



The purpose of the article is to analyze the nominative potential of suffixes *-os (is)*, *-ias (is)* and their semantic word formative meanings in the formation of some derivative terms of the subject group of intestinal diseases based on the materials of Latin and English languages. To achieve this goal, it is necessary to study the patterns of implementation of terminological models of the names of intestinal diseases, their structural and semantic properties.

The research materials were selected from the Tabular list «International statistical classification of diseases and related health problems, 10th revision», 2016; Dorland's Illustrated Medical Dictionary [English - Ukrainian Illustrated Medical Dictionary of Dorland]. In two volumes. 2002.

The study used methods of continuous sampling, analysis, descriptive.

Word formation plays an important role in the formation of medical terminology. Latin terminology uses Greek borrowings for word-formation of nouns, English-Latin-Greek. The word-formation method dictates the laws of the terminological models created by this method and their structural and semantic properties (V. F. Novodranova, «Latin Foundations of Medical Terminology: nominal word formation», 1990).

A productive way to create terminological units in both languages is suffix. The suffix method of word formation is based on the creation of derivative words by attaching a suffix to the generating basis. Suffixes *-os(is)*, *-ias(is)* are used to indicate special concepts for infectious intestinal diseases: *Shigellosis*, *Salmonellosis*, *Cryptosporidiosis*, *Isosporosis*, *Amoebiasis*, *Balantidiasis*. Modeling the structure of the Latin and English terminological names of intestinal diseases, the suffix forms nouns motivated by the bases of nouns expressing objectivity – referring to the name of the causative agent of intestinal infection. So, 1) Lat. *Sarcocystosis* (syn. Lat. *Sarcosporidiosis* English. *Sarcosporidiosis*), *sarcocystosis* – a chronic invasive disease of domestic and wild animals (sometimes humans) is caused by unicellular parasites Sarcosporidia sarcosporidium – sarcocystis of the genus Sarcocystis; 2) Lat. *enterobiosis* English *Enterobiasis* (syn. Lat. *Oxyuriasis* – *oxyurosis* or *oxyuriasis*) *enterobiosis* – an intestinal disease related to helminth infections of humans *Enterobius vermicularis* (Lat. *Enterobius* pinworm, from the Greek. *Ἐντερον* «intestine» + *βίος* «life»); 3) Lat. *Giardiasis* [*lambliasis*] – *giardiosis* (giardiasis) – a parasitic infection; the causative agent is the flagella, the simplest *Giardia lamblia*, parasitizing in the small intestine.

The studied terminological names of the subject group of intestinal diseases of the Latin and English languages indicate that suffix morphemes fix the semantic meaning of the terminological unit - the name of the diseases indicating the pathological process, chronic disease state *-os(is)*, non-inflammatory diseases with a long course *-ias(is)*. In the names of diseases, either the word-forming basis of the Latin grammatical form of the first part of binomen – genus (1, 2, 3), or the second part – of the form (3) is used. To name the same disease, Latin and English equally use the suffixes *-os(is)*, *-ias(is)* (1), or the Latin term has the morpheme *-os(is)*, English – *-ias (is)* (2, 3).

**Tomashevska A.Yu.**

## **THE ORIGIN OF ENGLISH FOR SPECIFIC PURPOSES**

*The Department of foreign languages*

*Higher state educational establishment of Ukraine*

*«Bukovinian State Medical University»*

The medical discourse known as English for specific purposes (ESP) includes different foreign professional sublanguages and is extraordinary many-sided, semantically inexhaustible lexical arsenal of language tools, among them terminological lexis ranks the first. Therefore, the aim of teaching the medical students through the course “Basic introduction to medical terminology” is not only to provide them with the skills to communicate but to develop an understanding of how the knowledge of special subjects is expressed via English, that is the **novelty** of study.

The definition of “professional language” is interpreted differently by linguists: the complex of all linguistic means used in a particular professional field for communication of its specialists



(L. Hoffmann); a common language option (N. F. Borisko); a specific set of lexical units of a particular conceptual sphere (B. D. Seal); the presence of linguistic, mainly lexical means, which are found in texts of the same subject (Z. K. Solomko).

The essence of *our understanding* of professional English is close to the interpretation of this concept, proposed by N. Briger as a postulate of didactic steps: from linguistic competence to professional communication in the process of teaching English.

It should be noted that the interest in learning a foreign language of the specialty has grown steadily since the 60s of the twentieth century, mainly at that time ESP notion as a new approach in teaching English had been appeared (A. Herbert, 1965). The problem is actively debated in foreign linguodidactics of that period that we find in a series of research materials published in the thematic collection of articles of the University of California "Teaching English as a Second or Foreign Language" (edited by M. Celce-Murcia). The trend towards learning English for professional communication was further developed in the 70s of the twentieth century. During these years, sub-categories of the ESP model were developed: English for Occupational Purposes (P. Strevens, 1977), Extensive&Intensive Reading Programs (D. F. Brown, 1986), Role of Vocabulary Teaching (J. C. Richards, 1976), A Multidisciplinary approach (T. Dudley-Evans, 1998). The idea of including the content of professional disciplines in the curriculum of foreign language teaching (FLT) belongs to T. Hutchinson and A. Waters, who formulated the definition of English for professional communication as: "approach to language teaching, the creation of courses and the development of educational materials in which all decisions regarding the content and methods of teaching are based on the needs of students."

The role of English as *lingua franca* was fixed in the twentieth century mainly due to the processes of globalization, the emergence of new communication technologies (access to the Internet, including broadband; mobile communications; local computer networks), the development of the media (radio, Internet radio, cable networks, satellite television, digital television), culture, the growth of mobility around the world.

Thus, the emphasis in teaching has shifted to the needs of students and their preparation for effective communication in the areas of professional activity. English has become a subject of study for almost the whole world, but not in its traditional linguistic sense, but for purely practical purposes.

Nowadays the development of the theory of English for professional communication (EPC) occurs in two directions: linguistic (functional approach to the study of language as a system-structural education) and didactic (methods of teaching EPC).

To sum up, ESP, which addresses the communicative needs and practices of particular professional or occupational groups, has become a major force in English language teaching and research.

**Tsurkan M.V.**

### **STUDENTS' INDIVIDUAL WORK IN LEARNING UKRAINIAN AS A FOREIGN LANGUAGE**

*Department of Social Sciences and Ukrainian Studies  
Higher Educational Establishment of Ukraine  
«Bukovinian State Medical University»*

The current integration of Ukraine into the world system of education intensifies political, cultural and economic connections between countries and promotes an active interchange of students. Foreign medical students who come to Ukraine should master Ukrainian as a foreign language, in particular, professional terminology. Qualitative preparation of foreign students has significant value in further practical activity of future doctors in such specialties as «Medicine», «Stomatology», «Pediatrics», in addition, it is strategic task of state educational policy – «outcome to the market of world education services» (National doctrine of education development).

Over 50% of the time is provided for individual work of students during learning of the discipline «Ukrainian as a foreign language» by the educational curriculum. There are different