



a certain nominal social group (age, national, professional); 3) self-awareness (with a sense of belonging to a particular social group).

The interiorization of social ideals in the youth environment are related to the search for real patterns for imitation and the nature of ideas about ways to realize ideals. Socialization, a socialized person, must be able to withstand adverse living conditions. Complete socialization, that is, the dissolution of a certain part of the youth in society, indicates the absence of activity that enables selectively to perceive and assess the surrounding reality. Thus, every human form of psyche first is organized as an external social form of communication between people and only later, as a result of interiorization, becomes a mental process of an individual. The results of the analysis of scientific research assure us that the study of socialization of students should be based on their social and psychological characteristics, which determine the specifics and outcome of the social process.

Thus, the process of socialization as a component of the pedagogical process in institutions of higher education acquires the content of creating the educational and practical preconditions for the student's personal and social formation, namely his/her ability to realistic self-esteem, self-perception and self-acceptance in the general context of awareness and adoption to social life disposition. Social formation depends on the origin of the family situation and opportunities, and hence become possible the formation of adequate life directions and choices (educational, professional-educational, family and domestic, spiritual). The progressive formation of a plurality of social (group, interpersonal) relationships and intercourse of the young person on the macro, meso, micro levels, of his/her social being, and their development as a space of the personal, spiritual, social and practical life and maturity, personality life style is being formed.

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## **ASPECTS OF TRANSLATION OF PHARMACEUTICAL TERMS INTO UKRAINIAN**

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Pharmaceutical terminology refers to a medical terminology system which research efforts have already been made by domestic and foreign linguistic scientists. Questions about the specifics of medical terms and the specifics of their translation have always had a special place in linguistics.

It should be noted that pharmaceutical terms include the names of medications, their components, as well as the names of actions and effects of drugs on the human body. Another feature of the pharmaceutical term system is the presence of a large variety of terms borrowed from chemistry, physics, biology, botany, and medicine.

Translation of medical and pharmaceutical documents is a highly specialized field of knowledge. In addition to mastering a foreign language, the understanding of the material is also an important aspect in translating any pharmaceutical text.

Going back in time, the first "Glossary of Ukrainian Medical Terms" was published only in 1917, as a result of tireless work with the materials during the years and it contained only 1000 words-terms. An important background in the hands of a modern translator is the Encyclopedic Interpretative Dictionary of Pharmaceutical Terms: Ukrainian-Latin-Russian-English / Redactors: I.M. Pertsev, E.I. Svitlichna, O.A. Ruban and others – Vinnytsia: Nova Knyga, 2014. The value of this dictionary is the formation of a unified approach to the interpretation of professional terms, due to the specific features of pharmacy as an industry that covers all components of science and practice related to medicines, their importance in the healthcare system (development, production, quality control, security, and rational use). Not less important is the vocabulary adaptation of national legislation on pharmaceutical terminology according to EU legislation, the implementation of which first requires the formation of a unified approach to clear, understandable and accurate definition of professional terms, since understanding the meaning of each term depends on its proper language.



We would like to pay attention of translators to the fact that in pharmacy the professional term cannot be interpreted in two ways, as the pharmacist must clearly understand not only what is written, but also what to do with it. For example, when it comes to raw material, it should be used to produce a particular drug, and when it comes to a finished pharmaceutical product (medication), it should be sold to the patient in a physician-defined form and provide information on its use (dosage, storage, etc.). If the patient has to use several medications at the same time, the pharmacist should warn him about the possible interaction and advise how to avoid it. Improper use of pharmaceutical terminology can adversely affect the quality of care, but having a clear concept of the term will make it easier for users to avoid making of many mistakes. In accordance with the requirements of world standards, meaningful filling of definitions of any term should be formed as briefly as possible, logically, but at the same time contain a maximum of information.

Pharmaceutical texts differ significantly from other medical texts, what is associated with a great deal of terminology and idioms. Translating pharmaceutical documents, it is necessary to build sentences according to the structure of the original. Phrases that do not carry important information should be presented in such a way as to retain the content of the text, the accuracy of the expressions and the terminological component. Such texts are characterized by frequent use of Latin names and terminology, which is understood by a narrow circle of specialists. Most often, such texts are constructed with complex grammatical structures and devoid of any literary language references.

Only a translator who has a proficient knowledge of the languages and who is qualified, has the ability and skills to translate the document correctly, following the rules of scientific and technical style.

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### **THINKING AS THE FIFTH ESSENTIAL SKILL IN LEARNING UKRAINIAN AS A FOREIGN LANGUAGE**

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Critical thinking is known to be extremely important in the profession of future physicians because it starts with a constructive dialogue between a doctor and a patient, a doctor with a doctor, who helps to establish the correct diagnosis and therefore to prescribe the right treatment. In order to have a good understanding of a Ukrainian patient, international students need to not only speak well but also think in Ukrainian to understand patients who are usually elderly and do not speak English.

It is generally accepted among Foreign Language teachers that the four essential skills necessary for mastering a language are speaking, listening, reading and writing. Undoubtedly, these skills are essential for the attainment and maintenance of high literacy skills. But none of these seems fully functional without thinking – the fifth skill that we have added to the language skills list. In our opinion thinking is as valuable as the other four skills. Thinking is always present throughout the learning process and whichever mode (receptive or productive) is engaged, neither of the two is complete, or is fully operational without thinking.

Learner engagement and involvement are highly recommended for this level of participation that encourages, and sustains thinking ability. Meaningful and structured activities are the training grounds for the development of perceptive powers and capabilities that foster creativity and an analytical mind of a student. This is another way in which thinking has earned its rightful place as the fifth language development skill. For every lesson, teachers should have structured activities that will allow the five language skills to work in harmony so that learning the fundamental principles of the Ukrainian language is seen as a necessary good for an international student, rather than a difficult chore. This helps to create an “our”, rather than an “us-and-them” atmosphere, where a teacher and students collaborate in a friendly way. Teaching and learning go hand in hand, so teachers and students alike should participate fully in a given lesson. Students’ participation does