

choice of individuals, social groups or communities is determined indirectly by their qualities; in the second case, the content is the results of their activities as means of realizing their needs." [5].

For a person living in a community, it is necessary to maintain friendly relations with other people. This is especially true for students living in a dormitory, as they have to share one room with several people.

Loss of concentration can also affect a student's psychological health. The period of study at a higher educational institution is one of the most difficult stages for a person. It is very important to quickly assimilate a large amount of information [3].

According to the results of the survey, 50% of respondents experience great problems with concentration while living in a dormitory. Due to the lack of concentration, the student may have problems with academic performance, which will inevitably lead to a deterioration in mental health.

The final question in the survey was "has your dorm lifestyle deteriorated?" 37.5% of students feel slight changes in their lifestyle. Before entering the university, each student lived in different conditions. A sharp change in housing conditions can dramatically worsen the level of psychological health. Since the student will have to adapt to a new way of life. The way of life that a student is used to before living in a dormitory will have to be changed, and any changes and leaving the comfort zone leads to an increase in stress levels.

Based on the survey, it became clear what difficulties the student is facing and how these problems affect psychological health.

CONCLUSION

Based on all of the above, the following conclusions can be drawn:

1. Living in a dormitory affects the student's emotional state. Therefore, adaptation to life in a hostel requires taking into account certain factors.
2. Certain factors can have a negative impact on mental health.
3. Successful adaptation to dormitory factors can make the experience positive.

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ВИДЕОМАТЕРИАЛЫ КАК СРЕДСТВО СОВЕРШЕНСТВОВАНИЯ НАВЫКОВ АУДИРОВАНИЯ У СТУДЕНТОВ – МЕДИКОВ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА В НЕЯЗЫКОВОМ ВУЗЕ

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Аннотация

Введение. Аудирование (или слушание) считается неотъемлемой и обязательной частью при изучении иностранного языка. Основная цель аудирования – помочь учащимся научиться воспринимать и понимать звучащую речь. Благодаря аудированию усваивается не только лексика, но и грамматические структуры иностранного языка. В свою очередь, видеоматериалы также являются эффективным средством изучения и освоения нового материала, в том числе и изучения иностранной лексики. При совмещении данных способов обучения возможно значительное совершенствование коммуникативных навыков обучающихся, что позволит повысить эффективность занятий. **Цель исследования** – создание упражнений для совершенствования навыков аудирования у студентов-медиков на занятиях английским языком в неязыковом вузе. **Материал и методы.** В процессе проведения исследования были использованы следующие методы: анализ и синтез, сравнение, обобщение, анкетирование. Материалом исследования послужили ответы респондентов на вопросы анкеты. **Результаты.** Создание ряда упражнений для уровней B1 и B2 для совершенствования навыков аудирования у студентов-медиков на занятиях английским языком. **Выводы.** Студенты научились понимать на слух видеоряд, посвященный теме расстройства пищевого поведения, и научились использовать полученную информацию для решения коммуникативных задач.

Ключевые слова: обучение аудированию, видеоматериалы, английский язык, профессионально-ориентированное обучение.

VIDEO MATERIALS AS MEANS OF IMPROVING MEDICAL STUDENTS' LISTENING COMPREHENSION SKILLS AT ENGLISH CLASSES IN A NON-LANGUAGE UNIVERSITY

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Abstract

Introduction. Listening comprehension skills are considered an integral and mandatory part of learning a foreign language. The main goal of listening is to teach students to perceive and understand a spoken speech. In addition, due to listening, it is possible to master not only vocabulary, but also the grammatical structure of a foreign language. In their turn, video materials are also effective tools in mastering new material, including learning foreign vocabulary. By combining these teaching methods, it is possible to improve significantly students' communication skills, which increase the effectiveness of classes. **The aim of the study** is to create exercises to improve listening comprehension skills of medical students in English classes at a non-linguistic university. **Material and methods.** In the process of conducting the research, the following methods were used: analysis and synthesis, comparison, generalization, questioning. The research material included respondents' answers to the survey questions. **Conclusion.** Students learned to comprehend a video series on the topic of eating disorders, and use the information received to solve communication problems.

Keywords: listening comprehension training, video materials, English language, professionally oriented training.

INTRODUCTION

Today, thanks to the Internet, it is possible to watch authentic videos and listen to authentic podcasts. This can be used in the framework of teaching comprehension to university students. Showing videos in foreign language classes gives an opportunity to introduce the features of oral speech visually, like intonation, lexical turns, etc. Educational video creates additional language environment, reproduces a speech situation by audio and visual means and provides additional opportunities for mastering unprepared situational speech in the classroom environment. The use of video material as a supplement to audio material in the learning process can contribute to the development of thinking with the help of visual and audio images [1]; immerse students in the language environment, providing a better understanding and perception of the material; additionally, it helps to create a favorable and friendly atmosphere in the classroom, increasing the interest of students in learning a foreign language.

The aim of the study is to create exercises to improve listening comprehension skills of medical students at English classes in a non-language university.

MATERIAL AND METHODS

The following methods were used in the research process: analysis and synthesis, comparison, generalization, questionnaire survey. The research material was the respondents' answers to the questionnaire «Assessment of Satisfaction with the Exercise». The questionnaire contained 12

questions: 1) What is your age? 2) What university do you study at? 3) What is your department? 4) Where are you currently living? 5) Did you enjoy these exercises? 6) Were you able to complete all the exercises? 7) What was the most difficult thing for you to do with the exercises? 8) How many times did you watch the video? 9) Was the number of views enough for you? 10) Do you find these exercises useful for improving your English? 11) Was the video useful and interesting to you? 12) What is more interesting for you to watch a video or listen to an audio recording when practicing listening? 47 respondents have participated in the survey who are 1st year students of the Preventive Medicine Faculty of the Ural State University. There are 17 male and 30 female students aged 17-19, living at the time of study in Yekaterinburg. The respondents' English language proficiency level was B1 and B2.


RESULTS

As a result, two worksheets were created to improve listening comprehension skills on the topic of «Eating disorders», which can be used within the framework of the topic «Modern threats to public health» for 1st year students' of the General Medicine Faculty. The video hosting YouTube was the source of the video materials. Two videos were used: 1) «What are eating disorders? | APA» for language level B1 [2]; 2) «Why are eating disorders so hard to treat? – Anees Bahji» for language level B2 [3]. The exercises are designed taking into account the structure of the video session. There are three stages in them: the stage of preparation for viewing (pre-demonstration), the stage of showing the video (demonstration) and the stage after viewing (post-demonstration) [4]. Both worksheets presented these tasks at different stages of learning: 1) What do you think the video is about? 2) In what order is the information presented in the video? 3) Match the picture/word with correct definition. 4) Is the statement true or false? 5) Write down the words that are missing. Then listen and check. 6) Discuss the following questions in pairs. Discuss the disorders with your partner. Use the plan (fig. 1; fig. 2).

We conducted an approbation among 47 students, of whom 27 had a level of proficiency B1, and 20 – B2. The results for level B1 showed that the majority, namely 89% of students liked the exercises, which 37% of students successfully completed, 52% did more than half and 11% were able to master half or less. The most difficult task for the respondents was the task of filling in the gaps, as well as speaking, which is provided by the last stage to activate the language material. Most of the students watched the video 3 times, most of them had enough views. Almost all 96% of respondents consider this type of listening useful for improving the English language, in addition, 88% of the majority found the topic of the video useful. Interestingly, 85% of students prefer a video clip as a material for improving listening comprehension skills, rather than an audio recording.

According to the results of the second survey of B2 level assignments, 65% of students positively assessed the exercises, but only 10% managed to complete all the tasks. But despite this, 50% did more than half. The most difficult thing for the students was the long concentration, as the video was large in volume. Just like the first group, the majority watched the video 3 times, the number of auditions was enough. 90% consider the exercises useful for improving listening comprehension skills in English and for the majority they are interesting. 80% of students prefer a video rather than an audio recording.

1. What do you think the video is about?



2. In what order is the information presented in the video? (Watch the whole video)

- Definition of an eating disorder;
- Types of eating disorders and definition;
- Helping a friend with an eating disorder.

3. Match the word from the left column with the description from the right column.

1. compulsive behavior	A) eating a lot of food
2. weight	B) sum of all tissues of the human body
3. laxatives	C) change in your psychophysical state
4. binge eating	D) relieving constipation

4. Is the statement true or false? (Watch to 0:27)

	T	F
1. An eating disorder affects a person's physical, emotional and psychological well-being.		
2. Eating disorders can be fatal.		
3. Eating disorders include only anorexia nervosa.		

5. Write down the words that are missing. Then listen and check (watch from 0:20 to 1:34)

1. People with _____ may severely restrict the amount of food they eat...
2. There is an intense _____ of gaining weight distorted body image or...
3. Eating disorders can have a significant impact on one's self-esteem, relationships, work, and over time, place one at risk for _____ medical problems.

6. Discuss the following questions in pairs:

1. Do you think there are ways to prevent eating disorders?
2. How to communicate with a person who has an eating disorder?
3. Should an eating disorder be treated?

Fig. 1 Worksheet for English language level B1



1. Read a quote from the book 'Whiteflies' by Lucia Halls Anderson. What do you think the video is about? Watch the video and check your suggestions (Watch to 0:36).

"There are [...] small steps upward, an easier one, an unexpected leap, a minor that doesn't matter anymore."

2. In what order is the information presented in the video? (Watch the whole video)

- consequences of an eating disorder
- definition of the term of an eating disorder
- types of treatment of eating disorders
- causes of eating disorders

3. Match the picture with correct definition.

a) An eating disorder characterized by abnormally low body weight.	
b) An eating disorder in which a person has regular episodes of eating a very large amount of food.	

4. Is the statement true or false? (Watch from 2:00 to 1:34)

	T	F
1. We can't determine by weight changes whether a person has an eating disorder.		
2. Only women suffer from eating disorders.		
3. Eating disorders can lead to schizophrenia.		
4. Anemia is an eating disorder.		

5. Write down the words that are missing. Then listen and check (Watch from 0:00 to 3:00)

1. Heavily about 1% of people will experience an eating disorder during their lifetime.

2. Eating disorders are a range of psychiatric conditions characterized by these main patterns of behavior: restricting food intake, bingeing, or rapidly consuming large amounts of food, and purging or eliminating calories through 1) _____, vomiting, excessive exercise, and other harmful ways.

3) For example, people living with 2) _____ severely restrict the amount of food they eat, while 3) _____ nervous is an eating disorder characterized by recurrent binge and purge.

4) People who weight what medical professionals might consider a healthy range can have eating disorders including severe ones that damage their long-term health or metabolic work, including 4) _____, chronic heart disease, and 5) _____ damage.

6) There's because eating disorders are, of their own, 6) _____ illnesses.

7) There likely isn't a single cause, but a combination of 7) _____ and environmental risk factors that contribute. Sometimes, other mental illnesses like 8) _____ or anxiety can also contribute to eating disorders.

8. Discuss with your partner the diseases from exercise 8. Use the plan.

Disease	Definition	Causes	Symptoms	Treatment

Fig. 2 Worksheet for English language level B2

DISCUSSION

The analysis of English language textbooks for medical students has shown that tasks to practice listening are presented in a small number [5,6,7]. This can be explained by the difficulty of creating their own educational audio recordings. None of the textbooks introduces authentic videos from the Internet. The study has shown that Internet videos can be an alternative to audio recordings in some topics.

The survey has revealed that both groups found the video tasks more interesting and useful. This can be explained by the fact that several sense organs are affected simultaneously: visual and auditory. This has a positive effect on understanding, remembering and analyzing information.

In addition, the results demonstrated that the tasks for level B1 are relevant to the level of students' language proficiency and effective in listening comprehension skills. The developed exercises for level B2 turned out to be more difficult than the declared level. Besides, the length of the video has reduced factor the effectiveness of comprehension.

CONCLUSION

Students learned to understand the video series on the topic of eating disorders and to use the information in solving communicative tasks. A series of exercises designed for the B1 language level

can be recommended to use in the English language classes of 1st year students of the General Medicine Faculty. The series of exercises for level B2 needs to be rearrange. For example, only a part of the video can be used during the class.

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БИОЭНЕРГЕТИКА КАК АЛЬТЕРНАТИВНОЕ ТЕРАПЕВТИЧЕСКОЕ НАПРАВЛЕНИЕ

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Аннотация

Введение. Биоэнергетика в современном значении используется в нескольких отраслях знаний. Биоэнергетика как наука на стыке физики, химии и биологии. Биоэнергетика как отрасль электроэнергетики, основанная на использовании биотоплива и биоэнергетика как совокупность теорий и практик альтернативной медицины и психотерапии. Энергетическая медицина на данный момент является одной из самых противоречивых областей интегративной медицины, а механизмы действия ее методов не выяснены полностью. Однако многими специалистами признается тот факт, что исцеляющие энергии могут быть недостающим звеном в понимании соотношения состояний здоровья и болезни. **Цель исследования** – выяснить, что такое биоэнергетика, опираясь на литературные источники, и установить способы воздействия на человеческое тело в терапевтических целях в рамках биоэнергетики. **Материал и методы.** Был проведен обзор научной литературы за последние 10 лет по теме исследования. Обобщенные данные, проблемы в сфере биоэнергетики применительно к медицине и перспективы исследований представлены в статье. **Результаты.** Биоэнергетика является связующим звеном в понимании состояний здоровья и патологии западной и восточной медициной. Изменения результатов физических параметров во время исследований сопоставляются с ощущениями, но отсутствует единый протокол определения воздействия энергии. **Выводы.** Большинство ученых и клиницистов не желают принимать методы лечения, преимущества которых не могут быть объяснены современными научными знаниями, а результаты не могут быть задокументированы визуально и не подчиняются единой системе полученных данных. Необходимо изучение связей между теориями, лежащими в основе практик энергетического исцеления, и данными, полученными из традиционных наук.

Ключевые слова: биоэнергетика, энергетическая медицина, гомеостаз, аллостаз, терапевтическое воздействие.