



(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.

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STUDENTS' INDIVIDUAL WORK IN LEARNING UKRAINIAN AS A FOREIGN LANGUAGE

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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



approaches to understanding and interpreting the concept «individual work of students» in scientific investigations. O.M. Aleksyuk and P.I. Pidkasytyi interpret individual work as «any organized active practice of students by a teacher that is directed into the implementation of didactic aim in specially allotted time». Also P.I. Pidkasytyi indicates, that individual work appears «in the role of specific pedagogical means of organization and management of individual activity of a student in the educational process». We think, that foreign medical students of higher education institutions must learn Ukrainian as a foreign language not only at practical lessons, but also they must learn to individually master separate topics of this discipline by doing individual tasks, which require mastering of orthoepic, phonetic, grammatical, lexical and morphological norms of modern Ukrainian language.

Aim of individual work is to activate the cognitive activity of students in the educational process, develop lingual skills and abilities, expand the lingual practice of foreign medics.

One of the principles of the Bologna Declaration is increasing the part of individual student's work in learning of discipline and individualization of education. The organization of this work has a range of peculiarities, which must be taken into consideration by each teacher in the view of specificity of a discipline, language of teaching and contingent of students, as well as the initial level of skill formation of individual work. We distinguish such stages of implementation of this type of educational activity with the aim of qualitative level of implementation of individual work by foreign students-medics: designation of topics for individual working out; creation of appropriate tasks of a proposed topic; development of algorithms and schemes concerning the implementation of tasks of a different type; introducing types of control (tests, exercises, creative tasks) to students.

Individual work of students is one of the forms of academic work that activates the educational activity of a student in terms of the introduction of the credit-modular system.

According to the educational curriculum, students must learn how to take part in speech communication where vocabulary-grammatical material is used, that is mastered by them, that is: students must be able to answer a question of a studied topic, create and conduct a dialogue by the principle: teacher–student; student–student; doctor–patient, etc.

So, individual working out of material will promote activation of the lingual practice of future medical graduates, consolidation of their knowledge about language norms, as well as ability to apply them during professional education, create own expressions according to the rules of the Ukrainian language. The organic combination of classroom lessons with home individual work will promote the formation of communicative competence of students and facilitate the development of their cognition and social activity.

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UNDERSTANDING MEDICAL TERMINOLOGICAL SYSTEMS

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For many years various terminological systems have been developed with different domains and structures, such as strict hierarchies or semantic nets describing concepts and their relationships. These terminological systems were designed for different purposes. It is still hard to gain insight into the merits and usability of existing systems because the structure and characteristics of terminological systems are often incompletely and ambiguously described. Therefore, there is a need for a framework for understanding terminological systems, a framework which is lacking.

Objective of the paper is to provide representation formalism for representing the structure of terminological systems and to report our experience with its application for formalizing existing terminological systems.

Five well-known terminological systems are examined: ICD (International Classification of Diseases), NHS (National Health Service), SNOMED (Systematized Nomenclature of Medicine),