



potential. Studies show that the more actively a person is engaged in physical culture and sports, the less he hopes for luck, for someone's help, for communicating with the right people, for the ability to adapt. A person gets used to relying on himself and to achieve prosperity relies on setting goals, on his ability, talent, hard work and honesty.

The main task of competitive activity in sports, the highest achievements, are self-affirmation, moral strength, the philosophy of success, victory and worthy defeat not only in the sports arena, but also in everyday life. Sports activities teach members of a society of democracy, tolerance, professionalism, the ability to compete, win and lose, conflict and cooperate with each other. The most important thing is that sport teaches a society of harmony, so in modern life this is a rather rare phenomenon.

The main goal of physical culture and sports is self-realization of individual freedom in such a projection of culture as the competition of skills and capabilities of the human body and mind.

Social welfare, moral welfare and aesthetic characteristics occupy a special place among the value orientations of the individual in sports. A significant role belongs to the orientation of the individual towards self-education, self-improvement, self-overcoming, and, consequently, towards his self-realization and self-affirmation.

Thus, physical culture and sport as an object of philosophical knowledge have shown that the value attitude to physical culture contributes to a positive perception of classes, the desire for introspection and self-education, and provides a conscious behavior. Involving people in physical culture and sports contributes to a better understanding of the patterns of development of physical qualities, motor skills, structure and functions of the body, contributes to an increase in efficiency and internal organization of life. We see prospects for further research in the further analysis of issues related to the characteristics of physical culture and sports in the context of the subject self-determination of philosophy.

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**THE STRUCTURE OF THE ENGLISH PROFESSIONAL LANGUAGE "INFECTOLOGY
IN TERMS OF STUDYING THE FORMATION AND DEVELOPMENT OF MODERN
TERMINOLOGICAL SYSTEMS"**

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The concept of professional language first appeared in German linguistics, because it is just in German language that it is quite correct and fully investigated, and its definition is quite common. Thus, the German linguist Lothar Hoffmann defines professional language "as the totality of all linguistic means used in a specially defined communicative field."

Purpose: analysis of the English professional language "Infectology", hierarchical structure, semantic and pragmatic functions of its terminological units, copying from lexicographic sources. Material and methods: Author's texts by specialty; English-Ukrainian medical dictionaries; Dorland Dictionary. Structural-semantic analysis, method of continuous sorting, descriptive, method of the component analysis; method of classification and systematization.

In British and American linguistics, the term "language for special purposes" is used to describe the concept of "professional language" - a language for special purposes, which came into use in the late twentieth century. Under the special purpose one understand the ranges of development of social relations goals - science, economics, law, medicine, and so on. In our study of the English professional language "Infectology", we follow the point of view of T. Kiyak, who considers that any terminology should be studied in line with their "functional" importance in the context of, in fact, professional languages. Professional language is a set of all language tools used in a particular aspect to ensure mutual understanding, it does not exist as an independent form of language, but is actualized in professional texts.

The terminological system of the English sublanguage "Infectology" has the following features of professional language: close connection with medicine and related sciences, a special bank of terminological units, the use of language structures of common vocabulary within the



profession: compliance with literary language at all levels of text, the presence of written and oral form.

In Ukrainian linguistics there are different views on the essence and concept of "professional vocabulary". When researching the English professional language "Infectology", we consider it appropriate to include in the professional language also all the lexical nominations of the professional concept "Infectology", as well as the vocabulary of the related sciences.

The studied discourse performs the following main functions: nominative function (designation of special concepts and systems of concepts - diseases, infectious agents, symptoms and course of infectious diseases, prevention and treatment, infections and infectious process, measures during epidemics and pandemics, treatment protocols, social and psychological consequences of diseases and so on); cognitive function: this discourse enriches the terminology "Medicine" with professionalisms that belong to the thesaurus of the lexical units of other scientific fields, using their internal semantic structure and specificity of their terminological units.

The English professional language "Infectology" has the main body and periphery (terms of microbiology, biology, hygiene, infectious diseases, medical chemistry, genetics, immunology, therapy, pharmacology, etc.). The separation of the structure of the English professional language plays an important role in the normalization of terminological systems of medicine, which is not possible without an analysis of the terminological vocabulary of the related branches of languages.

The study of the English professional language "Infectology" will help to enrich the infectious space of medical development in the context of infectious diseases, as each branch language is a system of unity of concepts and its designations. Further results: the study of lexical and semantic characteristics, essence and differential features of the maintenance of the discourse of infectious disease COVID-19.

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THE CHALLENGERS OF THE SCIENTIFIC DISCIPLINARY STRUCTURE

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Over the last decade, social and technological progress has significantly weakened clear professionalization. The concept of "lifelong learning" is broadly used in educational discourse. Interdisciplinarity and postdisciplinarity are clear signs of the crises of the scientific professions and academic services they represent. The trend towards marketing in the last few decades has become an integral part of the functioning of scientific and educational institutions in most of countries. It is quite clear that there is a tendency toward running educational institutions in a business manner.

The investigation is aimed at studying the changes that have taken place in the structure of modern science. It shows the transformation of disciplinary science to interdisciplinary research centers. It emphasizes the challenges that modern educational institutions face due to the marketing approach to modern universities and their functioning in a business corporation model.

During its long development, science has gone through many stages of transformation. This transformation concerns scientific approaches, methods, structure, language, etc. Integrative processes in science became one of the stages of disciplinary transformation. The integrative potential of science changes the style of rational thinking. The variety of possibilities for the synthesis of values is constantly growing.

Modern universities are put into a position where they have to fight for students by offering them attractive courses, new disciplines that will be in demand in the market of work, reducing the theoretical part, and developing practical skills. In this context, the humanities are significantly programmed, because they are theoretical, so there is a decrease in demand for specialists in this field. Interdisciplinary programs are seen as an opportunity to maintain specialty, research teams, and study programs. Therefore, philosophers of science predict the impact of integrated knowledge, i.e., inter-, cross-, post-disciplinarily, on the structure of both scientific and educational institutions.

Different types of integration processes in science became a challenge for the general dominance of the disciplinary division of scientific knowledge. Among them, interdisciplinary