

A MODEL FOR DEVELOPING RECEPTIVE TERMINOLOGICAL COMPETENCIES IN A FOREIGN LANGUAGE FOR MEDICAL EDUCATION STUDENTS

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In order for medical education students to succeed in their professional activities, it is essential for them to acquire communicative and lexical competencies in their professional foreign language. A future doctor who possesses communication skills, knowledge of the language of their profession, a rich vocabulary of specialized terms—especially medical terminology—will have a competitive advantage in any labor market. In higher medical education institutions, particular attention is paid to terminological literacy when forming professional foreign language terminological competence.

In modern education, the ability of a doctor to correctly use receptive terminology in solving problems arising in professional activities and during communication with foreign colleagues is referred to as terminological competence. One of the main objectives of teaching professional foreign languages in medical education is to develop and form receptive terminological skills, which involve extracting and understanding necessary information from specialized scientific texts relevant to the student's field. Therefore, developing students' receptive terminological competencies should be a primary goal and become one of the key tasks during the initial stages of medical education. Integrating the subjects "Professional Foreign Language" and "Latin Language" provides a strong foundation for preparing medical professionals who are capable of quickly analyzing medical resources and modern scientific literature.

According to N. V. Bordovskaya and E. A. Koshkina, in developing the structural and functional model of a specialist's terminological competence, information should be considered as the first component. They emphasize that this involves mastering the conceptual and terminological framework of the specialty and forming an individual, active professional and terminological vocabulary, the

scope of which determines the quality of the subject's orientation in the theoretical and practical aspects of the field.

A distinctive feature of learning medical terminology in higher education is the large volume of new vocabulary associated with unfamiliar concepts encountered in the pre-clinical stage. Students face difficulty in mastering a vast number of general medical terms (tens of thousands of anatomical, and hundreds of thousands of clinical and pharmaceutical terminology units). Moreover, medical terminology is one of the most complex systems of terms, and widespread changes in medicine lead to significant shifts in the lexical composition of medical language.

In the first stage, students must simultaneously learn Latin, a professionally oriented foreign language, and the basics of anatomical, clinical, and pharmaceutical terminology—creating a heavy academic load. Thus, it becomes a major task for instructors to find easier and alternative methods to teach Latin and foreign languages. One effective approach is for students to learn medical terminology simultaneously in their native language, Latin, and foreign languages by comparing terms across languages. Special attention should be given to difficulties students face when learning terminology, such as false friends, spelling and pronunciation differences across languages, and so on.

The systematic nature of scientific knowledge determines the systematic structure of scientific terminology. Therefore, the development of terminological competence among medical students must be based on understanding how medical terms reflect relationships within modern medical sciences and practical medicine.

Medical language uses terms that follow standard terminological models for effective verbal communication concerning pathological processes, causes, mechanisms of development, and disease symptoms. A key characteristic of medical terminology is the wide use of motivated terminology units with transparent semantics. In modern research, particular importance is given to teaching students how words are formed in terminology—helping them understand word structure, determine correct meanings, and develop the ability to form appropriate terms to convey specific meanings.

These issues are critical in teaching medical terminology to students based on their specialty. The volume and diversity of their vocabulary require a systematic approach to exercises. Integrative teaching methods in professional foreign language classes facilitate the effective learning of terminology, ensuring students

gain a lasting understanding of the structural features of modern anatomical, clinical, or pharmaceutical terms.

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