

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ**



МАТЕРІАЛИ

**106-ї підсумкової науково-практичної конференції
з міжнародною участю
професорсько-викладацького колективу
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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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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

allow students to test their knowledge in an interactive way. For example, matching, checking, memorizing, test, etc. Quizlet provides an opportunity to monitor progress. Students can see which terms have been learnt and which ones require additional attention. Quizlet is available on both computers and mobile devices. This allows future doctors to study terms anywhere and anytime. Repeating the cards at regular intervals helps to consolidate knowledge.

According to the survey, students have a rather positive attitude towards this platform. 50% of respondents choose flashcards as one of the main methods of a new vocabulary learning, and 58.3% consider it to be the most effective, 63.9% indicate that they work on learning new words several times a week, and 20.8% use Quizlet several times a week. Among the features offered by Quizlet to its users, students most often use card repetition (68.1%), tests (59.7%), interactive tasks (such as matching) (19.4%), and group work (9.7%). As for the use of the platform itself, higher education students highlight the ease of use of Quizlet (41.7%), the variety of learning modes (26.4%), the ability to create their own cards (23.6%), and the ability to collaborate with other students (8.3%). Students even indicate which aspects of the platform they would improve: more interactive tasks (44.4%), better visualization of learning materials (40.3%), better mobile application (30.6%), and more collaboration opportunities (19.4%).

Conclusions. The use of the lexical minimum in the educational process is an important tool for optimizing the training of future doctors, which is confirmed by the results of the pedagogical experiment and student feedback. Thanks to its interfaces, interactive games and the ability to create personalized learning materials, Quizlet greatly facilitates the process of memorizing terms and contributes to the development of students' professional communication competence. Incorporating Quizlet into the learning process increases the effectiveness of learning and makes it more engaging and dynamic.

Nykyforuk T.M.

FUNCTIONING OF LATIN BORROWINGS IN MODERN ENGLISH MEDICAL-REHABILITATION DISCOURSE

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Introduction. The relevance of this topic is driven by a general trend in linguistic studies toward investigating the specifics of medical terminology. The study's significance is further enhanced by the widespread use of English across various fields, creating a need to study and analyze professional language – in this case, the specialized language of medicine and rehabilitation. This necessitates a dedicated study of the language's features and an understanding of the origins of medical terminology, ensuring its appropriate application based on the purpose and context of communication. The research aims to clarify and highlight a range of relevant issues related to medical terminology, including challenges in defining professional language, terminology, classification, structural-semantic features, and sources of origin and borrowing.

The aim of the study. To investigate, analyze, and summarize theoretical questions regarding the formation of medical terminology based on materials from the English-Ukrainian medical dictionary.

Materials and methods. The study material consists of terms selected from the English-Ukrainian medical dictionary *Essential Terminology in Medicine and Stomatology* by H.M. Lapa and N.I. Voitkevych. The research methods align with the goals and tasks of the study, as well as with the specific characteristics of the material. Research methods include general observations, analysis and synthesis, linguistic descriptive methods, structural analysis of Latin borrowings in English, and statistical calculations. The use of classification and comparison methodologies provides means to study linguistic patterns.

Results. After conducting a thematic and structural-etymological distribution of medical-rehabilitation terms across medical fields and applying statistical calculations, we found out that most terms incorporate structural elements of Latin origin, while fewer are of mixed origin (Latin and Greek), representing a 90:10 ratio. In the thematic distribution, anatomical-histological and