



(direct meaning – from Ancient Greek myth about Europe) in construction with two already mentioned columns create sacralization of history. Alternative history and stories attempt to overcome this sacralization and make each European component as an alternative one.

In American literature, alternative history plays the role of reconstruction and plan making. This explains the popularity of historical saga with G. R. R. Martin's «The Song of Ice and Flame» the most well-known among them. But there exists the bridge between American and European writing: it is the uchronic subgenre of AH. It deals with the real land and people that we can identify with given awareness of the definite time. Such a connection could be found in the plot and characters specific similarity in V. Neff's novel «Queens don't have legs» and G. R. R. Martin «The Song of Ice and Flame».

But the American AH discourse has one more defining feature. The AH achieves the possibility to form the history writing for the historiography as the process for ages. So, in the case of American West making and sort of those events, it appeared many historical works, fiction novels or mixed.

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## **A TERMINOLOGICAL COMPETENCE APPROACH TO ESL LEARNING IN THE VIEW OF MODERN LINGUISTS**

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The topicality of the chosen topic of research is due to: the necessity of qualitative updating of the didactic process of language training of medical students, considering new principles of the state educational policy of Ukraine, which require the introduction of effective didactic techniques in the practice of foreign language teaching (FLT) at the non-linguistic universities, its compliance with European standards, that is impossible without a rethinking of the principles of the learning process. Our special attention was concentrated on exploring the English second language researchers' theories, who have emphasized promoting terminological skills attaining into medical students' ESL instruction.

The concept of scientific research discourse of Ukrainian linguists (I. M. Berman, N. F. Borisko, I. P. Zadorozhna, O. M. Leontiev, S. Yu. Nikolaeva, Yu. V. Petrovskaya) and foreign scientists (B. Bloom, G. Gumperz, B. Laufer, W. Littlewood, J. O. Malley, I. Murphy, R. Pregent, S. Reinhart, W. Rivers, et al.), in the format of the problem under consideration, focuses on a thorough investigation of individual operational tools (the ways of action) for learner's acquiring terminological competence (V. A. Bukhbinder, N. V. Nikolaienko, O. S. Syzemina, Yu. I. Passov); linguistic study of different micro-terminological system of the Language of Medicine (V. G. Synytsia, A. M. Semysiuk, T. G. Horpinich, A. Yu. Tomashevskaya); implementation of contextual learning techniques in different fields of professional and communicative activity of future physicians (O. M. Solovova, S. M. Folomkina, L. G. Cherniak); means of optimizing memorization of terminological vocabulary and its actualization by teaching reading and speaking as an important part of the cognitive base of students (N. V. Biliayev, V. G. Vemyan, N. V. Romashenko, V. L. Pugachova, S. H. Shatilov, F. Dubin, M. A. Snow).

The logical result of the modern scientists' considerations shows the necessity of such methodological problems solution as: theoretical justification, practical providing and experimental verification of the effectiveness of the methodology of interrelated formation of English-language terminological competence (ETC) in future specialists using the subject aspect and procedural technologies of independent work organization, classroom (guided work) and extracurricular (unguided work); consideration of the content, stages of interrelated formation of ETC in professionally-oriented reading, speaking and writing; study of didactic, psychological, methodological aspects of the interrelated formation of ETC in students; development of an experimental didactic path of existing forms of ETC with the acquisition of skills (skill getting) and their use (skill using).



Thus, we can state that nowadays the modern foreign languages research practice defines the terminological competence model of teaching as leading approach in terms of the students' ESL proficiency.

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## **NATURE AND STRUCTURE OF EDUCATIONAL INTEREST**

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Studying the nature of interest and its structure takes a prominent place in investigations of Ukrainian and foreign scientists. Thus, concentration on a certain object that causes a desire to be closely acquainted and comprehends this object in its all aspect is called interest.

The stable positive emotional attitude of a person to a certain object is considered to be the main feature of interest. Herewith, emotions are movers, which can either activate or slow down the process of cognition, affect the efficiency of a person.

Undoubtedly, each act of mental activity is saturated with feelings, emotions to a greater or lesser extent. However, emotional moments take the leading place, and they are the most intimate, the most important for a person.

We consider the interest as a selective emotionally-cognitive attitude of a person to objects, phenomena, events of the surrounding reality, as well as to separate types of activities, which have important meaning for a person. This concept has a two-planned character, as the subject and object of interest appear herewith in organic unity.

A specific person, certain social group (family, group, etc.) can be an object of interest.

Something that has important meaning for a subject is called object or carrier of interest. It can be nature, a certain type of activity, a socially-historical phenomenon or even another person.

Far from everything equally captures people. That's why their attitudes to subjects and phenomena of the surrounding world have selective direction. First of all, their interest is connected with something they feel the need in, something that plays a substantive role for people. People are engaged in something with special delight only when one or another subject, phenomenon, event, type of activity is represented as something important, considerable.

Certain system of nerve connections is a physiological mechanism of interest as selective direction, which is created under the impact of various conditions and depends on the psychical state of people and their individuality, on direct impressions of people and their former experience.

Interest has a complex psychological structure that determines the power of its influence on development of the personality of a person. It is not a separate specific psychological process, as thinking perception, memory is. Interest is a certain form of connection between the needs of people and means of their satisfaction, being the attitude. Emotional, intellectual, forceful components closely interact in this complicated attitude of people to the objective world. It is the basis of a significant incentive impact of interest on the development of different psychological processes (memory, imagination, attention, etc.).

As it has been already mentioned, connection with the emotional sphere of people is a characteristic peculiarity of an interest. Feelings of an individual form the basis, the core of interest. Amazement, admiration, satisfaction which are generated by cognition of something new or by obtained positive mark, joyful feelings as a result of overcoming of educational difficulties, feeling of pride, conditioned by excellent answer of a companion – all these are feelings of students, which are different by its significance and deepness of demonstration, but all they are caused by an interest.

As follows, the formation of the educational interest of students has extremely important meaning for efficient mastering of knowledge, promotes the formation of their thinking, activity and instrumentality.