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53.	Човганюк О.С., Дзвонковська В.В., Земяк М.В., Середюк Л.В., Юрак М.З. ДИНАМІКА ПРОЗАПАЛЬНИХ ЦИТОКІНІВ ПІД ВПЛИВОМ МОКСОНІДИНУ У ХВОРИХ ІЗ СИНДРОМОМ ІНСУЛІНОРЕЗИСТЕНТНОСТІ	258
PEDAGOGY		
54.	Kanova L., Tarasenko S., Savchenko V. NATO STANDARD STANAG-6001 AT FOREIGN LANGUAGE COURSES IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS OF UKRAINE	260
55.	Kyselova I. USING AN INDIVIDUAL APPROACH IN TEACHING MONOLOGICAL SPEECH TO STUDENTS OF NON-LINGUISTIC SPECIALTIES WHEN STUDYING THE ENGLISH LANGUAGE.	263
56.	Maistrenko N., Tymchenko S. FORMATION OF PROFESSIONAL COMPETENCE IN MATHEMATICS CLASSES OF MASTERS OF INDUSTRIAL TRAINING OF COMPUTER DISCIPLINES	267
57.	Pavlychenko A., Pashchenko O., Medvedovs'ka T. BASIC TOOLS AND TECHNOLOGIES OF DIGITAL EDUCATION	270
58.	Pryshchepa T. TEACHING A FOREIGN LANGUAGE DURING DISTANCE LEARNING IN HIGHER EDUCATION INSTITUTIONS IN WAR	274
59.	Ushakova N. METHODICAL MECHANISMS OF REGULATION OF STUDENT'S LEARNING ACTIVITY	277
60.	Алфьорова А.Л. СИМТОМАТИКА ЗАТРИМКИ ПСИХОМОВЛЕННЄВОГО РОЗВИТКУ У ДІТЕЙ ДОШКІЛЬНОГО ВІКУ	280
61.	Геник Н.І., Жукуляк О.М., Бігун Р.В., Перхулин О.М., Поліщук І.П. СИНЕРГЕТИЧНИЙ ПІДХІД У ФОРМУВАННІ ГОТОВНОСТІ МАЙБУТНІХ ЛІКАРІВ ДО ПРОФЕСІЙНОГО САМОРОЗВИТКУ	283

USING AN INDIVIDUAL APPROACH IN TEACHING MONOLOGICAL SPEECH TO STUDENTS OF NON- LINGUISTIC SPECIALTIES WHEN STUDYING THE ENGLISH LANGUAGE.

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The main goal of learning a foreign language for students of non-linguistic majors is to master the language not only as an informative tool, but also to use it as a means of communication in future professional activities. Therefore, focusing on the communicative approach is an objective necessity. Speech orientation and situationality form the definition of the communicative approach and at the same time are its principles [1, 29]. Teaching a student to express his thoughts in a monologue form is one of the most important practical goals of learning a foreign language.

A monologue is a relatively elaborate form of speech, on the basis of which a separate statement or a sequence of statements is built [2]. On the other hand, a monologue is an organized type of speech, which means planning and programming not only a separate statement, but also the entire message.

In the practice of learning a foreign language, one has to face such a phenomenon when a student cannot make an independent message consisting of several consecutive, interconnected phrases. More often, their statements are very concise answers to the teacher's questions, or a purely formal, chronological listing of some actions, events, and facts. Domestic and foreign scientists were engaged in the study of the problems of teaching foreign language speaking activities of students: O.S. Bolshakova, I.A. Winter V. Benson, B. Coffey, C. Kennedy, A. Waters and others. Learning monologue speech is an extremely difficult task. Monologue speech is considered as a component of the communication process at any level - paired, group and mass. This means that any monologic statement is monologic in nature, but always addressed to someone, even if the addressee is the same person who speaks. Monologue speech has a rather large compositional complexity, requires completeness of thought, clear observance of grammatical rules, logic and consistency in the presentation of what the speaker wants to say.

It is necessary to teach students to correctly and effectively formulate their own point of view on the topic under consideration, to agree or disagree with someone else's opinion, to correctly formulate opinions, draw conclusions, build evidence using various arguments, that is, to be able to logically and argumentatively formulate their opinions in English.

The close interaction of the teacher and students allows us to directly study the individual and psychological characteristics of those we teach and to choose the methods, techniques and means of pedagogical influence accordingly so that the learning process becomes more effective. An individual approach should be used not

only in the education of students who find English difficult, or who had insufficient English language training at the previous stages of education. Students with better language training also have an educational need for a personal approach. This obliges the teacher to build an educational process based on taking into account the main personal qualities – the purposefulness of the individual, his life plans and value orientations, to rely on the age and individual characteristics of the students.

The individual approach is expressed first of all in the correct choice of techniques and forms of work that correspond to the age characteristics of students (peculiarities of motives, thinking, memory, interests), which are manifested in understanding, memorization, and assimilation of material [3].

An individual approach involves tasks of varying complexity to achieve the ultimate learning goals.

Taking into account the fact that student groups of non-philology majors have different levels of English language training at the previous stages of education, the task of the teacher is to choose different kinds of situational exercises so that no student can present his knowledge on a particular topic in the best possible way and not feel discomfort in participating in the training process, as well as improve the level of their knowledge, skills and abilities. The close interaction of the teacher and the student allows to significantly increase the level of students' knowledge, and from the teacher's side, to directly study various individual and psychological features of each student, identifying strong and weak personality traits and to choose methods, techniques and means of pedagogical influence accordingly [4, 132]. Differentiated learning involves such organizational forms, in which each student works at the level of his abilities, overcoming a difficult, but sufficiently tangible difficulty for him.

In this context, some main types of difficulties that prevent successful mastery of speaking English should be noted:

Psychological discomfort. Unlike reading, listening and writing, speaking requires more openness in front of an audience. The feeling of psychological discomfort in the process of speaking in English among students is related to the fear of making mistakes, critical attitude of others, loss of their status or simply shyness before the attention that their language can attract.

Nothing to say. This means the absence of thoughts on any problem. That is, it does not have a strong stimulating motive that would prompt them to verbal expression.

Low level of participation. Only one participant can speak to be heard, others have a short enough time to speak individually. This difficulty is compounded when there is a tendency for individual students to dominate, while other students speak either too little or do not speak at all.

Use of native language. In groups where students either speak the same language, there is a tendency to use it, because it is easier and there is a feeling of unnaturalness of speaking to each other in English, and they also stand out less among others if they speak their mother tongue.

We will give some examples of exercises that should be used when teaching monologue speech.

1. Exercises based on the read text with comprehension, understanding and fixation of information can be represented by the following formulations:

- Read the text, write active words and phrases from it;
- Read the text and choose key words to convey its main meaning, write them down in the form of a series of word chains that reflect the topic.
- Read the text and write the words that are used to summarize what was said or indicate the ending, conclusions, based on them, make sentences.

2. Another type of exercises includes the logical structuring of recorded information for the preparation of a monologue program. When performing them, students develop the ability to synthesize and generalize the information extracted as a result of reading:

- Make theses that convey the main ideas (main meaning) of the text, based on the theses, put them in your own words.

– Expand the compiled theses (points of the plan), for this, select the appropriate substantive and speech material in the text. Communicate the content based on the points in the plan.

3. Exercises aimed at preparing and presenting a monologue: descriptions, reasoning, stories. Students are invited to answer questions based on the content of what they have read with an offer to express their own opinion on a certain aspect. Next, situations for expanded statements are offered. Example: you are a social worker. The family turned there for help. Your task is to give a description of the composition of the family, the living conditions of this family and prove whether this family needs the help of social services or it should be refused. Another example: you are a fitness trainer in a gym. The client asked to prescribe a set of exercises to strengthen muscles. Your task is to explain, using the necessary professional vocabulary, exactly which exercises need to be performed, what the sequence of these exercises should be, and what result is expected if they are performed them correctly.

Similar tasks are aimed at creating one's own coherent statement, independent choice of language means and monologue delivery style. The use of an individual approach in teaching English speaking is one of the means and one of the strong motives for creating a communicative focus in class, and also stimulates students to master the language, as it takes into account their interests and inclinations. In addition, the motivation of educational activities increases and the interest in mastering the language increases.

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