

the medical terms by their word parts, the lexical units there which have common stems (roots) with Ukrainian equivalents as the foundation for forming and enhancing student's potential vocabulary;

- to hold the assessment testing to define the initial level of students' possibilities to determine and understand the semantic-structural terminological corpus of the Language of Medicine;
- to enlarge potential students' vocabulary which could satisfy the needs sufficient for realizing adequate professional reading.
- to work out the complex of exercises, giving students the opportunity to improve their reading skills in terms of comprehension the scientific medical literature in English;
- to test the effectiveness of the suggested methodology empirically.

Before a student turns to this learning program he (or she) is tested to determine how much they already know about medical terminology. On going through the testing, they will be explained by a teacher the peculiarities of creating the medical terms, consisting of the three parts including the prefix, the stem or root word, and the suffix.

**The first step** of our didactic paradigm acquaints the learner with a bit of information (a "frame" of material), which he/she needs to read. This stage prepares the learner to read forgetting the full meaning of the passage. **The second step** enlarges the learner's medical vocabulary; gives the good word-building skills; it is geared toward the individual who has little or no previous exposure to the medical field. In a learning situation of the target language **the training subsystem** of exercises to develop the students' RLC is introduced in their educational practice of individual work with one end in sight: to enable them to become skilled

in handling structural words as the key to mastering professional medical language. This subsystem comprises such frequently used samples of exercises as: *break down the given terms and define them; tear down a medical term to create a new one by adding prefixes and suffixes to a stem; guess the meaning of the words by their components: take the word hyperactive, what would you think it means? the stem hydr(o) refers to water: what would the condition of dehydration describe? etc.*

The above mentioned subsystem offers acquaintance with the most common stems (sometimes called root words (r.w.)), associated with each body system: *the cardio-vascular (8 r.w.), the digestive (12 r.w.), the endocrine (3 r.w.), the genito-urinary (7 r.w.), the muscular and skeletal (12 r.w.), the nervous (8 r.w.), the respiratory system (3 r.w.) and the sense organs (8 r.w.)*. These root words study lists are presented by American terminologist C. Lillis on the basis of quantitative classification as the training tools for improving professional RLC of future pharmacists [4].

In the exercises that follow each step and attempt has been made to avoid the more mechanical types of drill, and to ensure that the practice material is always fully meaningful. All the exercises are drawn from the context of basic medical text-books. In conclusion the post-test is given for summative evaluating how well the students have learned the language teaching material.

To sum up, we can state, that over the course of ESL study the students get skills of the effective self-study work on their own, developing greater awareness of medical terminology, gaining more profound professional reading and receptive lexical competence in the language of medicine.

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## IMPROVING PRACTICAL TRAINING OF FOREIGN STUDENTS IN PEDIATRIC DISCIPLINES

## УСОВЕРШЕНСТВОВАНИЕ ПРАКТИЧЕСКОЙ ПОДГОТОВКИ ИНОСТРАННЫХ СТУДЕНТОВ ПО ПЕДИАТРИЧЕСКИХ ДИСЦИПЛИНАМ

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The article gives examples of improving practical classes with foreign students. Along with testing students at practical classes in pediatric disciplines other types of work may be used: discussion of a pediatric problem, assertion, persisting students' own opinion, discussions with the teacher, working out and practical skills acquisition; all these measures significantly improve the thematic material acquisition.

**Key words:** pediatric disciplines, teaching, foreign students.

В статті наведені приклади, по улучшению проведения практических занятий с иностранными студентами. Именно применение на практических занятиях по педиатрических дисциплинах, одновременно с тестированием студентов, обсуждение клинической проблемы, доказательства, аргументации собственного мнения, дискуссии с преподавателем, отработки и усвоения практических навыков значительно улучшает усвоение тематического материала.

**Ключевые слова:** педиатрические дисциплины, преподавание, иностранные студенты.

**Introduction.** The active reformation of education, including higher medical education, is still in progress in Ukraine [1, 2, 5]. Current development of medical education in Ukraine, stages of its reformation, issues related to improving the quality of education of medical graduates require new approaches to the educational process organization. The scientific progress stipulated the search and introduction of new technologies into the educational system. In recent years, medical education undergoes a natural process of considerable modernization [2].

Currently, the main task of higher education is to preserve and provide the required quality of professional training of specialists and to seek for the mechanisms of its improvement [1, 5].

Reformation of higher education and advanced requirements for the training of future specialists led to changes in subject teaching [3, 4]. These facts are especially important in teaching pediatric disciplines to foreign students.

**The main part.** It is absolutely obvious that textbooks and teaching manuals for foreign students, even the most modern ones, can not develop practical skills in pediatric in future professionals. The central role in this process belongs to the teacher. Creating an optimal environment in which international students are able to perform therapeutic management of children, be present during various pediatric examination, manipulations, is the main task of the teacher.

The teacher motivates learning activities of students, encourages them to learn, organizes the learning process for it to have the maximum effect. And this organization should be held at the level of actions and capabilities of each individual student. One of the most common problems of learning and mastering pediatric disciplines by foreign students is the problem of free communication between foreign students and patients, especially during the first years of study. In this situation the teacher acts as an interpreter and that is the teacher who the atmosphere between the student and the patient depends on, as well as the students' interest in questioning and the patient's confidence, discussion of various pediatrician problems, debates, alternative treatment methods, taking into account the opinion of each student, developing their clinical thinking.

Thus, the true concept of the terms “group” and “teacher” is revealed without distinguishing between the group of students who want to learn or who can be taught, and those who do not want to learn; in such situation the teacher aims to giving best knowledge to everyone.

Using the methods of individual approach to each student in teaching pediatrician disciplines enables to change one's attitude to learning object radically,

turning it into a subject, that is to make each student a co-author of practical classes. In team work there appears an element of competition and mutual responsibility of students for their work in the classroom, for their knowledge in the subject, that's why the teacher is going to treat students with a greater respect [2].

In this regard one should improve thematic training rooms, provide them with modern equipment, completely supply classes with “theme” patients, and effectively use the material and technical base of the department, especially in the clinic. In such system of educational process organization a teacher has some real opportunity to conduct detailed discussions with students on the most important topic issues, which are held in the format of free debate, where all class attendees are actively involved.

Having proper motivation and perfect material and technical supply, even the student who is less trained at the beginning of the class, gets the necessary amount of essential information on the topic after its completion.

Learning achievements are significantly improved when it is possible to use the technology of remote visualization and video transmission in the educational process.

When foreign students become interested in learning, we can eventually observe a significant reduction in groundless class missing.

Preparing practical class with foreign students, the teacher should carefully think over the structure of the class, outline the problem and its solution and identify the ways to solve it. The teachers should be primarily guided by the fact that in addition to providing students with a certain amount of practical skills, they have to teach students how to approach learning creatively, to distinguish between the important and the secondary, skillfully use the acquired knowledge. Thus, if there is a real desire to achieve a high quality of training specialists, especially foreign students, the forms of educational process should be constantly improved.

**Conclusion.**

1. Nowadays the peculiarities of foreign students' training require a substantial improvement in the teaching of clinical pediatric disciplines in higher educational establishments, particularly in fundamental pediatric disciplines which are first to introduce clinics to a student and provide their first skills.

2. Introduction of new innovative technologies of educational process organization ensures proper specialists' training, which conforms to government standards.

**Література**

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