terms describing infectious diseases transmitted by bacteria, viruses and fungi and have manifestations in the oral cavity, and therefore are often used in dental practice. After using the method of structural analysis, it was found that morphological, syntactic and semantic methods of term formation are the most common for lexical units to denote infections of the oral cavity. The analysis was conducted on the basis of the book "Textbook of Human Disease in Dentistry" by M. Greenwood, R. Seymour, J. Meechan (2013).

It was figured out that the main morphological methods in the noun word formation are affixal, word- and basic formation, and abbreviation. The creation of the terms is carried out according to the same word-forming models and word-forming affixes, which form the words of general literary language. Among the morphological methods, affixation, especially in terms that by their structure include components of Greek or Latin origin, word formation and abbreviation are distinguished. The most common prefixes denoting infectious diseases are: peri- (around), para- (near), mono- (one); suffixes: -itis (denoting inflammation), -otis (denoting a chronic process), -oid (denoting similarity). The next method of term formation is syntactic. It includes the formation of phrases of two, three or more components. A compound term is a semantically complex noun that connects to one whole two or more full words. It has its own scheme of structure or structure represented by two, three-, four-component terms. The main reason for using such complex terms is narrowing the meaning to a precise one, describing the disease, location, processes happening, etc.

Metaphorization and metonymization are processes characteristic of the semantic method of genesis of terms of the Dentistry sublanguage. These are the least used due to the fact that the scientific style (the terms are referred to this particular style) rarely includes the lexical units that might have different meanings, because it conveys the direct and precise one.

Given the analysis, we can make a conclusion that morphological, syntactic and semantic ways are productive for the creation of terms to denote infectious diseases oral cavity.

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COGNITIVE AND DISCOURSIVE ASPECTS OF TERMINOLOGICAL STRUCTURES IN THE ENGLISH PROFESSIONAL LANGUAGE "INFECTOLOGY"
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Cognitive term formation as a direction in modern linguistics, the basic concept of which is terminological competence, is defined as the ability to express, understand and create knowledge with the help of terms. Therefore, it is not only a tool that registers language phenomena, but also a means of why these phenomena are realized exactly this way.

The cognitive approach to discourse includes the fact that language activity is one of the types of people's mental and cognitive activity, and the language phenomena can be properly understood only in the context of other cognitive processes, such as knowledge presentation, memory, attention, intelligence.

The linguocognitive research of the English professional language "Infectology" directs our attention to the tendencies of nominative terminological structures, system of their functioning and methods of consolidation of new complex specialized information through the use of different language paradigms, which is explained by the rapid development of terminology systems in medicine. We can observe the following tendencies in terminology of the discourse under study: name and introduction of new specialized information and economy of the language means, and simplification of the form of presentation for more comfortable memorizing and correct use of them just in this discourse.

Examples of the first tendency are terms characterized by a high degree of motivation and semantic transparency -*virus, infection, vaccine, pneumonia, Post-Covid-Syndrome,* the meaning of which is easily conveyed by means of their standard meanings.

Another trend can be seen in the following examples - *C -virus, Rhinovirus, Coronavirus, Retrovirus< Covid-19, Delta-Strain, Cov-infection, Corona-Vac; Pfiser-vaccine, SARS,* where an increase in the level of treatment is observed. It should be noted that in the process of the formation

and borrowing of this vocabulary into other languages, including the Ukrainian language, the given terminological units of different structures are not always fully assimilated, so their translation is possible by the description of conceptions, replacement of certain components by synonyms: *SARS-atypical pneumonia, post-Covid Period, retrovirus - virus* of low action and other transliterations - open *Covidclinics - clinics*, which operate during the pandemic in online mode, indicate universality of the cognitive scheme of communication and information storage and use in the corresponding discourse, which contains a new scientific content, closely interacting with other discourses, interdiscoursiveness, which should be considered as a cognitive phenomenon.

Therefore, the noticeable interest concerning the problem of interaction of the scientific discourses is associated with changes in the scientific views as to the understanding of the processes of categorization and conceptualization, interpretation of knowledge as a society product. Their terminological arsenal is supplemented by a whole chain of terms, in the meanings of which, this or that aspect of the complex notion of interdiscoursiveness - polidiscoursiveness, mixing of discourses, discourse-donor, discourse-recipient, is reflected, signs of which can be formulated only from the general context of the modern science, discourses of which should be subjected to linguistic analysis equally in the cognitive and communicative aspects, since they are a tool for creating new knowledge of the language, they open new possibilities for studying cognitive and social aspects as well as the discourse of the English professional language "Infectology".

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In the XXI century. there is a tendency to introduce interactive technologies that have more advantages over the usual multimedia presentations in the form of a slide show in the educational process of higher school. In particular, the use of projection and sound capabilities of the multimedia board in the process of learning foreign languages allows to demonstrate authentic video reference materials of the countries whose language is being studied; to involve materials of electronic manuals and textbooks during training exercises and analysis of grammatical phenomena; produce and modify software that is characterized by interactive clarity that provides "the effect of immersion in the learning software environment and interaction with it." Thus there is also the implementation of didactic principles of clarity, accessibility and systematicity. In addition, user participation in the virtual foreign language learning environment promotes the activation of the main channels of perception of new information (visual, auditory, motor) and allows to intensify the process of learning a foreign language and improve its results through speech-thinking operations. The presented new information by means of multimedia technologies attracts selective attention, which is the main basis for effective training of students, is subject to productive processing, penetrates deep into memory and is easily reproduced. According to the educational programs of future philologists, the following types of software are used in higher education institutions of Ukraine in accordance with their content and functions: 1) information and reference sources (almanacs, reference books, encyclopedias, dictionaries, magazines, newspapers); 2) electronic sources; 3) YouTube videos; 4) electronic libraries and repositories; 5) methodical materials in electronic form (plans of seminars and practical classes, lecture notes, methodical instructions and methodical recommendations for practical and seminar classes, tests and other materials for knowledge control); 6) Internet resources; 7) electronic teaching aids (computer training programs, electronic textbooks and manuals, computer games for the development of foreign language skills); 8) educational and methodical software products for visualization of the taught material (schemes, tables, drawings, presentations for seminars and practical classes, etc.), created by scientific and pedagogical staff in the process of learning a foreign language.