

МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ  
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ



**МАТЕРІАЛИ**  
**106-ї підсумкової науково-практичної конференції**  
**з міжнародною участю**  
**професорсько-викладацького колективу**  
**БУКОВИНСЬКОГО ДЕРЖАВНОГО МЕДИЧНОГО УНІВЕРСИТЕТУ**  
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Матеріали підсумкової 106-ї науково-практичної конференції з міжнародною участю професорсько-викладацького колективу Буковинського державного медичного університету (м. Чернівці, 03, 05, 10 лютого 2025 р.) – Чернівці: Медуніверситет, 2025. – 450 с. іл.

У збірнику представлені матеріали 106-ї науково-практичної конференції з міжнародною участю професорсько-викладацького колективу Буковинського державного медичного університету (м. Чернівці, 03, 05, 10 лютого 2025 р.) зі стилістикою та орфографією у авторській редакції. Публікації присвячені актуальним проблемам фундаментальної, теоретичної та клінічної медицини.

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public's emotional connection to discontinued traditions. In doing so, it pays greater attention to segments of cultural heritage that have long been overshadowed by monuments or sites of larger significance. Texts and interviews encapsulate expressions of collective agency, allowing current-day SSH academics to investigate those natural processes that gave prominence to the effective management of limited supplies of human and material resources. With a focus on schooling, recycling practices, and affective-based communication of group agents, RESTORY intends to investigate the formation of sustainable attitudes and strategies, learn from the lessons of the past, and integrate them into the future configuration of commitments.

**Material and methods.** The research uses descriptive, comparative methods and analytical principles of classification of archive materials.

**Results.** First of all, it should be tested the main base of materials, what is present in Chernivtsi Regional State Archive. The research aspects of the project will consist after 3 years of methodologically-hybrid case studies, targeting the textual and oral heritage of the Rosha communities inhabited in the past by Transylvanian Saxons, a group of German-speaking colonists and Ruthenians, settled together in this local border's place about 800 years ago, in conjunction with 10 international case studies, all offering a wider range of expertise and accumulation of knowledge within the research target.

**Conclusion.** RESTORY also presents the opportunity to attract cultural professionals from archives, museums, and libraries to training sessions designed to enhance the correct and comprehensive management, conservation, and capitalization of cultural heritage, all in relation to the needs of the wider public and administrative decision-makers at a local level. So, we can conclude the original state of Rosha communities according to nationalities of population, professional communities, culture and religion, as well as the governmental status of civilians in nineteenth century and in modern times in the Rosha.

Namestiuk S.V.

## MOTIVATION IN LEARNING A FOREIGN LANGUAGE IN MEDICAL ESTABLISHMENTS

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**Introduction.** In learning foreign languages at a medical university, students are required to grasp the foundational aspects of the language and apply them effectively in a professional context. Therefore, foreign language instructors should incorporate diverse and effective teaching strategies to enhance learning and inspire students. The use of multimodal, context-driven English language learning has emerged as a distinctive aspect of contemporary teaching, enabling a range of teaching approaches that heighten student motivation. This paper explores the rationale for employing multimodal techniques in the humanitarian discipline cycle (Professional English) at BSMU.

**The aim of the study.** This study seeks to identify and enhance motivational strategies for learning foreign languages within medical institutions. By examining effective teaching methods and multimodal learning approaches, it aims to foster engagement and facilitate the acquisition of professional language skills necessary for medical students.

**Material and methods.** To investigate motivation in learning a foreign language within medical establishments, this study draws on both quantitative and qualitative data from students and educators. Surveys and questionnaires are distributed to gather insights on the factors influencing motivation, including teaching methods, curriculum relevance, and student engagement. Additionally, classroom observations and interviews with language instructors are conducted to analyze the effectiveness of various multimodal approaches, such as audiovisual aids, role-play, and contextualized language practice. Statistical analysis is used to assess the impact of these methods on student motivation and language acquisition in the medical context.

**Results.** In teaching English, instructors can incorporate diverse semiotic resources to enhance learning outcomes. At BSMU, a multimodal pragmatic approach is applied to professional English instruction, offering several advantages. For instance, it allows students to engage multiple

senses, aiding retention of professional vocabulary. Multimodal methods can capture students' attention, simplifying comprehension and fostering both written and spoken communication skills relevant to their professional and social environments.

A dynamic multimodal approach to professional English is proposed as a more engaging and less rigid alternative to traditional academic models. This method emphasizes the importance of analyzing and reasoning in a multimodal context – essential skills for aspiring doctors. To foster these skills, teachers must balance in-class knowledge transfer with encouraging independent student study. Evaluation is a key component of this approach, incorporating both teacher assessments and feedback from students on the learning experience. In addition to grading attendance, homework, and tests, teacher evaluations are crucial to ensure quality and clarity. Using multimedia English learning materials, teachers can review classroom feedback to improve lesson clarity and engagement.

**Conclusion.** In conclusion, multimodal learning, rooted in systemic functional linguistics, views elements like language, sound, imagery, and video as means of conveying meaning. In English instruction at medical universities, teachers are encouraged to employ multi-layered and multimodal methods to make lessons more engaging and effective, enabling students to enhance their listening, speaking, reading, and writing skills. At BSMU, building students' multimodal literacy not only prepares them to utilize multimedia tools effectively in today's digital era but also enables a deeper comprehension of English, increases cross-cultural awareness, and fosters an intuitive grasp of the language. However, it's crucial for teachers to apply multimodal techniques appropriately to avoid potential drawbacks in learning outcomes.

As multimodal discourse analysis becomes more relevant in English language teaching in medical institutions, further research is needed to refine its use and expand its impact. The multimodal approach, brought forth by the information age, has supported the growth of multimodal discourse analysis.

**Nykiforchuk Zh.V.**  
**QUIZLET AS A TOOL IN BOOSTING**  
**MEDICAL STUDENTS' PROFESSIONAL COMPETENCE**

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**Introduction.** Mastery of specialized vocabulary allows future doctors to express thoughts precisely and correctly, analyze information and interact with colleagues and patients. This contributes to an increased level of professionalism and readiness for the real medical practice conditions, where clear and understandable communication is one of the key factors in successful treatment.

**The aim of the study.** The main objective of the research is to determine the effectiveness of using the Quizlet platform as a tool for improving the professional competence of medical students.

**Material and methods.** Analysis of educational materials, in particular medical texts used in the educational process for training medical students. Survey of medical students to assess the level of their professional communicative competence, the difficulties they face in mastering medical vocabulary, and their experience using Quizlet as a tool for vocabulary acquisition.

**Results.** Students are faced with a large amount of new vocabulary that needs to be memorized in a short period of time. This leads to difficulties in learning and memorizing new terms. The use of interactive applications is an effective method of vocabulary training, especially for medical students who deal with a large amount of specific terminology. One of them is Quizlet, a popular online platform that allows students to create their own cards or use ready-made sets of medical terminology. Flashcards are a classic method of learning new words and terms. They help students to memorize complex medical vocabulary through repetition and active memory recall. Quizlet has many advantages. The main one is that users can create cards with a term on one side and its definition, example or image on the other. The platform also offers games and quizzes that