practical terminology of the medical language of infectology as a constituent of general medical terminological system.

Linguists have carried out a number of studies of medical terminology that determine their main characteristics. Thus, many domestic and foreign linguists have dealt with the problems of the origin and development of medical terminology (Dubrovina, 1976; Grinev, 1993; Ostapenko, 1998; Rudinskaya, 1998; Novoselova, 2001; Dallie, Habert, 1996; Smith, 2001). Problems of medical Terminology in Ukraine in its various aspects was studied by L. Petrukh, I. Golovko, G. Ivanyshyn, G. Zolotukhin, A. Dorozhovets, O. Sysak, L. Silevych, O. Melnychuk, V. Yukalo, S. Boitsanyuk, O. Perebyinis, T. Savarin, G. Palasyuk, Y. Yarish, A. Pryshlyak, V. Zevako, K. Stefanyshyn and others. Despite the large number of works devoted to medical terminology in domestic and foreign literature, the linguistic aspect of the study of terminological vocabulary still needs in-depth research. The inexhaustibility of the problematics of this lexical layer continues to attract today the attention of linguists - researchers to the discovery of its new qualities, sides, characteristics, features as a subsystem of the language. Medical terminology in the field of infectious diseases is a layer of the lexical fund with its own specific features. In every professional sublanguage, there is a nomenclature vocabulary associated with certain realities and objects. The peculiarity of the vocabulary of terminology lies in the fact that its nomens are represented in it wider, more diverse than in other lexical subsystems.

Terminology is represented by the most actively developing part of the vocabulary of any language, reflecting progressive changes in science and society, without studying the structural and semantic composition of terminology and changes occurring in it, it is impossible to correctly understand the patterns of development of the language as a whole. It constitutes the main, most significant and informative part of the lexical system of the general literary language. At the present stage, medical terms are widely used in colloquial speech, literary language, in the field of health care, medical activity, and science. Further development of medical terminology in general and the terminology of infectious diseases in particular requires appropriate research and streamlining. The disorder of medical terminology, both in English and in other languages, continues to remain a serious obstacle to the exchange of scientific information, with its machine processing, creates great difficulties in the adequate scientific translation of medical literature

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SUFFIXATION AS THE MAIN MEANS OF CREATING SECONDARY NOMINATIONS IN MEDICAL DISCOURSE
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The purpose of the study, what is presented in the abstract, is to determine suffixation as a special way to create secondary nominations in medical discourse, especially when it is built as a "patient – doctor" conversation. It was used comparative and analytical methods in the proposed research.

A typical way to create secondary names of people is suffixation. Suffix derivatives are used to name doctors according to various features, cf.: *медик / медичка* (medyk / medychka, *Eng.* medical man / woman) – a worker (employee) of the medical field; *клініцист* (klinitsyst, *Eng.* clinician) – one who works in the clinic; *очник* (ochnyk, *Eng.* eye-doctor) – a doctor who studies and treats diseases of the eye and visual system; *вушник, вухо-горло-ніс* (vushnyk, vukho-horlo-nis, *Eng.* ENT specialist) – a doctor who studies diseases of the ear, throat, nose and develops methods of treatment; *зубник* (zubnyk, Eng. dentist) – a doctor who studies and treats diseases of the oral cavity, teeth, jaws, face. Such derivatives are productive, as the termination manner of derivation of people's names in the Ukrainian language has a long tradition. The advantage of secondary suffix names over official foreign terms is that first of all they are more understandable to patients, cf.: *очник* (eye-doctor) and *офтальмолог* (ophthalmologist); *вушник, вухо-горло-ніс* (ENT specialist) and *отоларинголог* (otolaryngologist); *зубник* (dentist) and *стоматолог* (stomatologist).

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; *бецешник* (betseshnyk) – a patient with hepatitis B, C; *епілептик* (epileptyk) – a patient with epilepsy; *склеротик* (sklerotyk) – a patient with multiple sclerosis; *хронік* (khronik) – a patient with chronic pathology. Such names are sometimes used addressing the patient: "<u>Pnevmatyk</u>", 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.

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PECULIARITIES OF CONCLUDING TEST TASKS IN THE SUBJECT "HISTORY OF UKRAINE AND UKRAINIAN CULTURE" FOR FOREIGN STUDENTS
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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.