

their own learning, to improve competence in decision-making, to encourage autonomous work and to become more independent and responsible.

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THE PROBLEM OF PEDAGOGICAL BARRIER IN THE ORGANIZATION OF EDUCATION PROCESS OF LEARNING ENGLISH

Kryva K. O.

*the first year student (magister)
Berdyansk State Pedagogical University*

Glazkova I. Ya.

*Doctor of Pedagogical Sciences, Professor,
Dean of the Department of Philology and Social Communications
Berdyansk State Pedagogical University
Berdyansk, Zaporizhzhia region, Ukraine*

New socio-economic conditions of modern society and the gradual integration of Ukraine into the European community proposes new requirements for graduates, as well as the growing role and importance learning of foreign languages by students. Among the key competencies of the graduates,

the special significance gives not only to fluent English, but also the ability to learn throughout life, the ability to find the new knowledge and skills.

The practice of teaching foreign languages shows that during the educational process the students have conditions that prevent the full manifestation of personality, reduce its activity and prevent creative self-expressions of the students. Such conditions are the barriers that accompany the educational process.

The problem of language barriers is one of the most important in the field of teaching English. There are many works devoted to the study of the pedagogical barriers. Such prominent scholars as T. Verbytska, I. Glazkova, A. Gormin, N. Sopilko, R. Shakurov were studies the problem.

For the first time the term «barrier pedagogy» was introduced into scientific circulation by scientist A. Gormin. He defines it as a branch of pedagogical science related to the development and usage of techniques, methods, technologies of educational activities based on the internal barriers of the individual, as well as the construction and development of external barriers in teaching and education in pedagogical practice [2, p. 163]. Thus, barrier pedagogy is a branch of pedagogical science that studies strategies and tactics of prevention, overcoming and artificial creation of pedagogical barriers in the educational environment of the school.

We can conclude that the concept of pedagogical barrier is binary and multifunctional. In addition, based on the definition, we can talk about the necessity of creating a barrier in the educational process in order to overcome it in the future. So, the pedagogical barrier is the kind of stimulus for the development of potential opportunities of the student. So, it has a developmental character.

Nowadays, the problem of classification of pedagogical barriers that accompany the process of learning foreign is becoming relevant.

We based on the scientific approach of D. Elkonin about the structural components of educational activities (motive, educational task, educational action, educational operation, control and grade) [5, p. 178], we associate them with those barriers that may occur during the implementation of each of the components.

There are barriers of foreign language activities of students:

– *motivational barriers* (lack of positive cognitive motivation for learning, lack of values of learning, lack of necessity to study a particular topic due to objective and subjective reasons);

– *emotional barriers* (general unfavorable individual emotional background of activity: increased anxiety, neuroticism, frustration);

– *communication barriers* (barriers of listening, speaking, reading and writing. Listening is accompanied by states of tension, boredom, frustration, fear of failure, laziness, etc. Speaking a foreign language causes states of insecurity, anxiety, fear of making a mistake, isolation, tears. Tasks aimed at understanding and communicating the content of the text may be accompanied by laziness, apathy, violation of discipline. Writing is accompanied by fear of openly and demonstrably demonstrate their ignorance of the subject, inability to clearly and competently express their thoughts on writing).

– *grades barriers* (imbalance between positive and negative grades with the dominance of the last one).

Based on the binary essence of the concept of «barrier» and defining the typology of barriers to foreign language, communication activity of students, it is advisable to talk about strategies for their prevention, overcoming and artificial creation. The explanatory dictionary of the Ukrainian language defines strategy as the art of planning, leadership, based on correct far-sighted predictions [1, p. 782].

The expediency of identifying a strategy of barrier prevention caused by the fact that it is much easier to prevent a barrier than to overcome it effectively. Let us focus on the methods and techniques of overcoming communication barriers, because, in our opinion, these barriers are most characterized by developmental character, which is manifested in the condition of overcoming it.

– *The method of visual support* involves the usage of visual material in teaching a foreign language for presentation of lexical and grammatical material, the formation of skills of all speech activities, learning the culture to use a foreign language as a means of communication.

– *Methods of forming the skills of reading techniques (reading support)* are implemented through a number of techniques for working with texts. Texts are the main source of information.

– *Cognitive methods of language support* involve the use of supports. The purpose of the supports is to help students in the process of constructing oral and written expressions, as well as in the perception of texts when reading and listening. According to the nature of the information, the supports are divided into verbal and non-verbal (graphic, visual).

The necessity of the strategy of the artificial creation of barriers in the educational process is due to the binary concept of «pedagogical barrier», the main condition for the effectiveness of this strategy is the ability to overcome the barrier. The creation of barriers should be aimed at communication barriers, as it is impractical in the educational process to create additional emotional, motivational and even more so barriers to control and evaluate.

Since learning of foreign languages is associated with the study of authentic texts, we turned to the achievements of hermeneutics, the science that studies the rules of interpretation of the texts. E. Saitbayeva singled out hermeneutics pedagogical rules of text interpretation such as focus on the authentic meaning of the text; imitation of the principle of «hermeneutic circle» of questions and answers [3, p. 130–131].

To follow the rules, the reader must be «involved in the text» (H. Gadamer); to establish a dialogue with the text – in the dialectic of questions and answers (M. Bakhtin). The highlighted provisions give grounds to assert that the dominant technique of hermeneutics technology is the questioning and joint search for answers them. Thus, based on the selected provisions of hermeneutics, in English classes, we worked out the formulation of various types of questions: (on the actual content of the facts and events set out in the text; and relationships between characters; to determine the emotions and feelings experienced by the characters). It is most appropriate to use this type of work in home reading lessons.

Based on the analysis, we can conclude that the phenomenon of barriers in the educational process is associated with both internal and external factors. Also, based on the study and generalization of psychological and pedagogical literature, we established that the concept of barrier is binary and multifunctional, because in addition to the negative functions it is also inherent in the developmental nature.

We identify motivational, emotional, cognitive, operational (actually speech), barriers to control and assessment of barriers of foreign language speech activity of students.

The expediency of the strategy of prevention of pedagogical barriers with their negative functions is proved. The selection of a strategy for overcoming pedagogical barriers is due to the expediency of identifying and implementing the developmental nature of the pedagogical barrier, as well as the necessity to eliminate its possible destructive consequences.

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**TEST ELABORATION IN THE THEME
«INITIAL TERM ELEMENTS» IN LATIN MEDICAL
CLINICAL TERMINOLOGY BY BLOOM'S TAXONOMY**

Lozenko V. V.

*Candidate of Philological Sciences,
Associate Professor at the Latin language
and medical terminology department
Kharkiv National Medical University
Kharkiv, Ukraine*

Bloom's taxonomy is the most widespread tool for checking knowledge in any field of science. Researchers (T. Anoshkova, L. Anderson) have studied the usage of this taxonomy in academic process. Bloom's taxonomy presumes to make up tests in depend on lower level of thinking and higher level of thinking. The aim of our research is to study test elaboration in the theme «Initial term elements» based on medical clinical terminology of Latin.

Initial term elements are known to play the important role in clinical complex terms. They describe abnormal condition, sometimes normal condition \ state. In addition, initial term elements can be the part of terms denoting different kinds of surgical repair or surgical operation. For example, autoplastica (*Engl.* autoplasty) is transplantation of own tissues from one part of the body to another one. Heteroplastica (*Engl.* heteroplasty) or xenoplastica is a kind of surgical invention characterized by transplantation of tissues or organs from an animal to a human body. In reference books and medical dictionaries one can find other terms based on initial combining forms with the meaning «surgical repair»: alloplastica \ homoplastica (*Engl.* alloplasty \ homoplasty), autotransplantatio (*Engl.* autotransplantation), implantatio (*Engl.* implantation), isoplastica (*Engl.* isoplasty) etc.

Test elaboration in the theme «Initial term elements» must be based on checking lower level of thinking and higher level of thinking. Lower level test must include checking the main \ based initial term elements and knowledge of