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THE FORMATION OF THE PHARMACEUTICAL COMPETENCE IN ENGLISH OF THE UNIVERSITY STUDENTS

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In recent years the personal-centered model of teaching is becoming more and more evident and important. This model is increasingly nominated as the competence which allows to solve practical teaching problems successfully. Pharmaceutical competence which is determined as a qualitative characteristic, is defined by a dialectical relationship of practical skills, the ability to use existing knowledge and skills, in specific practical contexts, adapted to the real situations.

One of the priorities of the modern pharmaceutical educational system is the formation of the individual competence of students to acquire the knowledge in this branch. Taking into account the fact that the labor market requires from the graduates of the National Pharmaceutical University the competence as the key component and condition in formation of the future specialists for the success in their career.

It should be noted that nowadays the practical aim of preparing future specialists lies not only in the developing students' general professional knowledge and skills but also professionally oriented communicative language competence in English to the European standards because the vast majority of the graduates go to work abroad. Communicative competence refers to a student's ability to use English to communicate successfully. The aim of communicative language teaching is the

communicative competence.

The communicative competence to language learning emphasizes communication between students or between student (s) and teacher, leading up to communication between (s) and native speaker (s) of the target language.

Therefore, in the classroom there should be a work-related purpose to activities, with a focus on fluency rather than accuracy.

There should be a variety of activities to maintain learner's interest, with pair-work or group-work for learners to carry out tasks such as role-plays, information-gap activities and jigsaw activities.

Listening and reading texts should be of interest to the learners, with plenty of workrelated authentic material.

The Communicative Approach is learner-center, with emphasis on the learners' needs; the teacher's role is a facilitator or a guide.

With all these factors in place, the Communicative Approach leads to successful communication in the target language.

Hints for Communicative Teaching

Tailoring to Individual Needs/Interests

- Have I adapted the material, taking into consideration students with vision or hearing problems?
- Do I have an expert in the class whose knowledge I can tap into?
- Are there activities that will appeal to my visual/auditory/hands on learners?
- Do any students have embedded errors? Have I got a strategy to handle this?
- In my lesson, what structured will I target for correction?

Grouping

- If I have an odd number of students, have I factored this into the grouping?
- If I have an even number of students, what will I do if one is absent?
- What will I do if one group of pair finishes early?

Architecture of the Lesson

- Is my objective clear? What will the students be able to do with the language by the end of the class? Even if grammar takes up most of my lesson, what will they be able to do with it when they walk out of the classroom?
- Is there a theme/context connecting all my activities?
- Is the context realistic for the students?
- Will the opening pique the students' curiosity?
- Is the sequence of the activities simple to complex?
- Have I designed an activity to facilitate the retention of the material?
- What is my favorite KIND of activity?
- Have I overused a particular activity type?
- Do I have a VARIETY of activities in both number and style?
- Do I have too many activities in one lesson?
- Have I decided which activity I can drop if a good discussion prolongs an activity?
- Do I have a reserve activity?
- Will my closing show the students what they have learned?

Student centered Activity (Learner centered means that the students more active than the teacher.)

- How long will the students be active during this activity?
- How long will the teacher be passive?
- Will there be an opportunity for students to move about the class?
- Is there an opportunity for the students to speak freely on the topic so that fluency can be more important than accuracy?
- Am I spoon-feeding the students information or am I providing an opportunity for them to discover the language?

Teacher Talk

- Is there a student who is quiet/intimidates me/irritates me? What is my strategy to include/control student?

- Have I worked out how I am going to give instructions for my activities? Will my weakest student understand?
- Do I have good questions ready to elicit information?
- Discussion topics: If the students stall before having fully exploited the topic. Have I prepared divergent question?
- Have I checked with a native speaker about the pronunciation of suspect words?
- I understand the vocabulary, but can I explain it if I can't get another student to do so successfully?

Instructional Material

- Will everyone be able to see the material from their seats?
- Where am I going to put all my "stuff" so I have easy access during the lesson?
- Have I made all the necessary copies?
- Are my copies clean?
- Did any text get cut off while copying?

Audio/Video Activities

- Have I cued the cassette to the beginning of the text?
- Have I set the counter of zero?
- Is it too long? Can I break it into smaller components?
- What will I do if there are unforeseen mechanical problems?
- Have I checked the equipment? The more expensive the machine, the worse the quality?
- Have I given credit to authentic sources? Will this be evident to my student?

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СОСТАВЛЕНИЕ РЕФЕРАТА-ОБЗОРА НА РУССКОМ ЯЗЫКЕ В ГРУППАХ ИНОСТРАННЫХ СТУДЕНТОВ-ФАРМАЦЕВТОВ 3 КУРСА

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В методике составления реферата-обзора при обучении иностранных студентов русскому языку на старших курсах применяются методы сопоставления, сравнения и обобщения, практикуется составление продуктивного обзорного реферата по нескольким первоисточникам. При сравнительном чтении текстов улавливается проблематика утверждений, даётся оценка авторской позиции при ознакомлении с различными мнениями по одному и тому же вопросу, сравнивается весомость и доказательность аргументов, делается вывод о наибольшей убедительности той или иной позиции. Особое внимание уделяется сформированному умению сознательного употребления соответствующих клишированных конструкций, позволяющему отражать индивидуальное восприятие авторских текстов в ходе анализа прочитанного.

Целью настоящей статьи является рассмотрение методики составления реферата-обзора при обучении иностранных студентов русскому языку на старших курсах. Предложенная система заданий позволяет проводить анализ и описание сходных и различных точек зрения в первоисточниках, определять особенности средств и методов у авторов публикаций, выражать собственное мнение по изучаемым вопросам в текстах статей фармацевтической тематики.

Каждая статья с точки зрения развития общей темы представляет собой отдельную микротему. Референт изучает решение общей проблемы у авторов первоисточников с позиции взаимодополнения/ противопоставленности микротем их точек зрения и соблюдает в методике составления реферата-