

**Purpose of the research** is to analyze the literature and share their own experience of teaching medical disciplines using modern educational processes.

**Materials and methods.** Analysis of scientific literature and personal experience of teaching medical disciplines through blended learning.

**Obtained results.** The first attempt to introduce distance learning was made in 1840 by I. Pitman, who created correspondence courses studying in London in order to, with the help of correspondence, teach the method of shorthand. The first opportunity to receive higher education at a distance was realized in 1858 University of London. In 1969, the first distance learning university appeared in Great Britain. Extensive experience in the development of distance education is in Australia, China, Latvia, Netherlands, Algeria, Turkey, etc.) from 10 to 25% of students study in distance learning institutions.

In 2002, distance learning appeared in Ukraine, and at the National University of Pharmacy in 2012. With the development of television and the advent of computers and high-speed Internet, this type of learning has become quite simple, although not universal.

From 2012 to the present, National University of Pharmacy teachers are trained and advanced in the E-Tutor program and study Moodle, graphic design, training programs, glossary and much more.

The university uses several information platforms for training: farmel - a platform for distance courses of departments and materials for independent work; test.nuph.edu.ua - a platform for testing, and others.

For the first time since 2017, National University of Pharmacy has certified distance learning courses for 17 departments, and 34 masters have successfully defended their diplomas of higher education. Now there are many times more. Teachers of the Department of Microbiology, Virology and Immunology have also developed 2 distance learning courses (Microbiology with the basics of epidemiology and Microbiological safety of medicines), which are successfully used for teaching.

Distance learning has both advantages and disadvantages. For example, one of the advantages is saving time on the road, and one of the disadvantages is that in Ukraine there are still no clear technological possibilities for student authentication. In modern conditions, distance learning and blended learning are the salvation and the main tools of modern education.

**Conclusions.** 1. One of the general tasks of teachers is to motivate students in colleges and universities and interact with them, to conduct regular consultations on the Internet.

2. Distance learning is, first of all, self-education, which requires discipline and a desire to learn.

## TYPES OF TEST TASKS IN THE STUDY OF LATIN

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**Introduction.** Testing, in particular in online format, has become a common element of the modern educational process. The events related to the quarantine measures of 2020-2021 raised the issue of distance education as never before.

**Purpose of the research.** In an environment where not only educational institutions are moving to distance learning completely and on a long-term basis, it is very important to optimize and

automate the process of knowledge control to prevent excessive use of working time and effort of the teacher.

**Materials and methods.** Induction, deduction, descriptive, contextual-interpretive and component analysis methods.

**Obtained results.** This paper presents different types of test tasks based on the Moodle platform for working with a Latin language course (materials of the Foreign Languages Department of the National University of Pharmacy). The specificity of the study of "dead language" virtually eliminates the possibility of using audio and video elements as in the study of other foreign languages. Instead, students have to work with a large amount of standard lexical and grammatical units of the same type, which sometimes makes mastering Latin a tedious and difficult task. However, we have the ability to use at least eight different types of test tasks. True or false. ("Yes or no"). It is well suited to general grammar topics, and can also be used in special topics. For example: "Is the translation of the term correct?"

Numerical answer. Very limited use when working with a language course, but in some cases you can build questions in this way. For example: "How many declensions exist in Latin?" Numerical or true / false questions are unlikely to be key in language learning, but are used to diversify tests. Multiple choice. Can be applied to any topic, this type is the simplest and most common. For example: "To which declension does the verb belong?", "Choose the correct translation of the term", "What type of declension does the noun belong to?", "Choose the names of drugs that contain the specified term elements" and others. One of the main types for the current or final test, you can offer one or more correct answers, as well as automatically shuffle the order of answers to the question. Open question. It is best to apply for thematic or final control, you can replace the usual questions of this type of control work. You can also use the "essay" type for a larger volume of tasks and answers. For example: "Translate terms (phrases, prescriptions, text). The key point here is the need to anticipate all possible answers, as well as, if necessary, check such tasks manually. Compliance questions. Works well for practicing vocabulary, especially in special topics. For example: "inflammation of the pancreas is pancreatitis" or "Common yarrow is *Achillea millefolium*". Being able to add incorrect answers that do not answer any of the questions complicates such tasks. Questions with nested answers, with missing words, dragging into the text. Allows you to train the skills of translating terms (add missing words, or just the correct endings), as well as construct terms from term elements (which, in turn, can be further divided into groups: prefixes, roots and endings, which will be displayed in different colors). For example, "Add the correct endings into the prescription" (different options are attached. The answers can be used once or repeated, which simplifies or complicates the choice for the student. Using of images. This technique is available in various topics, but mainly in those where special terminology is studied. You can use images of plants, body parts, drug forms, and more. If the image is not obvious, it can be signed in Ukrainian (or another language of instruction). You can use different types of tests to select an answer in Latin: multiple choice, open answer, correspondence, dragging markers on a picture or in text, and others.

**Conclusions.** Thus, we came to the conclusion that online testing not only optimizes the process of learning Latin in distance learning, helps the teacher in a short time to check and objectively evaluate a large number of students, but also allows to diversify Latin lessons.