



The objective of the study is to define the key peculiarities in methodology of teaching English remotely.

During classes, we use “Medicine 2” by “Oxford English for Careers” by Sam McCarter (Oxford University Press, 2010). The books are up-to-date and recognized worldwide. The main advantages of this edition are useful language, lots of medical terms, and development of 4 basic skills: listening, reading, writing, and speaking. It also includes 12 basic topics, which are extremely relevant for the future doctors. These are Emergency Medicine, Accidents, Sport Medicine, Obstetrics, Psychiatry, Geriatrics, Dermatology, Surgery, Cardiology, Respiratory Medicine, Tropical Diseases, and Technologies.

The methods used during the classes are the direct method, communicative language teaching, and task-based language learning. The direct method helps create an English-speaking environment. Therefore students get used to phonology and stop using the grammar-translation method, which is nowadays considered to be old-fashioned and out-of-date. Communicative language teaching improves creative thinking and prepares students to real-life situations and dialogues that may happen at work, workshops, etc. Task-based language learning is an efficient way to memorize and practice as much new information as possible. It is especially useful because of the insufficient amount of time intended for language learning. This year the 4<sup>th</sup> year students have 20 academic hours of English, and the 5<sup>th</sup> year undergraduates have only 10 hours of study. Hence, we chose rather neutral and widespread topics to cover during the English classes. These are Accidents and Emergency Medicine for 5<sup>th</sup>-year students and Surgery, Cardiology, Respiratory Medicine, and Dermatology for 4<sup>th</sup>-year students. Among other problems, there are different levels of English knowledge, lack of students’ experience of working online, and possible Internet issues. Distance learning also made work in pairs impossible, as it was too time-consuming. Possible solutions are: to expand the number of academic hours for English learning, to group the students by their English level, and to substitute work in pairs with other speaking activities, for example role-plays, discussions, and debates with minimal teacher-student interaction. Moreover, according to Cambridge approach, teachers should provide maximum activities for student-student interaction in order to give them a possibility to train speaking skills as much as possible. Writing skills were mainly trained through homework. The suggested task that improved their writing skills and critical thinking was to create a resume for future job or internship. Conclusion. We can say that distance learning has both advantages and disadvantages. However, most of problems were solved using modern resources: relevant e-books, audio, video and presentation demonstrations, and proper homework. The chosen educational program and materials are relevant and up-to-date. However, there are still some problems to solve that are not related to the peculiarities of online learning. These are lack of academic hours, different English levels, and lack of motivation. The suggested solutions may help improve the situation. We hope that this subject will make a huge contribution to the students’ future perspectives.

**Kulish N.M.**

**SPORT AND PHYSICAL CULTURE  
AS AN OBJECT OF PHILOSOPHICAL KNOWLEDGE**

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Physical culture is a complex social phenomenon that is not limited to solving problems of physical development, but fulfills other social orders of society in politics, morality, education and aesthetics. Its structure is represented by the following components, such as: physical education, sports, recreation, physical rehabilitation, physical culture and physical development. As a kind of general culture, physical culture in general social terms is a wide branch of creative activity, as well as the results of this activity in terms of people's physical preparedness for life, strengthening their health, and developing physical and motor abilities.

Physical culture opens up significant opportunities for everyone for self-realization and self-affirmation, promotes the joy of communication, empathy, pride in a person and his inexhaustible



potential. Studies show that the more actively a person is engaged in physical culture and sports, the less he hopes for luck, for someone's help, for communicating with the right people, for the ability to adapt. A person gets used to relying on himself and to achieve prosperity relies on setting goals, on his ability, talent, hard work and honesty.

The main task of competitive activity in sports, the highest achievements, are self-affirmation, moral strength, the philosophy of success, victory and worthy defeat not only in the sports arena, but also in everyday life. Sports activities teach members of a society of democracy, tolerance, professionalism, the ability to compete, win and lose, conflict and cooperate with each other. The most important thing is that sport teaches a society of harmony, so in modern life this is a rather rare phenomenon.

The main goal of physical culture and sports is self-realization of individual freedom in such a projection of culture as the competition of skills and capabilities of the human body and mind.

Social welfare, moral welfare and aesthetic characteristics occupy a special place among the value orientations of the individual in sports. A significant role belongs to the orientation of the individual towards self-education, self-improvement, self-overcoming, and, consequently, towards his self-realization and self-affirmation.

Thus, physical culture and sport as an object of philosophical knowledge have shown that the value attitude to physical culture contributes to a positive perception of classes, the desire for introspection and self-education, and provides a conscious behavior. Involving people in physical culture and sports contributes to a better understanding of the patterns of development of physical qualities, motor skills, structure and functions of the body, contributes to an increase in efficiency and internal organization of life. We see prospects for further research in the further analysis of issues related to the characteristics of physical culture and sports in the context of the subject self-determination of philosophy.

**Lapa G.M.**

**THE STRUCTURE OF THE ENGLISH PROFESSIONAL LANGUAGE "INFECTOLOGY  
IN TERMS OF STUDYING THE FORMATION AND DEVELOPMENT OF MODERN  
TERMINOLOGICAL SYSTEMS"**

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The concept of professional language first appeared in German linguistics, because it is just in German language that it is quite correct and fully investigated, and its definition is quite common. Thus, the German linguist Lothar Hoffmann defines professional language "as the totality of all linguistic means used in a specially defined communicative field."

Purpose: analysis of the English professional language "Infectology", hierarchical structure, semantic and pragmatic functions of its terminological units, copying from lexicographic sources. Material and methods: Author's texts by specialty; English-Ukrainian medical dictionaries; Dorland Dictionary. Structural-semantic analysis, method of continuous sorting, descriptive, method of the component analysis; method of classification and systematization.

In British and American linguistics, the term "language for special purposes" is used to describe the concept of "professional language" - a language for special purposes, which came into use in the late twentieth century. Under the special purpose one understand the ranges of development of social relations goals - science, economics, law, medicine, and so on. In our study of the English professional language "Infectology", we follow the point of view of T. Kiyak, who considers that any terminology should be studied in line with their "functional" importance in the context of, in fact, professional languages. Professional language is a set of all language tools used in a particular aspect to ensure mutual understanding, it does not exist as an independent form of language, but is actualized in professional texts.

The terminological system of the English sublanguage "Infectology" has the following features of professional language: close connection with medicine and related sciences, a special bank of terminological units, the use of language structures of common vocabulary within the