

The picture of the world forms the fundamental elements that ensure its effectiveness. These parts put forward human ideas, theories, concepts and facts. The world picture completely covers the potential of our civilization, analyzing the past, regulating today and predicting the future for the effective management of existing paradigms of science.

Mankind has constantly cared about its place in nature and relationships with the living world of the planet. As the result, two major theories emerged: anthropocentrism, which claims that nothing in the environment has its own value, unless it benefits to human, and biocentrism, which claims that nature has its own value. Anthropocentrism is a human centered view of the world, while biocentrism is life centered. These two views turned into confronting paradigms.

The aim of the study: anthropocentrism is a basic paradigm of civilizational development. The concept asserts itself of anthropocentrism and biocentrism and forms a balanced system of the culture. There is a logical connection with the natural sciences, humanitarian aimed ideas. The results of the philosophical dichotomy "man-world", transformed into a practical confrontation of anthropogenic and biocentricism and became apparent in the cultural and civilizational manifestations. The only question we are facing is whether this problem is up to date. Since the time of scientific and technological progress and the establishment of rational system of thinking (and later its crises), anthropocentrism and ecocentricism have gained recognition and popularity. We used theoretical methods: analysis, comparison, synthesis, systematization, classification, generalization. In our study, a synergistic method was successfully implemented.

The concept of humanity is virtualized in the idea of a post-man (according to the pattern of post-science), whose biological essence is full of advances in nanotechnology. It is about abandoning the biological component of anthropocentric worldview. The basis of transhumanism is the technological evolution of man, his body, consciousness and sensuality. Transhumanism doubts the biological value of human existence, destroying anthropocentrism, guided by the impossibility of being an artificial consciousness. Anthropocentrism provides the sacred content of human biology as the only form of matter capable of containing human consciousness and generating the highest values.

More important is the coverage of the level of human interaction with the noosphere processes, as this is one of the fundamental issues of self-knowledge, which requires adequate theoretical and methodological guidance. Having received a philosophical substantiation in the scientific picture of the world, interdisciplinary ideas and principles acquire the status of methodological and predetermine changes in the outlook. Modern philosophy of science is intended to provide worldview constants for the continuation of man's evolutionary development.

Thus confrontation between scientism and humanism, the technical and human minds are reflected in the understanding of ecology. Anthropological theme provides potential efficiency in anthropological research paradigms. Anthropocentrism has been the dominant ideology since antiquity. During the historical development of human civilization, this idea has become even more established. The key concept in the historical and civilizational context is the concept of "humanity". Man is a defining element of socio-cultural life.

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## **TESTING AS THE NECESSITY OF THE EDUCATIONAL PROCESS**

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The 21st century is first and foremost 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", in order to achieve maximum results.

We share the opinion that the empirical form of taking test tasks for foreign students is more effective, because the teacher, analyzing the knowledge and skills of students of a certain group, can

make a certain algorithm for working with this group to achieve maximum results. The priori form is a more general and schematic form focused on the general process of teaching a certain subject, but without an individual approach to students of a certain group.

It is quite 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 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 a rather slow perception and assimilation of material, and therefore the teacher in his work should focus on concluding fairly 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 certain 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.

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## **TERMFORMING MODELS OF THE ENGLISH PROFESSIONAL LANGUAGE IN THE FIELD OF INFECTOLOGY**

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Linguistic features of medical terminology remain in the center of attention of modern researchers given the need for in-depth study of the nomination mechanisms of concepts and phenomena represented in modern medical terminology, identification of compositional and semantic characteristics which will certainly contribute to standardization and unification of medical terminology in general and its individual terminological subsystems. The process of formation and functioning of scientific phrases has been particularly common in modern English medical terminology. More than 70% of terms in different terminologies are phrases.

The basic terminology of English medical terminology consists of one-word terms, for example: malaria, measles, pertussis, poliomyelitis - polio, rubella, tuberculosis - TB, smallpox, tetanus, cholera.

A conducted study convincingly shows that in English medical terminology, many of the compound terms are models of two-component phrases formed on the basis of substantive-substantive and substantive-adjectival connections. Substantive-substantive medical terms are formed according to the scheme: [noun (Nom.) + noun (Gen.)], for example: tuberculosis cutis - tuberculosis of the skin, Vincent's angina - Vincent's sore throat, etc.

A larger group consists of noun-adjective formations, expressed by nouns in Nominative case and the agreed relative adjective (rarely - verb) for example: scarlatina anginosa - anginal scarlet fever, erythema infectioum - infectious erythema, exanhema subitum - sudden exanthema, etc.

There are terms with a different order of its components, for example, model (adjective + noun): black measles, streptococcal pharyngitis, pneumonic plague, epidemic pleurodynia, epidemic jaundice.

Usually, compound terminological structures are formed according to different word-forming schemes, the most common are three-component: adjective + adjective + noun: (acute