



In communicative situations, *doctor-doctor* and *doctor-patient* secondary suffix tokens are widely used to name patients by their inherent disease, and some of them are stylistically marked by shades of rudeness, contempt: *гіпертонік* (hipertonik, *Eng.* hypertensive person) – a patient with high blood pressure; *гастритик* (hastrytyk) – a patient with gastritis; *пневматик* (pnevmatyk) – a patient with pneumonia; *ревматик* (revmatyk, *Eng.* rheumatic) – a patient with joint pathology; *пульмонік* (pulmonik) – a patient of the pulmonary department; *бецешиник* (betseshnyk) – a patient with hepatitis B, C; *епілептик* (epileptyk) – a patient with epilepsy; *склеротик* (sklerotyky) – a patient with multiple sclerosis; *хронік* (khronik) – a patient with chronic pathology. Such names are sometimes used addressing the patient: “Пневматик”, you need an X-ray! They are offensive, incorrect, so they should be avoided in oral speech.

The formation of some secondary names was based on associative connections, resulting in two-component nominations, which are used instead of foreign monosyllabic terms, cf.: *жіночий лікар* (zhinochyi likar, *Eng.* female doctor) instead of gynecologist; *чоловічий лікар* (cholovichyi likar, *Eng.* male doctor) instead of urologist; *дитячий лікар* (dytiachyi likar, *Eng.* children’s doctor) instead of pediatrician.

A separate group of secondary names consists of those that are the result of simplification, mainly by cutting medical terms by students. Among them, secondary names to denote academic disciplines predominate, cf.: *нерви* (nervy, *Eng.* nerves) – nervous diseases; *травма* (travma, *Eng.* trauma) – traumatology; *дітки* (ditky, *Eng.* children) instead of pediatrics; *фарма* (farma, *Eng.* pharma) instead of pharmacology; *мікроба* (mikroba, *Eng.* a microbe) instead of microbiology; secondary names of teachers are more limited (cf.: *біологічка* (biolohichka) – biology teacher).

Thus, predominantly, secondary names formation has an attitude on associative connections, resulting in two-component nominations but, it could also be a separate group of secondary names consists of those that are the result of simplification, mainly by cutting medical terms by students.

**Skrytska N.V.**

## **PECULIARITIES OF CONCLUDING TEST TASKS IN THE SUBJECT “HISTORY OF UKRAINE AND UKRAINIAN CULTURE” FOR FOREIGN STUDENTS**

*Department of Social and Cultural Studies*

*Bukovinian State Medical University*

The 21st century is primarily an era of new technologies, information, and globalization. The main purpose of studying social courses in educational institutions for foreign and Ukrainian students is to develop new non-traditional approaches to thinking in various fields.

One of the features is the conclusion of test tasks taking into account the specifics of assimilation and perception of information by foreign students, in particular in the subject “History of Ukraine and Ukrainian culture” to achieve maximum results.

We share the opinion that the empirical form of taking test tasks for students is more effective because the teacher, analyzing the knowledge and skills of students of a peculiar group, can make an algorithm for working with this group to achieve maximum results. The a priori form is a more general and schematic form focused on the general process of teaching a particular subject but without an individual approach to students of a certain group.

It is highly effective in an individual approach to students when concluding test tasks is to create tests individually for each group, taking into account the specifics of perception and assimilation of the material. Some groups can master the material at a fairly high level, and therefore need to create test tasks with a certain level of difficulty, which would allow students to give more complex answers to questions. For such students, the multiplicity of facts, different theories, concepts, etc. should be used. This will actualize their perception and imagination. However, there are groups with slower perception and assimilation of the material, and therefore the teacher in his work should focus on concluding relatively simple test tasks that do not require additional knowledge and are focused solely on current facts on a given topic. It will be difficult for such students to focus on causation and to match the facts, events, or consequences that follow.



The discipline “History of Ukraine and Ukrainian culture” includes facts, events, causation, historical and cultural stages, and features of the Ukrainian people in a particular historical period. Therefore, test tasks from the above training course have a wide range of selective tests. The teacher, focusing on the perception and assimilation of the discipline by students, can provide more factual material (dates, events) or focus on the causal links between given facts in the development of Ukrainian history and culture. Undoubtedly, the second task will promote the actualization of additional knowledge and skills of students and deepen their interest in studying the socio-humanitarian course.

**Sluhens'ka R.V.**

**TYPES OF HEALTH SAVING TECHNOLOGIES IN THE SYSTEM  
OF PHYSICAL EDUCATION OF STUDENT YOUTH.**

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

The formation of scientific approaches expands the understanding of the essence of the concept "Health technologies" and allows you to understand it as a systematic method of programming goals, constructing content, techniques, teaching and education tools aimed at improving the level of personal health, the formation of health-preserving competencies and the creation of a healthy educational environment in an educational institution under the conditions of implementation of monitoring the health of subjects of the educational process.

The main types of medical technologies focused on the formation of health and health development competencies in subjects of the educational process through strengthening the value of their health and the health of other people, expanding the knowledge base about healthy behaviour and improving skills and abilities to preserve individual health at the level of spiritual, socio-cultural and physical components.

According to the content of health technologies in the system of physical education, the main components of health are distinguished: axiological (the formation of value orientations towards health as the highest value of life); epistemological (formation of a system of scientific knowledge about the basics of health, practical skills and abilities to lead a healthy lifestyle, safe behavior in society); ecological (awareness of the unity of man and nature, dependence of human health on the ecological state of the environment, the formation of human values towards nature); sports and health (the formation of physical qualities and high capabilities of the body with the help of a system of physical exercises and sports training, increasing physical activity and hardening of the body).

Analysis and generalization of scientific literature regarding the disclosure of the essence and content of the concept of "Health technologies" allows you to understand it as a systemic method of target programming, construction of the content, techniques, means of training and education aimed at improving the level of individual health, formation of health and health development competencies and creating healthy educational environment in an educational institution under the conditions of monitoring the state of health of subjects of the educational process

Accordingly, health-improving technologies in the system of physical education are considered as a system of health-improving and sports activities and methodological techniques that ensure the formation, strengthening and maintaining of students' health and direct the educational process to the formation of their health competencies, healthy lifestyle skills and the appropriate health culture.