



terminological subsystem "Infectology" requires its study and systematization. An integrated approach to the study of the problem is characterized by multifaceted analysis. The need to unify the terminology of the sublanguage "Infectology" directs the research focus to the subject-conceptual field of the terminology, lexical-semantic and word-formation mechanisms, structural and grammatical features of phrases in the English vocabulary in the sphere of infectious diseases, nominative processes in special vocabulary.

The purpose of the study is the methodology for analysis of the terminological subsystem "Infectology" in terms of identifying the basic structural and semantic characteristics of terminological units.

Achieving this goal involves solving the following tasks: defining criteria and principles for selecting the terminological minimum of lexical units; study of the stratification structure of English professional terminology in the field of "Infectology"; definition and analysis of semantic processes occurring in this subsystem.

The analysis is based on the criterion of professional and practical value of terms. The criterion of professional and practical value follows from the interpretation of a number of outlined principles: *the principle of stylistic limitations*, which ensures the inclusion to a minimum of general terms used in the system under study, as well as narrowly specific terms; *the principle of semantic value*, which provides an objective analysis of the most commonly used important terms that reflect the basic concepts of the chosen sphere. According to the principle of *word-forming value*, the lexical minimum includes the primary bases, the knowledge of which creates the preconditions for independent semantization of a large number of unknown complex and derivative terms, as well as stable terminological combinations.

*The stratification structure* of the terminology reflects the distribution of thematic groups by levels of hierarchy. Such levels for the terminological field of any branch are the core and the periphery. In this case, we consider the terminological field as a kind of space existence of the term, within which it has all the features that characterize it. After the necessary systematization and analysis, we form a working version of the terminology core. According to its structure, we divide the terminological core into one-word terms, two-word phrases.

*Semantic fields* are intersecting classes, there is no single division of the vocabulary into semantic fields: from any semantic field through a more or less long chain of indirect links you can get into any other field. If we are talking about the delimitation of terminologies, then the focus should be on the semantic relationship between terminologies. Recent research proves that the terminology of one branch can have broad and branched semantic connections with related terminologies. A number of terms are borderline in both terminology. The interaction of different terminologies takes place through boundary terms. The semantic environment of a certain terminology consists of terminologies for which it acts either as a recipient or as a donor. Statistical analysis of this phenomenon is the subject of our further research.

**Karatintseva K.P.**

**THE PECULIARITIES OF LEARNING ENGLISH AS AN ELECTIVE SUBJECT FOR  
THE UNDERGRADUATES AT THE HIGHER STATE EDUCATIONAL  
ESTABLISHMENT OF UKRAINE "BUKOVINIAN STATE MEDICAL UNIVERSITY"  
REMOTELY**

*Department of Foreign Languages  
Bukovinian State Medical University*

After the lockdown due to quarantine this year, undergraduates of the Higher State Educational Establishment of Ukraine "Bukovinian State Medical University" who have chosen English as an elective subject of their curriculum had to study remotely.

Actuality. The ability to speak English allows taking part in international conferences, internships, various exchange programs, etc. Moreover, it gives an opportunity to familiarize oneself with original literature. All of these make our students better specialists. However, distance learning brought many changes in the teaching process.



The objective of the study is to define the key peculiarities in methodology of teaching English remotely.

During classes, we use “Medicine 2” by “Oxford English for Careers” by Sam McCarter (Oxford University Press, 2010). The books are up-to-date and recognized worldwide. The main advantages of this edition are useful language, lots of medical terms, and development of 4 basic skills: listening, reading, writing, and speaking. It also includes 12 basic topics, which are extremely relevant for the future doctors. These are Emergency Medicine, Accidents, Sport Medicine, Obstetrics, Psychiatry, Geriatrics, Dermatology, Surgery, Cardiology, Respiratory Medicine, Tropical Diseases, and Technologies.

The methods used during the classes are the direct method, communicative language teaching, and task-based language learning. The direct method helps create an English-speaking environment. Therefore students get used to phonology and stop using the grammar-translation method, which is nowadays considered to be old-fashioned and out-of-date. Communicative language teaching improves creative thinking and prepares students to real-life situations and dialogues that may happen at work, workshops, etc. Task-based language learning is an efficient way to memorize and practice as much new information as possible. It is especially useful because of the insufficient amount of time intended for language learning. This year the 4<sup>th</sup> year students have 20 academic hours of English, and the 5<sup>th</sup> year undergraduates have only 10 hours of study. Hence, we chose rather neutral and widespread topics to cover during the English classes. These are Accidents and Emergency Medicine for 5<sup>th</sup>-year students and Surgery, Cardiology, Respiratory Medicine, and Dermatology for 4<sup>th</sup>-year students. Among other problems, there are different levels of English knowledge, lack of students’ experience of working online, and possible Internet issues. Distance learning also made work in pairs impossible, as it was too time-consuming. Possible solutions are: to expand the number of academic hours for English learning, to group the students by their English level, and to substitute work in pairs with other speaking activities, for example role-plays, discussions, and debates with minimal teacher-student interaction. Moreover, according to Cambridge approach, teachers should provide maximum activities for student-student interaction in order to give them a possibility to train speaking skills as much as possible. Writing skills were mainly trained through homework. The suggested task that improved their writing skills and critical thinking was to create a resume for future job or internship. Conclusion. We can say that distance learning has both advantages and disadvantages. However, most of problems were solved using modern resources: relevant e-books, audio, video and presentation demonstrations, and proper homework. The chosen educational program and materials are relevant and up-to-date. However, there are still some problems to solve that are not related to the peculiarities of online learning. These are lack of academic hours, different English levels, and lack of motivation. The suggested solutions may help improve the situation. We hope that this subject will make a huge contribution to the students’ future perspectives.

**Kulish N.M.**

**SPORT AND PHYSICAL CULTURE  
AS AN OBJECT OF PHILOSOPHICAL KNOWLEDGE**

*Department of emergency and military medicine  
Bukovinian State Medical University*

Physical culture is a complex social phenomenon that is not limited to solving problems of physical development, but fulfills other social orders of society in politics, morality, education and aesthetics. Its structure is represented by the following components, such as: physical education, sports, recreation, physical rehabilitation, physical culture and physical development. As a kind of general culture, physical culture in general social terms is a wide branch of creative activity, as well as the results of this activity in terms of people's physical preparedness for life, strengthening their health, and developing physical and motor abilities.

Physical culture opens up significant opportunities for everyone for self-realization and self-affirmation, promotes the joy of communication, empathy, pride in a person and his inexhaustible