

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ  
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ»**



## **МАТЕРІАЛИ**

**105-ї підсумкової науково-практичної конференції  
з міжнародною участю  
професорсько-викладацького персоналу  
БУКОВИНСЬКОГО ДЕРЖАВНОГО МЕДИЧНОГО УНІВЕРСИТЕТУ  
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**Stehnitska L.V.**

## **AMBIGUITY IN HOMONYMOUS FORMS OF EPONYMS**

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**Introduction.** Most words in English do not possess a single meaning but two or more unrelated ones, which are called homonyms. Such words are identical in sound and spelling but have different lexical meanings. Homonymy is a widely recognized phenomenon in medical terminology and has repeatedly been the subject of linguists' attention. Eponyms are the most common type of medical terms that can be confused due to the coincidence of the surnames since a similar name might be thought for another person and confused with a medical condition.

**The aim of the study.** To describe the homonymous forms in the onomastic space of medical terminology, which provides insights into the meanings of medical eponyms in order to avoid possible mistakes and protect the patient's safety.

**Material and Methods.** We investigated the homonymous forms of eponyms in medical terminology regarding the presence of two or more linguistic units with the same representation of the word form with their further comparison by means of comparative and descriptive methods.

**Results.** The homonymy of eponymous terms occurs due to the coincidence of the surnames of different researchers. Complete (absolute) homonyms in medical terminology are semantically non-identical forms of eponyms comprising the same core components, including a proper name. For instance, *Ackerman syndrome* is a rare cutaneous disease characterized by the triad of cutaneous cords, a typical histologic infiltrate mainly constituted by histiocytes and arthritis/connective tissue disease (named after A. Bernard Ackerman), as opposed to *Ackerman syndrome*, which is characterized by fused molar roots with a single canal (taurodontism), hypotrichosis, thickened and wide philtrum, correspondingly (named after James L. Ackerman, A. Leon Ackerman, and A. Bernard Ackerman). It is worth noting that some sources describe this syndrome as a combination of dental and dermatological characteristics. Another example is the eponymous term *Alexander syndrome*, named after William Stewart Alexander and Benjamin Alexander. In contrast, the first is considered a rare familial disease with degenerative changes of the central nervous system in children, while the second refers to a deficiency of factor VII. Partial homonyms include terms with partly different core components, which are used to designate non-identical concepts. In the following terms, all components are the same, except the second anthroponym, for instance, *Riley-Day syndrome* manifests by diminished lacrimation, insensitivity to pain, poor temperature control, abolished deep tendon reflexes, postural hypotension, vomiting attacks, poor motor coordination, and mental retardation (named after Conrad Milton Riley and Richard Lawrence Day); in contrast, *Riley-Smith syndrome* is characterized by macrocephaly, pseudo-papilledema, and multiple hemangiomas (named after Harris D. Riley and William R. Smith). Some sources refer to *Riley-Smith syndrome* as Ruvalcaba-Myhre syndrome or Bannayan-Zonana syndrome. Such confusion started when several researchers described features in the belief that they were depicting a new condition.

**Conclusions.** Homonymy of eponymous terms is an intra-system phenomenon that appears due to the coincidence of the names of different researchers. However, we presuppose that, over time, some homonymous forms of terms may merge into one term or, with a more thorough study, may be transformed into another terminological unit or substituted by another well-defined term.

**Tsurkan M.V.**

## **THE PRINCIPLE OF EMOTIONALITY IN THE INSTRUCTION OF UKRAINIAN MOVIE OF FOREIGN MEDICAL STUDENTS**

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**Introduction.** The mastering of the Ukrainian language by foreign students, in particular those who obtain higher education in medical higher education institutions, will be conscious and

intensive, provided that they perceive new material through the generation of emotions in relation to what they heard, saw or presented.

**The aim of the study.** To show the role of the principle of emotionality in the system of teaching Ukrainian language to foreign students of medical higher education institutions.

**Materials and methods.** The research is based on the use of the descriptive method and the method of pedagogical observation.

**Results.** Emotions affect the processes of a person's memory, thinking, and imagination, so emotionally saturated information is better understood and remembered. Today, the urgent task of linguists is to create such educational materials for foreign communicators that will contribute to the formation of the emotional intelligence of foreign doctors as a key component of communicative and professional competence. It is the future specialists of the "human-human" profession who must be able to understand emotions, manage them, and use them to achieve success in various spheres of life. Therefore, the teaching of the Ukrainian language by foreign medical students should be carried out through the active application of the principle of emotionality both for the purpose of intensive mastery of the language and for the sake of interpersonal interaction.

In our opinion, an important factor in the formation of the above-mentioned personality of the student, his interest in learning the Ukrainian language, is the emotional component of the educational process, which most modern scientists consider as one of the effective ways to increase the effectiveness of education, rationalize and optimize the methodology of teaching Ukrainian as a foreign language. Note that the principle of emotionality is one of the main principles of a person-oriented approach to education.

In the process of learning the Ukrainian language as a foreign language, the teacher is entrusted with the important mission of emotional regulation of cognitive activity, development of the student's motivation to learn the language. That is why it is so important in the process of learning to cause emotional and cognitive perception of educational materials in a foreign student.

In the process of research, the following strategic provisions specific to the study of foreign students regarding the implementation of the principle of emotional learning in a multi-cultural, multi-ethnic student audience were substantiated: - we consider the most optimal for implementing the principle of emotionality in teaching the Ukrainian language as a foreign language cultural, personally oriented, communicative and activity approaches; - the most important task for a teacher in a lesson on Ukrainian as a foreign language is to create a "casual" communicative field for expressing the identity of each personality of a foreign student (mental, ethno-cultural, value characteristics); - ensuring psychological-communicative and emotional contact with the student multicultural and multi-ethnic audience through the focus of the communicative content component of the lesson on the student's "I-characteristics", in particular the possibility of presenting "I-concept", "I-image" and self-evaluation; - ensuring the organic unity of logical-analytical and emotional-aesthetic means in educational and methodical materials and the speaking manner of the teacher, development of students' creative thinking; - for the development of monologic and dialogic speech, the teacher should focus on neutral communicative topics that will unite the audience, instead, it is worth avoiding a number of "hot" topics: religious, racial, in some cases historical - activation of students' attention with the help of verbal and extra-verbal learning techniques (asking rhetorical questions, moderate gesticulation, use of jokes, humor, phraseology, immersion in the inner form of words, etc.).

**Conclusions.** So, emotional stimulation is one of the effective methods of activating the communicative and, therefore, the educational activities of foreign students of medical institutions of higher education, since the satisfaction or dissatisfaction of the communicative needs of a foreign student generates positive or negative emotions, which, first of all, affect the communicative activity, the educational process, and therefore also on the process of cognition in general.