



We would like to pay attention of translators to the fact that in pharmacy the professional term cannot be interpreted in two ways, as the pharmacist must clearly understand not only what is written, but also what to do with it. For example, when it comes to raw material, it should be used to produce a particular drug, and when it comes to a finished pharmaceutical product (medication), it should be sold to the patient in a physician-defined form and provide information on its use (dosage, storage, etc.). If the patient has to use several medications at the same time, the pharmacist should warn him about the possible interaction and advise how to avoid it. Improper use of pharmaceutical terminology can adversely affect the quality of care, but having a clear concept of the term will make it easier for users to avoid making of many mistakes. In accordance with the requirements of world standards, meaningful filling of definitions of any term should be formed as briefly as possible, logically, but at the same time contain a maximum of information.

Pharmaceutical texts differ significantly from other medical texts, what is associated with a great deal of terminology and idioms. Translating pharmaceutical documents, it is necessary to build sentences according to the structure of the original. Phrases that do not carry important information should be presented in such a way as to retain the content of the text, the accuracy of the expressions and the terminological component. Such texts are characterized by frequent use of Latin names and terminology, which is understood by a narrow circle of specialists. Most often, such texts are constructed with complex grammatical structures and devoid of any literary language references.

Only a translator who has a proficient knowledge of the languages and who is qualified, has the ability and skills to translate the document correctly, following the rules of scientific and technical style.

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THINKING AS THE FIFTH ESSENTIAL SKILL IN LEARNING UKRAINIAN AS A FOREIGN LANGUAGE

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Critical thinking is known to be extremely important in the profession of future physicians because it starts with a constructive dialogue between a doctor and a patient, a doctor with a doctor, who helps to establish the correct diagnosis and therefore to prescribe the right treatment. In order to have a good understanding of a Ukrainian patient, international students need to not only speak well but also think in Ukrainian to understand patients who are usually elderly and do not speak English.

It is generally accepted among Foreign Language teachers that the four essential skills necessary for mastering a language are speaking, listening, reading and writing. Undoubtedly, these skills are essential for the attainment and maintenance of high literacy skills. But none of these seems fully functional without thinking – the fifth skill that we have added to the language skills list. In our opinion thinking is as valuable as the other four skills. Thinking is always present throughout the learning process and whichever mode (receptive or productive) is engaged, neither of the two is complete, or is fully operational without thinking.

Learner engagement and involvement are highly recommended for this level of participation that encourages, and sustains thinking ability. Meaningful and structured activities are the training grounds for the development of perceptive powers and capabilities that foster creativity and an analytical mind of a student. This is another way in which thinking has earned its rightful place as the fifth language development skill. For every lesson, teachers should have structured activities that will allow the five language skills to work in harmony so that learning the fundamental principles of the Ukrainian language is seen as a necessary good for an international student, rather than a difficult chore. This helps to create an “our”, rather than an “us-and-them” atmosphere, where a teacher and students collaborate in a friendly way. Teaching and learning go hand in hand, so teachers and students alike should participate fully in a given lesson. Students’ participation does



not only help to understand and memorize but also gives them a sense of importance as a “facilitator” in the teaching-learning process, a position that can only encourage more thinking.

Therefore, studying the Ukrainian language for a medical student, i.e. a foreign citizen is relevant and important as one of the factors of professional growth in the process of studying medicine in medical universities in Ukraine.

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ENGLISH PROFESSIONAL LANGUAGE “INFECTOLOGY” AS AN OBJECT OF LINGUISTIC STUDY

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The thesis is devoted to the research of lexical-semantic, grammatical and functional characteristics of the English language for professional use in Infectology. This thesis attempts to combine traditional methods of terminological research with particularly applied aspects of the terms functioning in specialized texts.

However, despite such a significant theoretical work, the issues of the structure of different type of discourse, their communicative characteristics, peculiarities of their genre realization, problems of translation and lexicographic codification are still topical.

The human factor becomes extremely important in consideration of communications from the context “infectology” because language learning is appropriate when analyzing its concept.

The basic concepts of modern studies of languages for professional use have been described; the key ways to develop infectology terminological system have been considered as well as its extralinguistic conditioning; the peculiarities of semantic and structural organization of terminological sphere in infectology have been defined. It has been proved that paradigmatic and syntagmatic relation form complex terminological fields, which are series of terms of Infectology, including words and phrases.

The thesis is aimed at English professional language “infectology” from the point of view of the structural-semantic, communicative and lexicographic aspects of the investigated genre of the medical discourse.

The methods of linguistic description, analyses elements to distinguish genre specificity the discourse under study and the technique of codification of terminological vocabulary in the vocabulary lexicography publications are used.

Verbalization of knowledge concerning infections (Infection or disease contamination because of the pathogenic microbes entering the organism, infection – the state when a foreign agent enters a body that multiplies and cause a pathological illness) can create a scheme of the studied discourse, the basis of which is the tendency of interaction between different genres of the medical discourse and the spheres of their crossing, from the position of discursive analysis have a clear structure, a special corps of lexical and terminological units that reveal the essence of the concepts of the specialty and form the basis of the English professional language of infectology which we consider as a functional variant of the general national language, stylistically marked by connotations of the medical content, presented in the variety of branch medical terminology systems, the special vocabulary of the sub-language “Infectology”, which is codified in lexicographic editions, the functional specificity of which helps the reader to be oriented in communication on the subject Infectology as a science.

The English professional language “Infectology” was not the subject of independent studies, therefore the teaching staff of the department of foreign languages of “Bukovinian State Medical University”, Chernivtsi, planned to study this specialized language as a SRW (scientific research work), the final result of which will be to compile the English-Latin-Ukrainian dictionary in Infectology.