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**REGARDING SOME WAYS OF ORGANIZATION  
AND TEACHING FOREIGN LANGUAGE AT THE MEDICAL  
UNIVERSITY DURING DISTANCE LEARNING**

**ЩОДО ДЕЯКИХ ШЛЯХІВ ОРГАНІЗАЦІЇ ТА ВИКЛАДАННЯ  
ІНОЗЕМНОЇ МОВИ В МЕДИЧНОМУ УНІВЕРСИТЕТІ  
ПІД ЧАС ДИСТАНЦІЙНОГО НАВЧАННЯ**

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Teaching disciplines in institutions of higher medical education has undergone significant changes at the current stage. This is primarily due to the COVID-19 coronavirus pandemic and quarantine measures. The specified changes made it necessary to switch to combined and distance forms of education. Currently, each higher medical institution has a certain positive experience of learning in the distance mode, which is adapted and brought to the optimum, taking into account the peculiarities of the discipline taught to students.

In the conditions of quarantine restrictions, distance learning is almost the only possible option for acquiring knowledge. Innovative distance learning technologies used in the medical university have become a key link in the organization of work with students during quarantine and have led to significant changes in the organization of the educational process. This also applies to humanitarian subjects.

Distance learning is carried out on the Google Classroom corporate platform (asynchronous learning) and with the help of the Google Meet service (synchronous learning). Communication and coordination of the educational process with students is carried out through WhatsApp, Telegram and phone services. Viber and telephone communication are used for prompt communication between lecturers and management of the educational institution. The combination of capabilities of each of these services allows you to successfully conduct distance learning in real time, provide students with informative support, monitor the completion of tasks, work with tests, correct and comment on the completion of written tasks and send them to students.

Today, the introduction of distance learning in institutions of higher medical education has fundamentally changed approaches to the training of future doctors, because it has facilitated access to information necessary for acquiring knowledge. Lecturers developed and posted on the Google Classroom platform practical classes, test tasks for each content topic or section, video lectures, textbooks and links to the main and additional literature.

Mastering the material of the practical classes may end with a test control. Test tasks are presented in two variants, with answers and without answers. The teacher can create them directly on the Google Classroom platform or use other platforms such as Kahoot!, Quizlet and others that can be integrated with or linked to the mentioned platform. This enables the students to study and test their knowledge. And tasks created in Kahoot! can be displayed in the mode of team and individual games and used during practical tasks in Meet.

Regarding the teaching of foreign languages in particular, it should be noted that the development of speaking skills is also carried out during practical classes, where students are actively involved in the discussion of new material through oral answers or chats. YouTube platform is used for downloading and viewing video materials, which serve as authentic material for the development of understanding of what has been heard. Listening and comprehension tasks are based on the usage of doctors' channels, videos and interviews and it can be easily integrated with online Meet sessions.

The development of writing skills is facilitated by the use of the Liveworksheets platform, where there is both a certain base of exercises, and you can download and use your own tasks. Using interactive sheets, students type in the correct answers, write an essay, and in online mode, write dictations in real time. The extreme convenience is that the lecturer receives the work on the mail immediately, and also, when the automatic check mode is set, he receives the work already with grades, that helps to save time and promote optimization of the learning process.

By creating a learning space during online practical sessions, the use of Google Jamboard provides the atmosphere of a «classroom» lesson. The interactive whiteboard can be used simultaneously by both the lecturer and the students during classes in Meet to discuss ideas, write words, make abstracts of the plan, etc. And you can also create content, write and edit texts, draw, upload images and work on these images. However, the use of an interactive whiteboard is preceded by considerable preparation on the part of the lecturer.

In connection with the quarantine, lecturers are mastering new forms of conducting the educational process and its control. Throughout the course, they also review and discuss grammar material with students through presentations, followed by practice and consolidation.

Therefore, the use of distance learning while teaching a foreign language in a professional area allows to master the material through the use of computer and telecommunication technologies that provide interactive interaction between lecturers and students at certain stages of learning and independent work with information network materials. The use of information technologies in the educational process expands the possibilities of developing new approaches in education, improves methodological teaching technologies, which encourages students to master modern information technologies at a higher level, as well as to be competitive and quickly adapt to modern working conditions.

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