

and borrowing of this vocabulary into other languages, including the Ukrainian language, the given terminological units of different structures are not always fully assimilated, so their translation is possible by the description of conceptions, replacement of certain components by synonyms: *SARS-atypical pneumonia, post-Covid Period, retrovirus - virus* of low action and other transliterations - open *Covidclinics - clinics*, which operate during the pandemic in online mode, indicate universality of the cognitive scheme of communication and information storage and use in the corresponding discourse, which contains a new scientific content, closely interacting with other discourses, interdiscoursiveness, which should be considered as a cognitive phenomenon.

Therefore, the noticeable interest concerning the problem of interaction of the scientific discourses is associated with changes in the scientific views as to the understanding of the processes of categorization and conceptualization, interpretation of knowledge as a society product. Their terminological arsenal is supplemented by a whole chain of terms, in the meanings of which, this or that aspect of the complex notion of interdiscoursiveness - polydiscoursiveness, mixing of discourses, discourse-donor, discourse-recipient, is reflected, signs of which can be formulated only from the general context of the modern science, discourses of which should be subjected to linguistic analysis equally in the cognitive and communicative aspects, since they are a tool for creating new knowledge of the language, they open new possibilities for studying cognitive and social aspects as well as the discourse of the English professional language "Infectology".

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INTERACTIVE TECHNOLOGIES USE IN HIGHER EDUCATIONAL INSTITUTIONS

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In the XXI century. there is a tendency to introduce interactive technologies that have more advantages over the usual multimedia presentations in the form of a slide show in the educational process of higher school. In particular, the use of projection and sound capabilities of the multimedia board in the process of learning foreign languages allows to demonstrate authentic video reference materials of the countries whose language is being studied; to involve materials of electronic manuals and textbooks during training exercises and analysis of grammatical phenomena; produce and modify software that is characterized by interactive clarity that provides "the effect of immersion in the learning software environment and interaction with it." Thus there is also the implementation of didactic principles of clarity, accessibility and systematicity. In addition, user participation in the virtual foreign language learning environment promotes the activation of the main channels of perception of new information (visual, auditory, motor) and allows to intensify the process of learning a foreign language and improve its results through speech-thinking operations. The presented new information by means of multimedia technologies attracts selective attention, which is the main basis for effective training of students, is subject to productive processing, penetrates deep into memory and is easily reproduced. According to the educational programs of future philologists, the following types of software are used in higher education institutions of Ukraine in accordance with their content and functions: 1) information and reference sources (almanacs, reference books, encyclopedias, dictionaries, magazines, newspapers); 2) electronic sources; 3) YouTube videos; 4) electronic libraries and repositories; 5) methodical materials in electronic form (plans of seminars and practical classes, lecture notes, methodical instructions and methodical recommendations for practical and seminar classes, tests and other materials for knowledge control); 6) Internet resources; 7) electronic teaching aids (computer training programs, electronic textbooks and manuals, computer games for the development of foreign language skills); 8) educational and methodical software products for visualization of the taught material (schemes, tables, drawings, presentations for seminars and practical classes, etc.), created by scientific and pedagogical staff in the process of learning a foreign language.