

Оскільки навчальна дисципліна «Англійська мова» та «Англійська мова за професійним спрямуванням» за своєю метою є інтегративною, а за предметним змістом – міждисциплінарною, вона має сприяти розширенню освітнього кругозору студентів, соціалізації особистості майбутніх спеціалістів, підготовці їх до життя в умовах багатонаціонального та полікультурного світу сучасних умовах іншомовне спілкування стає суттєвим компонентом майбутньої професійної діяльності спеціаліста, через що значно зростає роль дисципліни «Англійська мова», «Англійська мова за професійним спрямуванням» в системі підготовки фахівців, та майбутніх фармацевтів зокрема.

Сьогодні постає завдання не тільки оволодіти навичками спілкування іноземною мовою, але й набути спеціальні знання за фахом. Підготовка майбутніх фахівців полягає у формуванні таких комунікативних умінь, які б дозволили здійснювати професійні контакти іноземною мовою у різних сферах та ситуаціях.

Таким чином англійська мова в системі підготовки майбутніх фахівців фармацевтичної галузі забезпечує гармонійну взаємодію фахівця фармацевтичної галузі з глобалізованим інформаційно-технологічним суспільством, уміння орієнтуватися в загальнокультурному та духовному контексті сучасного суспільства, здійснення діалогу культур.

THE NEW TECHNOLOGIES IN LANGUAGE TEACHING

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The new concept of "telematics", which has entered their lives, means the

exchange of information from afar. For learning, this means many important changes, because there is a 'technological innovation. It is said that the teacher is a species in danger of extinction, because soon in his place will operate a computer technician, an expert in self-access centers. If anything, the opposite: there is increasingly need a new figure of teacher capable of hiring and to summarise new roles and competences in themselves.

According to Porcelli and Dolci: "the new forms of teaching -learning and the use of technologies also have an impact on the role of the of the teacher, who is not diminished or even eliminated as some.

The Commission is aware of the fact that the European Union and the Member States are not only concerned, but also invested and enriched with new skills ". In the technical-scientific field, the need to learn more is growing more and more things, more quickly, with greater compression of phenomena, and continue on these lines for pretty much my entire life. A manager of a large industry Hardware manufacturer said that "New technologies are the bridge that connects "leads to the school of tomorrow. Since the school's task has always been to train students as individuals and citizens, and each age places a high new challenges to all educational institutions, to win the challenges of today's iteration between school and new technologies is also essential because the latter make a difference between increasingly part of everyday life, of the world, of work and of learning.

Internet literacy requires new forms of thinking and critical rayonisation. This ability to update, very often by updating, is part of the basic principles of Internet literacy and marries the concepts of learner autonomy. It is true that learning is part of training. In contact with the new technologies creates the need to take possession of a language, a appropriate code. In other words, you need to know the necessary tools for a effective navigation. The motivations that push thousands of people every year to learn the Italian do not have a common matrix. For descendants of Italian abroad is the curiosity to learn more about a fascinating culture and language. The majority want to approach the language, because they like the culture, the history or the music.

From a recent study by the CNEL² the reasons that drive foreigners (who are more than 60%) and the descendants of the Italian emigrants abroad to study the Ukrainian culture ranges from general, to tourism, from study, to work and to the human relations.

In general, it can be said that the motivation of those who approach the Italian is usually very high. Today the student receives thousands of stimuli every day: from the television, from the video games, from school, from the Internet. It is necessary, therefore, that the lesson changes. The traditional method of learning is not enough for him, because he is bored easily. He wants more images and a more drastic and interactive method. Many teachers who have experimented with the use of new technologies say that they generate a strong motivation in the students, at least in this in the history of mankind.

The use of new technologies:

- Ø increases the motivation, as can be seen from the intensity and duration of the student's contact with the machine;
- Ø facilitates active and experiential learning, for concrete contexts and opportunities for restructuring the knowledge it introduces;
- Ø implements a learner-centred approach, thanks to interactivity and therefore to the possibility of choice;
- Ø promotes individualisation, in particular respect for styles and rhythms personal learning, through the variety and flexibility of the proposals;
- Ø and ultimately achieves more efficient and productive learning.

However, as things stand, we cannot definitively say that the new technologies and, in particular, the Internet are in themselves a positive element for the it is therefore preferable to deal with the problem by putting so much emphasis on the as positive as negative. There is an increasing need for a new figure of teacher able to take on and summarise new roles and skills. Learning at school should be replaced by the teacher's peaceful computer. For our children the computer could be defined as a schoolmate capable of helping them to discover the world. Thus, the teacher has the fundamental role of helping the children to understand where the computer

is essential to collect, schematize, create and distribute information. Teachers' responsibilities and importance of their role become decisive when computers are networked.

Know perfectly the language that teaches, must be an excellent technician in able to provide the students with the necessary stimuli through tools such as the or the language laboratory. The excellent knowledge of the language, but also of the culture, is what is required of the teacher in the approach communicative. In this sense the teacher is an expert who accepts and promotes the the possibility of bringing the truth closer together with the learners. In this way you become a facilitator of the communicative process that is activated between the students of the class and the teaching materials. The teacher himself is also part of the communication process, of class life. Another determining role is the cost before attention to 'analysis the needs of the students and the psychological attitude from which the relationship derives which is established with the class. One can easily understand that the atmosphere of the class must be relaxed, friendly and motivating.

In a context based on new technologies and the Internet, the new role of the teacher takes on even more complex traits: the technical knowledge that were necessary for the use of the laboratory or the video recorder are recycled and to be able to use computer tools. However, no one thinks of throwing away teachers and books: the lessons with the new technologies cannot completely replace live lessons and text. In terms of both quantity and quality (most of the written information is not available). traditional knowledge is deposited on paper). Quality and effectiveness of teaching remain based on the quality and commitment of teachers, pupils and facilities at their disposal.

**ВИКОРИСТАННЯ СУЧАСНИХ ІНФОРМАЦІЙНО-ТЕХНІЧНИХ
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МЕДИЧНОГО УНІВЕРСИТЕТУ**

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