

USING SONGS WHEN LEARNING A FOREIGN LANGUAGE

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Introduction. Knowledge of the language of instruction is a prerequisite for the professional training of a foreign specialist in a pharmaceutical institution of higher learning. However, the level of foreign students' possession of Russian as a language of instruction is currently insufficient and requires constant attention. The main reason for the low performance of these students is low motivation and lack of meaningful incentives for learning the language. On the other hand, students with high motivation face psychological barriers in mastering a foreign language. The method of teaching the language with the help of songs, considered by us, allows us to reduce the degree of emotional tension, facilitates the effective assimilation of linguistic material and increases the motivation for learning the language.

The aim of our research is to describe the advantages and disadvantages of the method of using songs for learning a foreign language. Another objective of our research is to determine the types of violations of literary norms found in the texts of modern popular songs in Russian, and to analyze their quantitative indicators.

Materials and methods. The method of scientific description was used as the lead in the work, including methods of direct observation, continuous sampling, system analysis and synthesis, classification and systematization. The study was carried out using the theoretical provisions of the textbook "Sing and Learn English Grammar" / T.M. Veselova, T.E. Wilberg, T.E. Mishina, E.I. Letavina, N.Yu. Skokova (St. Petersburg, 2006).

Results and discussion. The main secret for the successful study of any foreign language is that its study should bring the student pleasure. And listening to modern songs in the studied language can help in this. Why do researchers consider songs an effective tool for learning the language? Music is frequently used by teachers to help second language learners acquire a second language. This is not surprising since the literature abounds with the positive statements regarding the efficacy of music as a vehicle for first and second language acquisition. It has been reported to help second language learners acquire vocabulary and grammar, improve spelling and develop the linguistic skills of reading, writing, speaking and listening. Listening to songs in a foreign language is useful for mastering grammar, increasing vocabulary and pronunciation. It should also be taken into account that in most popular songs there are a lot of stable phrases and expressions, modern conversational turns. Many words and expressions in songs are often repeated, making them very easy to remember. You must have come across the mechanism of the "intrusive melody" when a particular song or a fragment of it sounds in your head again and again. It is this mechanism that can help you learn new words and phrases with the help of songs. To learn the language with the help of songs, do not need a lot of time: on a smartphone or MP3 player you can listen to music anywhere and any number. At the same time, the student can consolidate the effect without any effort. Music and songs allow you to better feel the foreign language, to trace intercultural ties, to understand the features of constructing phrases in Russian. Practical use of songs in Russian language lessons is not a new technique. About its benefits, we can read in the works of D.N. Petrova, Stephen Krashen, N.Kh. Miftakhovoy, I.Yu. Pashkeev. It is known that the more sensory organs are involved in the learning process, the more effective it is. We agree with T.M. Veselova, who notes that the songs in the foreign language studied have a positive impact on the process of perception and learning of the language material by the students, and "rhythm and rhyme allow using poetic texts not only as a memorable illustration of the linguistic phenomenon, but also an effective exercise involving the repetition of sounds, words, parts of sentences, grammatical constructions. Lexical and grammatical constructions, pronounced in a certain rhythm and accompanied by a musical background, cause positive emotions, are digested easier and remembered for a long time".

However, when learning a foreign language with the help of songs, one should consult with the teacher what musical material can be used. The bulk of song texts are written in accordance with the norms of the culture of speech. But the speech errors found in the texts of some popular songs negatively affect the speech of listeners, especially if it is a foreign language for the latter. We analyzed 50 texts of modern

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