

міцність та глибина, але й затребуваність фундаменту, на якому вибудовується професійно-орієнтована підготовка, що сприяє творчому розвитку та самореалізації особистості.

Принцип орієнтації на майбутню професію. Особливістю використання цього принципу є вивчення професійної діяльності майбутнього лікаря, що включає в себе аналіз професійних ситуацій, використання рольових ігор (опитування пацієнта під час огляду, лікарська консультація, пояснення симптоматики та шляхів лікування найбільш поширених хвороб, проведення фізикального та клінічного обстеження; заповнення медичної карти амбулаторного чи стаціонарного хворого; надання рекомендацій щодо здорового харчування тощо), а також перегляд відеосюжетів іноземною мовою та їх аналіз.

Таким чином, такі специфічні принципи, як принцип домінуючої ролі вправ, принцип взаємодії основних видів мовленнєвої діяльності, принцип міжпредметності та принцип орієнтації на майбутню професію доповнюють загальнодидактичні принципи навчання у медичних закладах вищої освіти у процесі вивчення іноземної мови за професійним спрямуванням, відображаючи специфіку професійної діяльності майбутніх лікарів. Розробка відповідної системи завдань стане предметом наших подальших наукових розробок у цьому напрямку.

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INTERNATIONAL DIGITAL PROJECTS FOR LEARNING ENGLISH IN HIGHER EDUCATIONAL INSTITUTIONS

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Digitalization can play a crucial role for internationalization of higher educational institutions on the organizational level and for the academic practice on the pedagogical level, because contextual variables such as institutional environment, economic situation, social-cultural and market conditions affect the speed and degree of the global educational internationalization [7, 95].

Availability of the latest information technologies affected the evolution of virtual internationalization processes in higher education. Carrying out their own international goals, universities empower their performance in the international education market. In this regard, European Association of Distance Education Universities (EAUDO), initiated the development of the E-Bologna project that has been successfully functioning since 2003. This international digital project enabled the creation of an electronic environment

in Europe for the implementing of the Bologna process through the use of ICTs. In terms of internationalization, the most important component is the one, related to the application of the virtual mobility scheme for students, teachers and research workers of European universities, as well as their curricula and courses [5].

Modern researchers explore the ways of preparing students online for their future stays in foreign countries and building international digital learning groups for the introduction of virtual mobility into the practice as the most influential trends in the modern academic internationalization process. For instance, virtual teaching foreign languages for internationalization purposes is performed within the frames of an international project CALL (Computer-assisted language learning) – computer-aided language learning platform that includes the use of interactive boards, electronic portfolios, intelligent learning systems, virtual games, social networks, blogs, forums, wiki and other digital learning tools [2].

The study conducted in the Sapienza University Language Center, Rome, Italy, highlighted the main benefits that students and teachers get, using CALL, including the following:

- increasing motivation and interest of students to learn a foreign language, their independence and autonomy;
- providing students with opportunities for effective interaction (written and oral) with representatives of different cultures and nationalities, speakers of different languages;
- stimulating educational and research interaction of teachers and students from universities in different countries [10].

At the same time some educators [4], [9] insist on balancing the use of CALL and other, more traditional teaching methods. The effectiveness of CALL in developing spelling, reading and writing skills is practically proved, but more research is needed to reveal its positive influence on speaking online. Students are willing to learn languages with CALL, due to digital technologies that are stable and well supported, though they admit, that technical problems may interfere with the learning process [8].

Recently another international digital project, CLIL (Content and Language Integrated Learning) is getting more and more popular [3]. Pedagogical experiment, which covered 13 European countries, revealed the benefit from teaching non-linguistic disciplines and the parallel learning of a foreign language itself based on CLIL [1, 135]. Latest experiments proved the value of CLIL use in universities not only by the fact that it had contributed to the formation of a foreign language professional-oriented communicative competence of students, but also by the fact that its application had supported internationalization of the academic process by preparing students for effective participation in international educational and research activities [6].

Several studies conducted in 2015 with the participation of 76 universities of Italy, among them, studies carried out by scientists of the University of Parma and the University of the Sacred Heart in Milan proved the effectiveness of using CLIL, since it had provided students with fundamental knowledge in the field of professional disciplines and interdisciplinary knowledge, meta-knowledge and transversal skills. Moreover, the participation in this project had resulted in the formation of intercultural competences of students, as well as the experience of internationalization activities [6].

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THE GRAMMATICAL CATEGORY OF NUMBER OF ENGLISH NOUNS

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The category of number is expressed by such forms of the noun which formally signal whether the speaker means one object or more than one. The inflection *-s* is such a signal. The category of number is based on a two-