



Language), APTIS (All-Purpose Ticket-Issuing System) to get a B2 certificate usually includes all the aspects in learning English essential for communication in its various types. These include Reading, Writing, Use of English with Grammar, Listening and Speaking. The first four activities are so to say “do-it-yourself-work”. The latter is complicated due to certain reasons, especially when you deal with adult learners. As a rule, people are afraid to be misunderstood and made fun of. First of all, in order to achieve progress in speaking the whole surroundings should be friendly and helpful. It is one of the main psychological factors. Well-disposed working atmosphere will promote English learners (ELs) to participate in team work, feel free while discussing something or expressing one’s own opinion without being mocked at. Another important factor is an accurate and definite organization of the English class. Every kind of work should be provided with clear and staged instructions. The teacher must be prepared for different level of English among his ELs. If it is necessary, he should pre-teach some language (grammar/ vocabulary/ functional language) before ELs start speaking. Enough preparation time should be provided considering the following fact: the lower the level of students is, the more preparation time has to be provided. A clear signal for stopping is necessary to avoid interruption and losing one’s train of thought. Let’s imagine that you have a practical lesson with a group of medical postgraduates from different branches of medicine. The subject of the lesson is “Traits of Character” or “Human Nature” or something. All the learners are already familiarized with basic vocabulary. The task is to activate it in various situations and prepare learners for unprepared communication. For this purpose you can provide your group with thought-provoking pictures (e.g. an old family couple walking in the park, a man embracing a baby in his arms, a crying child, a homeless lying somewhere in the side of the road etc.). You give enough preparation time, at least two minutes to prepare a story. In case some of your learners experience certain difficulties you may ask concept checking questions (CCQs) to help them concentrate. CCQs exclude questions like “What/Who do you seen in this picture?” or “Do you understand?” These should be yes/no, either/or questions instead. Inform your learners that they will need to talk for two minutes as soon as their preparation time is over, so they know the length of the story to be prepared. Meanwhile, if there are any learners with elementary or low intermediate level of English they will be listening to a story their group-mates have prepared which they are going to retell afterwards. By this, your learners will know that they need to listen very carefully. When preparation time is up, learners with stories begin to retell their versions. They are also encouraged to ask leading/prompting questions each other. When all the “speakers” are over with their stories you may ask “listeners” to reproduce what they have caught and remembered. This method allows everyone to participate in discussion and improve skills in speaking. Moreover, you will get a kind of feedback – learners with insufficient speaking skills repeat what they have heard and, naturally, the stories will be changed and supplied by new details while going round and around. This part brings a lot of enjoyment. Depending on the topic of your lesson, you might need to focus on errors that learners have made during the activity, i.e. if you asked your learners to tell stories about past habits of people on the pictures, focus on the errors that they have made with used to+infinitive/ would+infinitive/ past simple.

The activities we’ve offered will reduce teacher talking time and increase the amount of time your learners do the hard work. They will also make your classes as interactive, engaging and productive as possible!

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**FORMATION OF MOTIVATION FOR PHYSICAL EDUCATION
THE CULTURE OF STUDENTS AT SCHOOL**

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A physical education lesson is the main form of work on physical culture, in which students master the program material and acquire minimum required knowledge, skills and abilities, which should provide them with the best development, health promotion. Mastering various motor actions



under the guidance of a teacher, students feel an increase in their strength, speed and endurance when performing more and more complex physical exercises.

Motivation is the main component in the structure of educational activities in physical education. It can be defined as a complex multilevel incentive system, including needs, motives, interests, ideals, aspirations, attitudes, emotions, values, etc. In a general sense, a motive is what stimulates a person to take a certain action. So, the teacher must accurately and easily explain students the meaning and content of the classes; invest in a task that is of personal interest for students and give them the opportunity to feel the results of their activities; and at the same time bring to the children's consciousness the need for long and hard work to achieve results.

One of the leading components of learning motivation is interest. A necessary condition for the formation of interest in physical education lessons is to provide students with the opportunity to show their skills and abilities. The more active are the teaching methods, the easier is the task to interest students. Students who are confident in their success and consider themselves capable of certain sports, are engaged in physical education with great enthusiasm.

There are different ways to motivate students to physical education classes, but the most effective method is to demonstrate various positive effects of exercises. Here are some of them: an interest in a new activity; interesting forms of conducting sections; the desire to assert themselves in the environment and compete with others; the influence of "collective consciousness"; the desire to have a beautiful body to please a person of the opposite sex; the desire to have the strength to defend oneself from physical violence of other people and to protect others; the desire to be healthy and outwardly attractive; develop career opportunities; imitation of a personal idol.

He most common means of stimulating the interest and activity of students in the process of physical education are various forms of rewards and punishments. Encouragement is a positive assessment of the learning activity and behavior of students, aimed at awakening everyone's desire for further achievements, activity and interest in studying the subject. The main types of rewards are assistance, teacher's trust, praise, approval, gratitude in school order, verbal gratitude, letter of thanks, honorary assignments, letter of thanks to parents, photos on honour boards, publications in newspapers. Therefore, to form motivation for physical education of students the teacher should, first of all: use active teaching methods that allow students to demonstrate their skills and capabilities; demonstrate various positive effects of physical activity; use various forms of rewards and punishments; put the student's personal interest in the tasks in the classroom and let the students feel the results of his activities.

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THE FORMATION OF INFECTOLOGY TERMS WITH THE COMPONENT OF TEMPERATURE AND COLOR

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Modern terminology related to infectious diseases includes foreign words, slang, euphemisms, abbreviations and other words related to people, places, products, colors and animals, etc. The objective of this study is to distinguish the terms formed by the components of temperature and color.

Chills are a symptom that is common in the practice of infectious diseases. Severe chills are sometimes vividly described as "cold". Some other terms related to cold are also used. "Cold abscess" refers to a set of pus that lacks a caloric component, and therefore the expression qualifies as an oxymoron. "Cold pain" would seem to be the same, but "cold" in this case refers to the induction of rhinovirus infection.

Fever of local inflammation has formed many other terms and expressions that refer to heat. The fever itself is sometimes called "heat". The official term for fever is "pyrexia", which comes from the Greek stem word *pyr*, meaning fire. There are dozens of examples of infectious diseases, the names of which include a component of temperature, preceded by a descriptive symptom or epidemiological sign.