

ПРОБЛЕМИ ЗАСВОЄННЯ ІНОЗЕМНИМИ СТУДЕНТАМИ
УКРАЇНСЬКОЇ МЕДИЧНОЇ ТЕРМІНОЛОГІЇ

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медичний університет”, Чернівці (Україна)
maria-c77@ukr.netTHE PROBLEMS OF ASSIMILATION UKRAINIAN MEDICAL
TERMINOLOGY BY FOREIGN STUDENTS

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Цуркан М. В., Цуркан І. М. Проблеми усвоєння іноземними студентами української медичної термінології. **Целью работы** является анализ основных проблем усвоения иностранными студентами украинской медицинской терминологии, трудностей изучения явлений терминологической многозначности, синонимии, омонимии и тому подобное. В исследовании применены лингвистические **методы**, включающие компонентный, дефиниционный и сравнительный анализ, которые позволяют сформировать комплекс проблемных вопросов по изучению украинской медицинской терминологии иностранной студенческой аудиторией. **Научная новизна.** Впервые рассмотрены вопросы изучения медицинской терминологии иностранными студентами именно Буковинского медицинского университета. Эта проблема, как и в целом методика преподавания украинского языка как иностранного, еще мало обработана, поскольку и вопросы упорядочения украинской терминологии остаются объектом постоянных дискуссий и обсуждений. **Выводы.** В научном исследовании рассмотрены проблемные вопросы изучения украинской медицинской терминологии иностранными студентами. В частности, акцентировано внимание на том, что наибольшие трудности студенты-иностранцы испытывают из-за многозначности, синонимии, омонимией, паронимии украинского медицинского словаря, метафоричность и тому подобное.

Ключевые слова: медицинская терминология, БГМУ, иностранный студент, языковая компетентность, профессионализм.

Setting the problem in general form and its connection with important scientific or practical tasks. Teaching foreign students in our country – is one of effective forms of cultural and scientific cooperation, that promotes strengthening of authority of Ukraine in the world and is the source of additional financing of education. Sufficient possession of professional vocabulary, ability to conduct professional discourse, professional dialogue and monologue language are important conditions of any occupation and of the process of preparation for it. Methodology of teaching Ukrainian language which is studied as foreign one comparatively not long ago, has its own peculiarities depending on which target audience it is taught. Important factors are not only native language of students and the country of being here, but the future profession of students. Preparation of medical specialists must take important place on the level of complexity and responsibility, as our country automatically becomes responsible for the level of future doctors of those country, citizens of which it undertakes to teach. Medical vocabulary and level of possession of professional language are integral parts of the whole and indissoluble complex of preparation of future doctors.

Analysis of investigations and publications. E. Art-sishevska, Ye.Bozhevych, I. Zymnia, M. Kabardov and other appealed to the problems of lingual competence of future doctors. Such investigators, as L. Vasetska, K. B. Holovin, L. Zorina, V. Heilyk and other accented on the qualities of oral language. Expediency of using communicative approach to studying Ukrainian language by medi-

cal students dedicated investigation of M. Buchkova, I. Bim, T. Denyshchych, K. Posohova, O. Shevchuk, V. Chernishova and other. Dialogue language of foreign students of non-philological specialties is considered in works of E. Heichenko, L. Vasylieva, O. Ivantsiv, H. Ivanyshyn. Analyzing modern medical terminology, investigators S. Boytsaniuk, O. Perebeinos, P. Ostrovskiy pay attention on still insoluble problem of interaction of national and international components in clinical terms system¹.

In the process of studying Ukrainian language as foreign, assimilation of its terminological vocabulary needs special attention, especially terminology of that branch, specialist of which a student is going to become. That's why, investigation of methods of studying Ukrainian terminology with foreign students is actual and very needful. This problem is not very developed, as well as methodology of teaching Ukrainian language as foreign one in general, as the problem of ordering Ukrainian terminology stays an object of constant discussions and considerations.

Aim of this work is analysis of main problems of assimilation of Ukrainian terminology by foreign students, difficulties of studying phenomena of terminological polysemy, synonyms, homonyms, etc.

Setting the main material. Assimilation of Ukrainian terminology by foreign students of their profession is complicated by several conditions. First of all, terminological language is not sounded in the process of everyday communication of foreign students in Ukrainian language environment, and in the case of BSMU students, all special subjects

¹Boitsaniuk S. I., Perebeinos, O. P., Ostrovskiy, P. Yu. „Medychna terminolohiya yak skladova chastyna ukrayinskoyi leksyky” [Medical terminology as component part of Ukrainian vocabulary], *Problem issues of higher education*, Vinnitsa, 2012, N 2, [Electronic resource], URL: <http://repository.tdmu.edu.ua> (application date 25.04.2018), title from the screen [in Ukrainian].

are taught in English language. However, the fact of passing medical practice at different courses during the whole period of studying requires knowledge of Ukrainian language from foreign students not only at everyday level, but in the area of medical terminology

Terminology – is a special layer of vocabulary, as it occurs and develops in the result of improvement of conceptual basis of appropriate branch of science. In modern Ukraine, terms knowledgeable work and investigation of standardization of terminology are activated again, however, improvement of terms systems – is continuous process, which requires constant development and studying². Teacher-philologist, who works with foreign students, must follow the dynamics of development of terminological systems, reveal new tendencies and fix appearance of new terms, be oriented in their paronyms, synonyms, etc.

Investigator H. Ivanyshyn proposes four-levels assimilation of medical vocabulary by foreign students: professionally-processing, motivational-stimulating, communicatively-lingual, evaluative-reflective. Specific system of methods is proposed for each of these stages, that is called to improve efficiency of material assimilation, increase motivation of students and as the result – form professional dialogue language of a specialist-medic. Each of these stages is accompanied with system of methods proposed by author, which must serve better studying of language, increase students' motivation and form professional dialogic and monologue communication of a future doctor³.

In the way of studying professional vocabulary, medical terms systems, etc., there are difficulties caused by polysemy, synonyms, homonyms, paronyms of medical vocabulary. In the case of polysemy, L. Silevych cites the example of the word „surgery”, which has a lot of meanings, however doctors are usually interested in one of them: „operational surgical intervention with therapeutic aim because of some diseases or injuries”⁴. Synonyms allow to learn language at high level, however they can often create complicated situations for foreign students, as knowledge of one word from synonymous range not always points on understanding and possession of the other meaning. For example, foreign medical students can know the meaning of the word „asthenia” as it has Greek origin and it will obviously be seen by students in language-mediator, they should have possessed the word „debility”, but a patient with whom student will have conversation during medical practice can use another words: „weakness”, „sickliness”, „faintness”, „exhaustion”, etc. Teachers must come for help here, as they are called to form such complex of texts, working vocabulary and range of exercises, in order to study the most used phenomena of synonyms in professional vocabulary with students.

In return, students can have lingual problems at paronyms and wrongly use one word instead of another, in the result of what, the content of said or told is distorted. For example, Ukrainian language has such words as *chronichnyi* [chronic] and *chronikalnyi* [chronical], *profesiynnyi* [occupational] and *profesionalnyi* [professional], *retseptnyi* [receptive] and *retseptorny* [receptor], *afekt* [affect] and *efekt* [effect], *apendyks* [appendix] and *apendytsyt* [appendicitis], *psyhiatrychnyi* [psychiatric] and *psyhichnyi* [psychical], *viazky* [elastic] and *miazky* [muscles], *stres* [stress] and *strus* [concussion], *likarniany* [hospital] and *likarskyi* [medicinal], *sertsevyi* [cardiac], *serdechnyi* [heart] and *serdeshnyi* [miserable], etc.⁵.

There is still problem of normalization of international and domestic medical terms systems, that leads to existence of the whole range of absolute terms-synonyms, parallel using of which creates collapse in Ukrainian language. This situation especially complicates professional communication and understanding for foreigners. I. Vorona emphasizes, that it is necessary to accelerate the process of coordination of medical terminology. In particular, in investigation „Lingual norm in medical terminology”, the author gives examples of such synonyms which occurred in the result of borrowings (mainly Greek-Latin) and creation of specifically Ukrainian medical terms: hemorrhage – bleeding, neoplasm – tumor, thoracic – pectoral, autoinfection – self-infection, hydrotherapy – water therapy, etc. „Absolute synonyms borrowed from different languages rarely occur: sinusitis (Eng.) – sinus (Lat.), periodontal disease (Greek) – alveolar pioria (Lat.), pneumoconiosis (Greek) – silicosis (Lat.), etc. Using of both terms is also characteristic, which are autochthonous creations: fever – rush, boar – furuncle”. Usually, the advantage is given to borrowings, which are widespread in the world medical practice, because they promote unification of terms system, however, it is not necessary to reject the best achievements of national terminology⁶.

Such phenomenon as terminological metaphorization can be added to this range of lingual difficulties, which can occur on the basis of not only generally used Ukrainian and borrowed words, but in the result of rethinking of terms meanings of other terms systems (trans-terminology). For example, *adamove yabluko* [Adam apple], *soniachne spletninnyia* [solar plexus], *shyika* [cervix], *sonitsevydni* [sunny], *bozhevillia* [madness], *vidchuttia korotkyh ukoliv* [feeling of short pricks]. In our opinion, in such cases, it is appropriate to conduct lexical work and define which meanings can be in appropriate word, phrase and whether they are connected with primary meaning. As T. Panko rightly emphasizes, terms „consolidate results of cognitive activity of people, that's why, scientific terminology becomes certain finishing stage in relation to scientific investigation of real facts”⁷.

² Kunch Z. „Systemne vyvchennia naukovo-tehnichnoyi terminolohiyi u roboti zi studentmy-inozemtsiamy” [Systematic studying of scientific-technical terminology in work with foreign students], *Teoriya ta praktyka vykladannya ukrayins'koyi movy yak inozemnoyi* [Theory and practice of teaching Ukrainian language as foreign one], Kiev, 2008, N 3, P. 198–202 [in Ukrainian].

³ Ivanyshyn H. „Linhvodydaktychna model navchannia profesiyno zoryentovanoho dialohichnoho movlennia inozemnykh studentiv medychnykh VNZ” [Linguo-didactic model of education of professionally oriented dialogical communication of foreign students of medical higher educational institutions], *Teoretychna ta dydaktychna filolohiya* [Theoretical and didactic philology], 2014, N 7, P. 38–49 [in Ukrainian].

⁴ Silevych L. I., Melnychuk, O. M. „Leksychni normy fahovoho movlennia” [Lexical norms of professional communication], [Electronic resource], URL: repository.tdmu.edu.ua (application date 15.04.2018), title from the screen [in Ukrainian].

⁵ Ibidem.

⁶ Vorona I. I. „Movna norma v medychniy terminolohiyi” [Lingual norm in medical terminology], Proceedings of the Conference, *Ukrainian Professional Language: History and Modernity*, Ternopil, June 26-27, 2014, P. 40–42 [in Ukrainian].

⁷ Panko T. I. „Metodolohichni zasady vyvchennia y rozvytku natsionalnoyi terminolohiyi” [Methodological principles of studying and development of national terminology], *Teoriya ta prahmatyka terminolohichnoyi leksyky* [Theory and pragmatics of terminological vocabulary], Kiev, 1991, P. 73 [in Ukrainian].

Complexity and systematic must be in the basis of studying of terminology, because it is the most optimal way of assimilation of medical terms⁸. With the aim of ordering and systematization of knowledge, foreign students need systematically present appropriate terms elements in the form of vocabulary, as well as their possible meanings in terms system of their profession, and also propose Ukrainian equivalents-alternates which can take place in scientific works, educational manuals or in professional jargon. Here-with, it is important to emphasize on internationality of such models and find possible parallels with the help of foreign students in those foreign languages which are possessed by them. In addition, students can work with certain terms elements under the guidance of a teacher, with the aim to reveal the most typical classes and subclasses of wide categories for this branch of science, for expression of which these terms elements are used. As special subjects are taught in English language at BSMU, then teacher-philologist faces a lot of difficulties, because there is not complex assimilation of Ukrainian terminology at lessons of specialties and at lessons of Ukrainian language as foreign one, as we can observe it at higher institutions, where foreign students obtain education in state language. The amount of hours for medical terminology is restricted, that's why the level of its assimilation is not always high.

Accumulated experience in the work with foreign students allows to speak about BSMU as about educational institution which has certain experience in the questions of preparation and education of foreign students and listeners of preparatory department. Ukrainian language for future medical workers is not profile subject, however, it plays exceptional role in medical sphere. Organizational and methodological approaches in studying of foreign students must differ from education of domestic students: note on blackboard, key words must be often used; watch the notes of basic terms, definitions, concepts, at the same time comment these terms in details, with the aim of definition and fixing their content; require oral non-one-time their repetition with the aim of realization, memorizing and correction; to organize independent classroom work of students, follow their conduction of dictionaries, always burden students with extra-classroom reading etc., conduct dialogues, disputes on medical theme, organize mini-performances with playing of situational actions of doctors and other.

In work with processing and presentation of medical terminology, specialist-philologist can use different reference materials. In particular, works of I. Hnatyshena, T. Kyiak „Dictionary of international terms elements Greek and Latin origin in modern terminology” are important⁹, T. Kandelaki „Project of dictionary affixoids „Elements of Russian scientific terms”// Semi-affixation in terminology and literature norm”¹⁰. Therefore, working with adaptive scientific texts with foreign students at lessons, it is necessary to consider that scientific texts contain two categories of vocabulary of literary language: a) words of generally

literature language, in meaning that is accepted in this language; b) words of generally literature language, which are used in scientific text in proper, but specialized narrow meaning¹¹.

Studying of scientific terminology is implemented by foreign students only with guidance of teacher-philologist at Bukovynian state medical university – if their entire education is implemented by a language-mediator, that is English language, under the guidance of a teacher of their specialty, if it is about students from another country who study their profession in state language of Ukraine¹². Specialist of special discipline gives understanding to student of the nature of concepts and connections between them, shows regularities of existence of certain scientific system. Specialist-philologist has the aim to logically finish scientific cognition, to form holistic vision of the system of scientific concepts of students through comprehension of inner form of words-terms, introduce received knowledge into communicative holistic understanding of medical discourse in the process of studying terminological system of this science with a student.

Conclusions. Problematic questions of studying Ukrainian medical terminology by foreign students are considered in scientific investigation. In particular, the attention is paid on that foreign students experience the biggest difficulties because of polysemy, synonyms, homonyms, paronyms of Ukrainian medical vocabulary, metaphors, because of insufficient normalization of Ukrainian terms system, etc. Ways of improvement studying of such specific lexical layer as medical professionalisms are proposed. **Prospects of further investigations.** It is necessary to pay attention on practical side of the problem and consider medical texts as one of the most important sources of digging medical terminology for foreign students, to form complex of exercises on active working of mentioned texted in the near future.

Цуркан М. В., Цуркан І. М. Проблеми засвоєння іноземними студентами української медичної термінології. У процесі вивчення української мови як іноземної особливої уваги потребує засвоєння її термінологічної лексики, особливо термінології тієї галузі, фахівцем з якої готується стати студент. Тому дослідження методик опрацювання зі студентами іноземцями української термінології є актуальним і дуже потрібним.

Метою роботи є аналіз основних проблем засвоєння іноземними студентами української медичної термінології, труднощів вивчення явищ термінологічної багатозначності, синонімії, омонімії тощо. У дослідженні застосовано лінгвістичні методи, які включають компонентний, дефініційний та порівняльний аналіз, які дозволяють сформулювати комплекс проблемних питань щодо вивчення української медичної термінології іноземною студентською аудиторією.

Наукова новизна. Вперше розглянуто питання вивчення медичної термінології іноземними студентами саме Буковинського медичного університету. Ця проблема, як і загалом методика викладання української мови як іноземної, ще мало опрацьована, оскільки питання впорядкування української

⁸ Kunch Z. Systemne vyvchennia naukovo-tehnichnoyi terminolohiyi..., *op. cit.*, P.198–202 [in Ukrainian].

⁹ Hnatyshena I.M., Kyiak T.R. „Slovník internatsionalnyh terminoelementiv hretskoho ta latynskoho pohodzhennia v suchasnyy terminolohiyi” [Dictionary of international terms elements of Greek and Latin origin in modern terminology], Kiev, 1996, 302 p. [in Ukrainian].

¹⁰ Kandelaki T. L. Proekt slovaria affiksiv. Elementy ruskyh nauchnyh terminov. Poluaffiksatsiya v terminolohii i literaturnoi norme [Project of dictionary affixoids. Elements of Russian scientific terms. Semi-affixation in terminology and literature norm], Vladivostok, 1986, 239 p. [in Russian].

¹¹ Pavlova O. „Mova nauky ta yiyi leksychnyi sklad” [Language of science and its lexical content], Visnyk Natsional'noho universytetu "L'viv's'ka politekhnika". Problemy ukraýn's'koyi terminolohiyi *Visnyk Natsional'noho universytetu "L'viv's'ka politekhnika". Problemy ukraýn's'koyi terminolohiyi [Herald of National university „Lviv polytechnic”. Problems of Ukrainian terminology]*, Lviv, 2006, N 559, P. 28 [in Ukrainian].

¹² Kunch Z. Systemne vyvchennia naukovo-tehnichnoyi terminolohiyi..., *op. cit.*, P.198–202 [in Ukrainian].

термінології залишаються об'єктом постійних дискусій та обговорень.

Висновки. У науковому дослідженні розглянуто проблемні питання вивчення української медичної термінології іноземними студентами. Зокрема, зацентровано увагу на тому, що найбільших труднощів студенти-іноземці зазнають через багатозначність, синонімію, омонімію, паронімію українського медичного словника, метафоричність, через недостатню унормованість української терміносистеми тощо. Запропоновано шляхи покращення вивчення такого специфічного лексичного пласту як медичні професіоналізми.

Ключові слова: медична термінологія, БДМУ, іноземний студент, мовна компетентність, професіоналізми.

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