000 over-the-counter non-prescription drugs and 100,000 prescription drugs, one can imagine how many word-names work all over the world. In order not to cause confusion, there is a rather limited list of International Nonproprietary Names, compiled according to the rules adopted by the World Health Organization. The names of new drugs undergo an international examination according to the established procedure.

**Aim.** The purpose of this paper is to determine the basic rules for the formation of medicinal names of. These rules are necessary in order to competently solve the problems of the use or prescription of medicines in the implementation of therapeutic and prophylactic measures.

**Materials and methods.** The material of the study were the medicinal names functioning in the Russian language. Research methods are description, comparison, analysis.

**Results and discussion.** Modern medicines are obtained by chemical synthesis and initially have scientific (systematic) names, which correspond to the composition and structure of the molecule of the chemical compound. Many medicinal products preserve the names corresponding to their chemical composition.

However, most systematic names are inconvenient not only for patients, but also for doctors and pharmacists in professional communication. In such cases, drugs are given trivial names (Latin trivialis "ordinary"). The main purpose of such names - the allocation of a drug from a number of similar. Trivial names of medicines in Russian are not translated, but transcribed

**Conclusion.** In the commercial medicinal nomenclature of the 20th century, the tendency to simplify the writing of word-building elements of Greek origin, which was subsequently officially recognized by the World Health Organization, was activated.

### **TEACHING FOREIGN STUDENTS-PHILOLOGISTS RUSSIAN PHRASEOLOGY USING AUDIO-VIDEO METHODS**

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**Introduction.** Foreign students often ask teacher to explain the meaning of readen or heard incomprehensible phrases. Usually these are phraseological units.

**Aim.** The aim of the given article is the development of teaching foreign students-philologists Russian phraseological units using audio-visual methods.

**Results.** There are a lot of manuals for learning Russian as a foreign language. They are intended for training speaking skills and performing anecessary didactic function in teaching the aspect under analysis at the certain stage of education. But at the advanced level both the teacher and the students begin to comprehend some kind of artificiality, which is a distinctive feature of some educational textbooks. Everyday life, carried out at a communicative level in the acts of oral communication, differs by its inner

dramatic content. It comes to reason that at the certain stage of teaching Russian speaking skills to foreign students, the necessity in modeling speech situations of more advanced professional level appear. Educational and authentic visual aids can be useful in solving one of the foreign language teacher's tasks - creating real situations of communication at the lesson using different language teaching methods. The use of audio-visual aids in learning Russian phraseology by foreigners gives an opportunity to implement fully and consistently one of the principles of didactics - visibility. Therefore the teacher's word is of particular importance. In the proposed linguomethodical system of teaching Russian phraseology, where the main goal is mastering the necessary number of idioms and phrases by foreign students-philologists using visual aids, we can use a combination of methods: audiovisual, communicative, deliberately practical, deliberately-comparative. Their integration allows us to learn the meaning of a phraseological unit and its linguistic characteristics (stylistic identity, grammar features, syntactic combinability) as well as to acquaint with the situation of use, learn to "hear" and to use idioms in speech. The system of exercises for teaching Russian phraseology to foreign students-philologists have been described in the article according to the principles, formulated on the basis of didactic peculiarities of teaching RFL: the principle of scientific and systematic training; availability and consistency; visibility, consciousness and activity of students in training; the strength of knowledge, the connection of theory with practice. Exercises, aimed at the philological audience, where not only the subject matter, but the terminology is based on the professional training. The best way of idioms presentation as well as any other lexical units is that one, where all or most of the methods are used. Each of them covers a particular aspect of the meaning. However, full presentation cannot be achieved at the first representation of a new phraseological unit, it is achieved in the process of continuous work, which includes both the stage of representation and consolidation. If we consider different types of assignments as a set of exercises, which are necessary for proper mastering the language, exercises on the formation of knowledge about the language system and its dynamics should be defined as the preparatory ones and exercises on the formation of abilities and skills as the main ones. In preparatory exercises students' attention is primarily focused on a language form and the construction of statements that are practiced at elementary linguistic units. In the basic exercises the main focus is on conscious understanding of speech.

**Conclusions.** To sum up, it can be concluded that teaching foreign students-philologists Russian language idioms is essential and using audio-visual aids could speed up this process.

## CONSTRAINED WRITING. LATIN PALINDROMES

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**Introduction.** Constrained writing is a term what includes multitude literary techniques. They're used by modern authors. Some of them - anagram, lipogram, abecedarius etc. Ancient authors often used a palindrome. For what purpose? Why are palindromes found in temples and magical treatises? The object of research is the phenomenon of constrained writing and a palindrome, as its main technique in antiquity and modernity.

**Aim.** To establish the causes of the origin and use of palindromes, their significance in Latin and the influence on contemporary literature.

**Materials and methods.** The research is based on the hypothetical-deductive method, the historical-cultural method and the method of microanalysis. The work of the «Oulipo», «Heraclitus», Virgil's palindrome and palindromes of unknown ancient authors are used as materials.

**Results and discussion.** Constrained writing is a literary technique in which the writer is bound by some condition that forbids certain things or imposes a pattern. For example, «Gadsby» - Ernest Wright's novel, which is written as a lipogram in 1939, that does not contain words, with the letter «e». Or «Never again» - Doug Nufer's novel, where none of the words are used more, than once.

It makes sense to stop on such a technique as a «palindrome». A palindrome (from the Greek *πάλιν* - «back, again» and the Greek *δρόμος* - «run») - is a word, phrase, number, or other sequence of characters