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IMPROVING THE PROFESSIONAL SPEECH OF INTERNATIONAL MEDIC STUDENTS: TEACHING UKRAINIAN MEDICAL TERMINOLOGY

In the article the notion of «professional speech» was analyzed. A systematic analysis of regulatory and legislative documents, dissertation research studies, experience of teaching the Ukrainian language to international students of medical specialties of higher education institutions were outlined. The peculiarities of studying Ukrainian medical terminology by international students were detailed. The types of Ukrainian medical terminology were systematized in accordance with educational and methodological materials on the Ukrainian language as a foreign language for international students of 3-4 courses of medical specialties, with the aim of improving the quality of teaching and forming terminological competence.

Key words: *professional speech, international students, Ukrainian medical terminology, terminological competence, quality of education.*

Introduction. Ukrainian language for professional purpose is of great demand for international medic students, from the qualitative professional speech depends further communication with patients during the clinical practice at hospitals. Understanding clinical terms, abbreviations, neologisms, borrowings, etc. commonly during verbal and written communication enhance terminological competence of international students' future doctors. Terms are presented in accordance with clinical context, in which international students will be experienced. Ukrainian terminology has been changing during the last years, new lexical, orthographic rules has appeared according to decision of Ukrainian National Commission on Spelling (July, 12, 2019). The new edition of the Ukrainian orthography provides supplemented, clarified spellings of common and proper names of Ukrainian and foreign origin, detailed rules for the use of punctuation marks, in accordance with the norms of the modern literary language. The specificity of Ukrainian anatomical terminology is that, in addition to the actual Ukrainian terms, numerous borrowings from Latin and Greek languages, it uses international nomenclature. Latin is the universal international language of doctors and pharmacists. Terminological competence is a part of professional language competence of international students' future doctors.

Analysis of relevant research. Language component of teaching of foreign medic students at practical classes on the discipline «Ukrainian as a foreign language» is analyzed on the background of Ukrainian and international normative and legal sources that update the importance of studying the Ukrainian language for future foreign doctors. The regulatory and legal principles of training foreign students of medical specialties are regulated by the Laws of Ukraine «On the Legal Status of Foreigners and Stateless Persons» (with amendments) (2011), «On ensuring the functioning of the Ukrainian language as a state language» (2019), by the orders of the Ministry of Education and Culture of Ukraine «The procedure for issuing invitations to study (internship) in Ukraine to foreigners and stateless persons and their registration» (2013), «Some issues of organizing recruitment and training (internship) of foreigners and stateless persons» (2013), by the order of the Ministry of Education and Culture of Ukraine No. 997 dated 18.08.2016 «On recognition as having lost the validity of the order of the Ministry of Education and Culture of Ukraine dated 04.04.2006 No. 260 regarding the necessity to «ensure the study of the state language by foreign students in the amount necessary for study and/or household communication in accordance with educational programs» (Order of the Ministry of Education and Culture, 2016), the resolution of the Cabinet of Ministers of Ukraine «Some recruitment issues for the education of foreigners and stateless persons» (2013), Pan-European recommendations on language education (2003). The basics of development higher education of Ukraine and its quality is also determined by UNESCO document Incheon Declaration “Education 2030: Towards inclusive and equitable quality education and lifelong learning for all” (2015). According to Research papers of Ukrainian scientists N. Avramenko about teaching medical terminology to international students, N. Vakhnytska about professional speech from linguistic and psychological points of view, N. Moskovchuk about specificity of terminology, M. Lisovuy about professional speech in medical field were analyzed.

Aim of the study is to analyze the normative sources, to define the notion of “professional speech” and peculiarities of teaching Ukrainian language to international students, to systematize the types Ukrainian medical terminology.

Research methods. Such research methods are used as comparative, terminological analysis and synthesis to define types of

medical terminology for improving professional speech of international medic students, peculiarities of teaching Ukrainian medical terminology.

Results Taking into account the above-mentioned positions at the legislative level, considerable attention is paid to the language issue of the education of foreigners. We will detail and analyze the notion of «professional speech», according to the analysis of the research papers. The Ukrainian scientist M. Vakhnytska outlines this notion as a linguistically, psychologically and socially determined choice of professionally marked means of speech (Vahnytska, 2007); L. Romanova specify this notion as a speech activity, which involves fluency in special professional terminology in learning conditions close to professional speech activity (Romanova, 2001, p. 6); the researcher N. Moskovchuk - as a specialist's knowledge of normative requirements of literary language, speech etiquette, means of expression (linguistic and non-linguistic), the specificity of terminology and the ability to use them in professional discourse (N. Moskovchuk, 2019). Within the scope of the study, we rely on the notion of «professional speech» proposed by M. Lisovyi: mastery of the norms of literary language, professional terminology and standardized speech constructions of the medical field, the ability to use language tools in accordance with the purpose and situation of communication (Lisovyi, 2006, p. 17).

It should be noted that foreign students of medical specialties (English form of education) begin to master the Ukrainian language through the prism of the English language, therefore we direct language tools (lexical, grammatical, etc.) to the formation of a secondary language personality. In the research, we are guided by the definition of the concept of «secondary language professional personality», proposed by V. Nikolayenko: the set of abilities of a person to communicate in a foreign language at the intercultural level for interaction with representatives of other cultures. This means that a foreign student does not possess separate lexical units, but a real, conscious, professional command of the language within the framework of intercultural communication (Nikolaenko, 2014). In this context, the reasoning of the German philosopher G. Gadamer about «... that which constitutes the subject of cognition and expression, which is always surrounded by the world horizon of language... the world itself manifests itself in language» (Gadamer, 1988, p. 520). As part of the language competence of foreign students of medical specialties, we distinguish, in particular, lexical, terminological, spelling, orthographic, grammatical competence. Lexical competence covers the ability to distinguish the lexical meaning, meanings and peculiarities of

words spelling («лікар», «медицина», «пацієнт», «оглядати»), proper Ukrainian and borrowed (medical) vocabulary («виразка», «грип», «хірург»), the ability to reproduce lexical units and use them in accordance with communicative situations. It is also important to work on the formation of vocabulary in accordance with the disciplines of the medical profile «Anatomy», «Physiology», «Propaedeutics of internal medicine (pediatric)», «Medical psychology», etc.

It is important for foreign students to understand the meaning of culturally marked units, metaphors (for example, the lexeme «імунітет/immunity» from the field of medicine is used in the field of law), to use Ukrainian equivalents of synonyms in their speech (for example: «міокард/myocardium» - heart muscle, «некроз/necrosis» - death, «тромбоз/thrombosis» - blockage, «задуха/suffocation» - lack of air), homonyms («маска/mask» – medical and uncharacteristic facial expression; «таз» as a pelvis – body part and vessel; «кома/comma» – human condition and punctuation mark; «тиск/pressure» – atmospheric and blood; «клапан/valve» – heart and motor part), paronyms «cardiac/серцевий» («anatomically connected with the heart») – «cordial/сердечний» («connected with the heart», «sincere», «soulful») – «poor heart/сердешний». The formed lexical competence contributes to the speech and cultural adaptation of a foreign student to a foreign-language socio-cultural environment and more successful Ukrainian-language professional communication (Levenok, 2020).

For the future doctor, spelling competence is of great importance, which is manifested in the ability to write words with capital and small letters, it is appropriate to use the unique Ukrainian letter «ґ» («g»), to put an apostrophe in words «сечокам'яна хвороба», «симптоз'являються», «їжа всухомятку»), to pay attention to doubling of the consonants («лікування», «підвищення температури»), alternation of consonants during word change («вухо – біль у вусі», «бік - біль у боці»), using suffixes (-ович (-ьович)/-ovych for creating male patronymic names («Volodymyr Antonovych»), using suffixes (-івна, -ївна) for the formation of female patronymic names («Iryna Mykolayivна») (these are used for filling patient's medical card) and write correctly medical terms.

An orthoepic competence covers the ability of students of higher education to follow the rules of pronunciation of vowels and consonants in different positions, features of word pronunciation, intonation of sentences (questions, appeals, requests), remarks, statements that outline the doctor's

communicative instructions in the process of performing professional tasks. We pay attention to the rules of alternating consonants and vowels in /in (for example, in a hospital, in a pharmacy) as an important sign of the melodiousness of the Ukrainian language. According to the teaching experience learning process of the norms of Ukrainian literary pronunciation perhaps may be complicated by the fact that international students usually speak not only one language of study (English), but as well as their native (local) language, for instance, Swahili language – the language of the African continent or Hindi language – one of the official languages in India. That is why international students from India meet some difficulties in pronouncing some sounds: when pronouncing the sounds [h], [sh], the sound [h] is replaced by the sound [ts], and the sound [sh] is replaced by the sound [s], so with the students of this ethnic group, we form a culture of listening, repetition, independent and collective pronunciation of individual words and expressions (Levenok, 2020).

Grammatical competence, according to the program on the Ukrainian language as a foreign language, involves the ability of foreign students to correctly use the grammatical forms of the Ukrainian language, to construct narrative, monosyllabic, persuasive, interrogative sentences («It's clear/Зрозуміло», «Let it be/Припустимо», «How are you?/Як ви себе почуваєте?»), use them in conversations, dialogues as logically completed structures, useful for understanding while reading or listening to the text, in professional communication to convey a positive assessment of information, questioning the patient about the course of the disease. We detail that, in accordance with the Working program of the academic discipline «Ukrainian as a foreign language», communicative competence in a foreign language requires students to have the following skills: compose a monologue on a medical topic; communicate professionally with colleagues and patients in compliance with language etiquette; correctly perceive the language; formulate questions and reasonably answer them, etc. An international medic student must be able to use correctly terminological units and term elements, apply the acquired theoretical knowledge in the process of professional communication, take into account the basic norms of language etiquette communication, both with doctors and with patients. Students must acquire the ability to independently solve complex educational and professional tasks and problems in the field of medicine by means of a foreign language, which involves conducting research and/or implementing innovations in the field of health care and within the limits of their specialty.

Characterizing the terminological component of Ukrainian-language professional competence, based on the work of the researcher N. Avramenko, considers terminological competence as an integrative indicator of the quality of professional training of future foreign doctors and defines the following components: possession of a system of knowledge, skills and abilities sufficient for successfully solving a certain range of functional duties of medical workers (Avramenko, 2019).

Taking into account teaching experience at Ukrainian as a foreign language classes, students widely used medical terminology of Latin and Greek origin. The peculiarity of Ukrainian anatomical terminology lies, in fact, in addition to actual Ukrainian terms, numerous borrowings from Latin and Greek languages, it uses international nomenclature. Latin is the universal international language of doctors and pharmacists. The list of Ukrainian anatomical terms was published in 2001 under the title «International Anatomical Nomenclature. Ukrainian standard» (International anatomical nomenclature: Ukrainian standard, 2001). It takes into account the recommendations of international organizations. The anatomy of Ancient Greece had names for all large organs and formations. Many of them later became part of the modern Latin anatomical nomenclature. According to the researches of A. Sylka, A. Matar the basis of the creation of the Ukrainian medical terminology system is folk terminology. It was formed over many centuries. Some of the terms are actually of Ukrainian origin («потилиця/occiput», «щелепа/jaw»). Anatomical terminology is used for naming, naming organs and organ systems of the human body. Therefore, the main part of speech among anatomical terms are nouns. Both single-word names («стравохід/esophagus», «піднебіння/palate») and multi-word - terminological phrases in which the main word is a noun are used. However, most of the one-word anatomical terms in the Ukrainian language are derived words. They are formed by various ways of word formation: suffixal («кістка-кістяк»), suffixal-prefixal («небо-піднебіння»), prefixal («типовий-атиповий»), base-complex. A significant number of anatomical terms are complex words. Among them are nouns formed by combining two bases («носоглотка», «сечовипускання»). A significant number of complex words are observed when adjectives are formed, which are part of terminological phrases. Models with second (additional) components are productive here «-подібний» («чашоподібний», «щитоподібний»), «-носний» («кровоносний») (Matar, 2019).

Educational materials «Preparing for clinical practice» for students of the specialty 222 «Medicine» (authors: Burnos Ye.Yu., Levenok I.S., Pylypenko-Fritsak N.A.) are aimed at the formation of foreign students' reading skills and abilities scientific and popular scientific texts, professional speech skills in oral and written forms and language behavior skills in various communication situations, that is, the formation of linguistic and communicative competences in the field of educational and professional communication. The following topics are presented: «Diseases of the cardiovascular system» and «Diseases of the respiratory system», each of which contains three lessons, respectively: «Myocardial infarction: causes, symptoms, treatment», «Angina: forms and symptoms», «Pain in the heart» , «Obstructive bronchitis: forms, causes, symptoms and treatment», «Pneumonia», «Pulmonary tuberculosis: ways of infection, symptoms and prevention». Also, it contains the following topics: «Diseases of the digestive system», «Diseases of the urinary system» and which are presented in the corresponding lessons: «Causes, forms and symptoms of gastritis», «Symptoms, signs, treatment of stomach ulcers», «Food poisoning», «Urolithiasis», «Nephritis: causes, symptoms, treatment», «Cystitis: causes, symptoms, treatment».

Therefore, we systematize the types of Ukrainian medical terminology according to the educational materials «Preparing for clinical practice» in classes on Ukrainian as a foreign language for students of 3-4 years. So, medical terminology in professional communication is divided into:

- actually of Ukrainian origin (*потилиця, м'яз, щелепа*) and borrowed medical terminology (*адаптація, дефект, аритмія – з грець.*).

- terms-names of diseases, their forms of course and signs (symptoms, syndromes) (*гастрит, стенокардія, кашель, спазм*)

- terms for indicating the causes of diseases, types of disease carriers (*бактерії, вірус, переохолодження*) .

- terms-names of life processes and functions of the human body (*видільна функція, ріст, живлення*).

- terms for designation of methods and methods of examination and treatment (*огляд, діагностика*).

- neologisms (*нанотехнології*).

- abbreviation (*ЛОР- з лат. Larynx (горло), Otos (ухо) и Rhinos (ніс)*).

Conclusions. The professional speech of foreign students is formed through the synergy of spelling, orthographic, and, most importantly for a foreigner of the future doctor, terminological competences. By professional speaking we mean speech activity, which involves fluency in special professional terminology in learning conditions close to professional speech activity. Terminological competence was defined as an integrative indicator of the quality of professional training of future doctors and means the following components: possession of a system of knowledge, abilities and skills sufficient to successfully solve a certain range of functional duties of medical workers. The systematization of types of Ukrainian medical terminology in accordance with the educational materials «Preparing for clinical practice» in classes on Ukrainian as a foreign language for students of 3-4 years led to the division of terms into groups, which made it possible to qualitatively form the skills of using medical terms in professional speech.

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SUMMARY

Levenok Inna, Sydorenko Olha. Professional speech of foreign medic students: peculiarities of the study of ukrainian medical terminology.

In the article the concept of "professional speech" in medical field was analyzed, which is understood as mastery of the norms of the literary language, professional terminology and standardized speech constructions of the medical field, the ability to use language tools in accordance with the purpose and situation of communication. The analysis of normative-legal sources, dissertation achievements of modern scientists, the presentation of Ukrainian language to foreign students of medical specialties achievements was outlined. The peculiarities of teaching Ukrainian medical terminology by foreign students are detailed. Spelling competence is important for a future doctor, so as orthoepic, grammatical and especially terminological. The types of Ukrainian medical terminology according to study materials for language training of foreign students to clinical practice were detailed. At Ukrainian language classes for 3-4 courses were detailed. That helps to formation of terminological competence of foreign medic students. We systematize types of Ukrainian medical terminology in accordance with the study materials for foreign students to prepare them for clinical practice at classes of Ukrainian as a foreign language for students of 3-4 years. So, medical terminology in professional communication is divided into: proper Ukrainian and borrowed medical vocabulary, terms-names of diseases, their forms of course and signs (symptoms, syndromes), terms for indicating the causes of diseases, types of disease carriers, terms-names of life processes and functions of

the human body, terms for designation of methods and methods of examination and treatment, neologisms, abbreviations. The division of terms into groups made it possible to improve foreign students' understanding of Ukrainian medical terminology, and for teachers to improve the quality of the formation of skills in the use of medical terms in the professional speech of future foreign doctors.

Key words: *professional speech, foreign students, Ukrainian medical terminology, terminological competence, quality of education.*

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МЕЖІ УНІВЕРСИТЕТСЬКОЇ АВТОНОМІЇ У ЗАКЛАДАХ ВИЩОЇ ВІЙСЬКОВОЇ ОСВІТИ УКРАЇНИ

У статті шляхом аналізу вітчизняних наукових джерел й актів законодавства досліджено нормативні та організаційно-управлінські межі реалізації принципу університетської автономії у закладах вищої військової освіти України. Встановлено, що демократизація вищої військової освіти в Україні походить від інтеграції останньої із загальнонаціональною та є важливою передумовою для забезпечення її якості. Вищі військові навчальні заклади України підпорядковуються державній політиці в галузі вищої освіти, що охоплює такі принципи, як університетська автономія і академічна свобода. Закон дозволяє обмеження автономії вищих військових навчальних закладів та інших освітніх установ зі специфічними умовами навчання через видання нормативно-правових актів державними органами, що керують цими установами. Проте, академічна свобода учасників освітнього процесу цих закладів освіти залишається недоторканою і є їхнім основоположним правом.

Ключові слова: *вища військова освіта; підготовка офіцерів вищих військових навчальних закладів; військовий фахівець; інституційна автономія; академічна свобода.*

Постановка проблеми. Досвід протистояння повномасштабному вторгненню спонукає до постійного удосконалення вищої військової освіти в Україні, адаптації до нових викликів та забезпечення належної підготовки офіцерського корпусу для захисту країни. Він спонукає до перегляду та вдосконалення системи підготовки офіцерів, з урахуванням нових загроз і вимог у мінливій обстановці; визначення пріоритетів, що стосуються оборонної сфери; розвитку наукових досліджень у галузі національної безпеки. Водночас однією з нагальних і недостатньо досліджених проблем, пов'язаних із забезпеченням якості підготовки офіцерів для Збройних Сил України та інших військових формувань, які утворені відповідно до законів України, залишається питання демократизації вищої військової освіти. Встановлення принципів