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**EUROPEAN  
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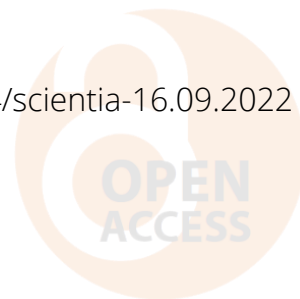
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**SCIENTIFIC FORUM: THEORY  
AND PRACTICE OF RESEARCH**

**II International Scientific and Theoretical Conference**

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USING INTERNET RESOURCES IN TEACHING ENGLISH AT UNIVERSITIES <b>Ishchuk N.</b> .....	77
АНАЛІЗ СКЛАДОВИХ ПРОФЕСІЙНОГО САМОВДОСКОНАЛЕННЯ МАЙБУТНІХ ФАХІВЦІВ МУЗИЧНОГО МИСТЕЦТВА <b>Сімакова С.І.</b> .....	78
ЕКОЛОГІЧНЕ ВИХОВАННЯ МОЛОШИХ ШКОЛЯРІВ У СИСТЕМІ РОБОТИ ЗАКЛАДУ ПОЗАШКІЛЬНОЇ ОСВІТИ <b>Кладов С.А.</b> .....	82
ОСОБЛИВОСТІ ВИКЛАДАННЯ ЛІТЕРАТУРОЗНАВЧИХ ДИСЦИПЛІН У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ <b>Кустовська І.М.</b> .....	85
ОСОБЛИВОСТІ ПРОФІЛАКТИКО-КОРЕКЦІЙНОЇ РОБОТИ З ПОДОЛАННЯ ТРИВОЖНОСТІ МОЛОДШИХ ШКОЛЯРІВ <b>Чигрин О.М.</b> .....	87
ПРОБЛЕМА ПІДГОТОВКИ МАЙБУТНІХ ПСИХОЛОГІВ ДО ВИКОРИСТАННЯ ЦИФРОВИХ ТЕХНОЛОГІЙ У ПРОФЕСІЙНІЙ ДІЯЛЬНОСТІ <b>Леонова А.О., Слюсаренко М.А.</b> .....	90
РОЛЬ ПЕДАГОГІКИ УСПІХУ В ОНОВЛЕНОМУ ОСВІТНЬОМУ СЕРЕДОВИЩІ <b>Скорик Т.В.</b> .....	93
СИСТЕМА РОБОТИ ЗАКЛАДУ ПОЗАШКІЛЬНОЇ ОСВІТИ З ОБДАРОВАНИМИ ДІТЬМИ <b>Осипенко Л.М.</b> .....	95
СУЧАСНІ ПІДХОДИ ДО ОРГАНІЗАЦІЇ МЕТОДИЧНОЇ РОБОТИ В ЗАКЛАДІ ПОЗАШКІЛЬНОЇ ОСВІТИ <b>Левченко І.М.</b> .....	98
УПРАВЛІННЯ ЗАКЛАДОМ ПОЗАШКІЛЬНОЇ ОСВІТИ В УМОВАХ ДИСЦИПІННОЇ ПРОФЕСІЙНОЇ ВЗАЄМОДІЇ <b>Філімонова Т.В.</b> .....	101
ФОРМУВАННЯ ПРОФЕСІЙНИХ ІНТЕРЕСІВ ДІТЕЙ У ЗАКЛАДАХ ПОЗАШКІЛЬНОЇ ОСВІТИ ТЕХНІЧНОГО СПРЯМУВАННЯ <b>Куліненко Т.Д.</b> .....	104
SECTION 14. MEDICAL SCIENCES AND PUBLIC HEALTH	
CONFLICTS IN THE DOCTOR-PATIENT SYSTEM <b>Biduchak A.S.</b> .....	107
HYGIENIC ASSESSMENT OF UNSUITABLE SHELTERS IN A LARGE CITY DURING HOSTILITIES <b>Gerasimenko O.I., Bohachova O.S., Cherniaieva O.S.</b> .....	108

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## USING INTERNET RESOURCES IN TEACHING ENGLISH AT UNIVERSITIES

**Introduction.** The current stage of society's development is taking place in conditions of continuous growth in the amount of information to be processed, and increasing requirements for a student to actively and independently put efforts into their own personal development in and outside the classroom. Universities are still facing the challenge of training competent specialists able to properly utilize the acquired knowledge, skills and competences in professional activities.

**Result of the research.** Cyberspace has a large cultural and didactic potential that is already being used in education worldwide. However, the optimal and effective use of Internet resources for educational purposes calls for a profound research to determine the general and specific principles, criteria for selecting on-line resources, websites and materials, as well as a substantial renewal of the arsenal of learning tools and techniques.

Despite the fact that much is expected from the widespread use of computers, the current situation in using Internet resources in teaching English is not satisfactory. The ability to apply IT still refers to a technical skill. Therefore, it is not considered as an integral component of teaching a foreign language.

There are many ways to use information technology in teaching English. One of the language skills students need to hone is reading comprehension. Most often, teachers recommend their students to use online dictionaries and websites such as [bbc.learningenglish](http://bbc.learningenglish.com), [youtube.com](http://youtube.com), [britishcouncil.org](http://britishcouncil.org), [thesaurus.com](http://thesaurus.com), [www.ted.com](http://www.ted.com), [www.britannica.com](http://www.britannica.com), [www.economist.com](http://www.economist.com), [www.ft.home.uk](http://www.ft.home.uk) etc.

However, taking into account the fact that university students often have to learn professional information from Internet sources, teachers frequently ask students to use English-language Internet resources become aware of current events. For example, it can be watching videos or reading articles from the most popular English-language online publications such as BBC, Global Finance, Harvard Business Review, Success Magazine, Businessweek etc. The post-reading or post-watching tasks may include discussion, expression of students' opinion, which contributes to the development of critical thinking, as well as the skills of analysis and synthesis of the received information.

From the point of view of training competitive specialists at universities, the most effective is the use of Internet resources in project-based learning foreign languages.

The efficiency of using Internet resources in project-based learning English can be determined by the level of independent mastering both language and professional information; by the level of communicative, social, research and informational competences; by the level of interest in learning a foreign language and by the level of general learning motivation.

**Conclusion.** The analysis of the experience of using Internet resources in teaching English to university students convincingly shows that such a practice contributes to a creative atmosphere in classes as well as to the development of professional communication skills needed to solve specific professional tasks. However, even now, in the organization of the educational process at higher educational institutions, there is a trend towards limited use of computer technologies in teaching the English language, which largely hinders the implementation of students' creative project activities.