



VOL 3, No 61 (61) (2021)

The scientific heritage

(Budapest, Hungary)

The journal is registered and published in Hungary.

The journal publishes scientific studies, reports and reports about achievements in different scientific fields.

Journal is published in English, Hungarian, Polish, Russian, Ukrainian, German and French.

Articles are accepted each month.

Frequency: 24 issues per year.

Format - A4

ISSN 9215 — 0365

All articles are reviewed

Free access to the electronic version of journal

Edition of journal does not carry responsibility for the materials published in a journal.

Sending the article to the editorial the author confirms it's uniqueness and takes full responsibility for possible consequences for breaking copyright laws

Chief editor: Biro Krisztian

Managing editor: Khavash Bernat

- Gridchina Olga - Ph.D., Head of the Department of Industrial Management and Logistics (Moscow, Russian Federation)
- Singula Aleksandra - Professor, Department of Organization and Management at the University of Zagreb (Zagreb, Croatia)
- Bogdanov Dmitrij - Ph.D., candidate of pedagogical sciences, managing the laboratory (Kiev, Ukraine)
- Chukurov Valeriy - Doctor of Biological Sciences, Head of the Department of Biochemistry of the Faculty of Physics, Mathematics and Natural Sciences (Minsk, Republic of Belarus)
- Torok Dezso - Doctor of Chemistry, professor, Head of the Department of Organic Chemistry (Budapest, Hungary)
- Filipiak Pawel - doctor of political sciences, pro-rector on a management by a property complex and to the public relations (Gdansk, Poland)
- Flater Karl - Doctor of legal sciences, managing the department of theory and history of the state and legal (Koln, Germany)
- Yakushev Vasilij - Candidate of engineering sciences, associate professor of department of higher mathematics (Moscow, Russian Federation)
- Bence Orban - Doctor of sociological sciences, professor of department of philosophy of religion and religious studies (Miskolc, Hungary)
- Feld Ella - Doctor of historical sciences, managing the department of historical informatics, scientific leader of Center of economic history historical faculty (Dresden, Germany)
- Owczarek Zbigniew - Doctor of philological sciences (Warsaw, Poland)
- Shashkov Oleg - Candidate of economic sciences, associate professor of department (St. Petersburg, Russian Federation)

«The scientific heritage»

Editorial board address: Budapest, Kossuth Lajos utca 84,1204

E-mail: public@tsh-journal.com

Web: www.tsh-journal.com

CONTENT

PEDAGOGICAL SCIENCES

Balyayeva S. EDUCATIONAL RESOURCES OF ON-LINE TRAINING OF SPECIALISTS FOR MARINE INDUSTRY.....	3
Kovalova K. DEVELOPMENT OF ECONOMIC COMPETENCIES IN THE EDUCATIONAL PROCESS OF THE FUTURE ECONOMISTS.....	5
Lyashenko A. BLENDED LEARNING MODELS: THE POTENTIAL PERSONAL ORIENTATION.....	9
Podanovska H. WAYS OF THE FORMATION OF COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL PUPILS AT THE LESSONS OF LITERARY READING AND WORK WITH CHILDREN'S BOOK	13
Ryznychuk M. ADVANTAGES OF DISTANCE LEARNING IN POSTGRADUATE TRAINING OF PEDIATRICIANS	17
Uvarov V. SPECIAL FEATURES OF TEACHING STUDENTS OF PSYCHOLOGICAL AREAS OF TRAINING (ON THE EXAMPLE OF CLASSES IN A FOREIGN LANGUAGE IN A NON-LINGUISTIC UNIVERSITY)	20

PHILOLOGICAL SCIENCES

Vlasyuk J. RESEARCH OF SOCIOLINGUISTIC ASPECTS IN TEACHING BUSINESS FOREIGN LANGUAGE FOR STUDENTS OF AGRARIAN BRANCH	25
Kireeva A., Zaytsev A. ENGLISH DENTAL TERMS ORIGIN	30
Lyamova B., Shkhalakhova R. THE RELATIONSHIP OF FATHERS AND CHILDREN (BASED ON THE WORKS OF THE ADYGHE WRITER KHAZRET ASHINOV).....	36
Mugu M., Bricheva M., Sasina S. PROBLEMS OF LANGUAGE LOCALIZATION OF COMPUTER GAMES.....	40
Panyushkina P. DESCRIPTION AND SPECIFIC FEATURES OF STUDY TEXTS FOR MEDICAL STUDENTS.....	43
Popkova V., Kurbanov I. THE PECULIARITIES OF TRANSLATING REALIA OF A LITERARY TEXT (BASED ON FICTION OF A KHANTY WRITER YEREMEI AIPIN).....	45
Smaglo N. LANGUAGE AND ETHNIC COMMUNITY: HISTORICAL ASPECT	48
Chervinchuk A. «UKRAINIAN FIGHTER» IN THE COLLECTIONS OF MILITARY DOCUMENTARY: THE POSITION OF THE AUTHOR-PARTICIPANT OF THE EVENTS	54

PHILOSOPHICAL SCIENCES

Kit M. THEME OF ARTICLE (CONCEPTUAL DIMENSIONS AND DIRECTIONS OF DECENTRALIZATION AND THEIR SIGNIFICANCE FOR UKRAINIAN EDUCATION)	57
---	----

SOCIAL SCIENCES

Kalinina D. THE TECHNOLOGY OF SOCIAL ASSISTANCE TO A FAMILY BASED ON A SOCIAL CONTRACT (THE EXPERIENCE OF SAMARA REGION)	62
--	----

PHILOLOGICAL SCIENCES

RESEARCH OF SOCIOLINGUISTIC ASPECTS IN TEACHING BUSINESS FOREIGN LANGUAGE FOR STUDENTS OF AGRARIAN BRANCH

Vlasyuk J.

*Vinnytsia National Agrarian University
lecturer at the Department of Ukrainian and Foreign Languages,
Faculty of Management and Law*

Abstract

The article deals with the results of the theoretical and methodological research of the issue of the formation of business communication culture of master students while studying the humanities in agrarian universities. Because of humanization of higher education nowadays, there is an urgent need to improve the professional training of agrarian master students, especially its cultural and communicative components. Therefore, the problem of the development of the appropriate pedagogical technology becomes important in the system of professional training of agrarian master students. The aim of the article is to work out and describe the technology of the formation of business communication culture of agrarian master students while studying the humanities in Ukrainian universities. On the basis of the analysis of the current scientific sources the authors have identified the concept of the technology of the formation of business communication culture of agrarian master students while studying the humanities. This term refers to an organization of the purposeful, structural, integral and learner-centered process of the formation of motivation, values, knowledge and skills that provide students with an advanced level of business communication culture. This technology consists of such blocks as planning (purpose, tasks, principles and approaches); content (development of motivation and values; a complex of basic skills and knowledge); organization and methods (stages); reflection and result. The course "Business Communication Culture for Agrarian Master Students" is a significant stage in the process of the formation of business communication culture of agrarian master students, since it improves the humanitarian training of agrarian specialists and extends students' knowledge of communication psychology and business etiquette.

Key words: master's students, business communication culture, technology, the humanities, professionally oriented foreign language training, specialists, scientific authentic training material, professional foreign language communication.

The current state of higher education in Ukraine with the latest trends in its development puts forward new requirements to professional training of specialists and their personal qualities.

Among the most important are: thorough professional knowledge and skills, the ability to apply their knowledge, initiative, communication skills, creativity, willingness to continuous self-development. The competitiveness of modern specialists is determined not only by their high qualification in the professional field, but also by their readiness to solve professional tasks in terms of foreign language communication. The presence of linguistic knowledge allows the specialists to be aware of everything new that appears in their professional field, gives them an opportunity to get the latest information about world science achievements, helps them to use this information in practice.

Under such circumstances, a scientific search of the approaches providing the effectiveness of professional language training of specialists became actual. In this regard, the priority direction in upgrading of foreign language education is professionally oriented foreign language teaching, which involves the formation in specialists the ability of professional foreign language communication.

The above-mentioned has led to the conclusion about the necessity of resolving contradictions: - between the social order of society for professionals with practical skills to use foreign languages in their professional activities and existing teaching practice of this

subject in higher professional educational establishments; between understanding among the professionals of different areas of science and industry the necessity to improve professional language training and the lack of motivation for learning a foreign language by students of non-linguistic faculties; between the need for scientific and methodological support of educational process in a foreign language teaching of students of non-linguistic faculties and the degree of its equipment facilities [1, p. 28].

Analysis of the existing approaches to a foreign language teaching in higher professional education and research of a problem of language training of future specialists conducted by M.M. Babinets, L.I. Berbenets, T.O. Brik,

N.V. Kish, S.V. Kozak, O.V. Mudra, Y.O. Nikolaenko, G.O. Neustroeva, N.A. Sura, O.V. Tynkalyuk and others indicate that humanitarian training of the university graduates in general and language training in particular do not fully meet the needs of society and individuals, do not allow specialists with necessary quality to solve professional problems and to satisfy their personal needs in a foreign language environment.

The term "pedagogical technology" appeared in Ukrainian and Russian pedagogics in the 1920s (I. Pavlov, V. Bekhterev, A. Makarenko, A. Ukhtomskiy, S. Shastkiy). It should be stated that since then the meaning of this term has been changing and developing – from a complex of methods and tools directed to an ef-

fective organization of studying to a pedagogical system, in which the use of training tools improves the efficiency of educational process [5]. The analysis of modern pedagogical scientific works shows that nowadays there is no commonly accepted meaning of the term "pedagogical technology". The authors of the book "Educational technologies" [5] estimate more than 300 definitions of this term. In order to describe the pedagogical technology of formation of business communication culture of agrarian master's students while studying the humanities, we would like to consider some approaches to defining this term. Pedagogical technology refers to: - systematical step-by-step implementation of the planned educational process into practice; the project of a certain pedagogical system put into practice [1]; - a complex of tools and methods of theory-based educational processes, which make it possible to achieve educational goals [3]; - a complex that consists of some ideas concerning planned educational results, diagnostic tools, training patterns and criteria for the selection of the best possible model [4]; - a part of pedagogical science, which defines the purpose, content and methods of training and projects pedagogical processes; a description and an implementation of pedagogical process, functioning of all personal, instrumental and pedagogical tools [6].

We agree with the opinion of those researchers, who believe that a pedagogical technology is a tool to achieve an educational purpose, since it "determines well-organized professional actions of agents of a pedagogical process, which, with optimal resources and efforts of all participants of pedagogical interaction, contribute to the accomplishment of the defined educational goal" [7]. The review of scientific sources shows that there are also such terms as "educational technology", which refers to general strategy of education development, and "instructional technology", which deals with methods of learning and teaching of a certain course content. We support the point of view of H. Selevko [6] that the term "educational technology" involves various branches of education (economic, political, social, medical etc.) and a pedagogical technology is a part of an educational technology, which provides the achievement of learning and teaching goals.

Therefore, we think that it is necessary to use the term "pedagogical technology" in the context of the formation of business communication culture of agrarian master's students while studying the humanities. With respect to all abovementioned statements, we consider the technology of the formation of business communication culture of agrarian master's students while studying the humanities as an organization of the purposeful, structural, integral and learner-centered process of the formation of motivation, values, knowledge and skills that provide students with an advanced level of business communication culture. Aim of research is to work out and describe the technology of the formation of business communication culture of agrarian master students while studying the humanities in Ukrainian universities.

The planning block of our technology deals with defining the purpose and tasks which must be accomplished in order to provide the efficient formation of

business communication culture of agrarian master students while studying the humanities. This block gives a general view of the final result of the whole pedagogical process of the formation of business communication culture and determines the key points of the other blocks of our technology. The main purpose of the planning block is to form intermediate and advanced levels of business communication culture of agrarian master students while studying the humanities. According to the purpose, we set the following tasks: - to stimulate positive motivation of students to develop business communication culture and understanding of its importance in professional activities; - to form a system of scientific knowledge of business communication culture; - to develop communicative skills in professional environment; - to develop skills of self-assessment, self-regulation, self-correction, self-understanding and self-development. The content block reflects the development of motivation and values of agrarian master students, as well as a complex of the basic knowledge and skills, which are essential for their successful professional activities, so it includes: interest in business communication culture; communicative skills; understanding of the importance of business communication culture in future career; the system of scientific and theoretical knowledge about the essence and specific features of business communication culture; knowledge of sociological and cultural peculiarities of business communication (including communication in a foreign language); knowledge of the theory of interpersonal communication in professional environment; knowledge about the functions of business communication in professional activities; knowledge of language patterns of greeting, agreeing, disagreeing, expressing apologies etc.; skills of business communication; skills of typical behavior in certain professional situations (conferences, discussions, negotiations); speaking etiquette of business communication; fulfilment of speaking functions; readiness to cooperation and ambitions to succeed in future career.

The third component – the organization and methods block – is one of the main blocks, since it reflects the organization of the process (stages order) of the formation of business communication culture of agrarian master students while studying the humanities. It deals with the selection of the most appropriate methods, tools and modes of study. The efficiency of this block depends on the active teacher and students' cooperation based on subject-subject trustful relationship.

The purpose of the preparatory stage is to form students' communicative needs and positive motivation to develop business communication culture. This stage deals with updating students' knowledge of the problem in the context of intersubject relations; informing students about theoretical background, structural components and levels of business communication culture; stimulating interest in business communication culture and orientation to humanistic communication in business environment; understanding of the importance of business communication culture for a successful career; focusing students' attention on individual work according the curriculum. The preparatory stage is imple-

mented while teaching the humanities (Pedagogics, Engineering Psychology, Business English) with due regard for the appropriate content, which must include information about the role of business communication culture in professional activities in agrarian branch, about the importance of business communication in a foreign language, etc. In our opinion, in comparison with other courses Business English has the greatest potential for the development of business communication culture of agrarian master students. We are sure that it is possible to pay attention to communication skills and culture components while learning each topic of the course Business English.

Professional foreign language communication training of students of higher technical universities essentially differs from such training for professionals. Training LSP students in reading literature, possession of oral speech on the material of their future specialty, the teacher realizes that reports them new facts and, therefore, meets difficulties of a double sort: linguistic and extra linguistic. Taking into account this circumstance, teachers and methodologists, constituting education manuals, select for them such texts that contain material, clear from the point of view of specialty, which doesn't require thorough professional knowledge. Practice shows that most often this material is of descriptive character, understandable for non-specialist, whom usually the teacher or the methodologist is. Easy content involves linguistic difficulties, such as the diversity of grammatical structures in the offered material, the presence of synonyms and other features which are not typical for scientific prose style. The analysis of texts' fragments from different textbooks for LSP students has shown the existence of difficulties of both linguistic and extra linguistic character. The very structure of language in teaching students does not fall into their field of vision.

The structure serves as a means for understanding the content of the read text fragment. This fact is decisive when choosing both the material and the forms of working with it. Training students, it is necessary to care about the logic of this or that science, or rather, about the logic of creation a study course in a particular science. Hence the concept of an arrangement of a training material "on the increasing difficulties" that determines its arrangement in the textbook of a foreign language from more general on content to more specific, from descriptive material to concrete one, which contains schemes, drawings, formulas [2, p. 34]. At the same time, as it has already noted above, the level of difficulties of such material is defined by its clearness for the teacher. Also it is interesting to note about the fact of the existence of redundant information in the simple texts and its absence in the complex texts that complicates understanding of additional texts.

A fundamentally different approach to the solution of a problem can be seen in a work experience with specialists of high professional qualification in teaching their professional foreign language communication. It should be noted that in the case of different professions, we often have to talk about the various features of scientific prose. The language of books on mathematics

seriously differs from the language of books and articles on engineering graphics; physics differs from electrical engineering, system analysis - from the economy, etc. And, nevertheless, there is one important feature that fundamentally unites all fields of training professionals and determines the forms and methods of working with professional foreign language. This feature is professionals' deep and comprehensive knowledge of their subject. For reading comprehension it is enough for them to understand one-two words of the sentence to accurately guess the content of the sentence, and several consecutive sentences give them the opportunity to fully understand the contents of a large text passage [3, p. 45]. Unlike a student or a person who is not an expert in the field, but who understands the content of the sentence through its form, the professional distinguishes and perceives a form as a transmission medium of a cleared thought. Hence is the paradox: a large number of professionals may examine literature in their field, not knowing a foreign language or knowing it very poorly. It should be noted that this observation is valid in relation to the Exact Sciences, and almost not for the Social Sciences. Unlike mathematics texts, where the authors do not express their attitude to the reported facts and where the interpretation of the facts is unambiguous, in texts of the Humanities and Social Sciences the existence of several points of view and the author's attitude to the offered idea require the full understanding of contents through the analysis of a text form.

The selection of education materials in professional foreign language training. Let's consider some experience of training in professional foreign language communication of the specialists having high special and vocational training. It is about the teachers of various technical disciplines.

First of all, the selection of education materials for classroom work and independent work at home is very important. According to Larsen-Freeman [6,

p. 129] one of the characteristics of communicative language teaching is using authentic materials. The authenticity of the material, primarily its scientific authenticity, without any attempts of profanation or intentionally simplified teaching is the main requirement for the selection of the training material. Attempts to "popularize" the material, coming from the idea of its "clearness" for the teacher, can cause the negative reaction of the specialists, their critical attitude toward offered material and negatively affects on the success of training. Conversely, the approval of the choice of a training material is a key determinant for the high motivation of the specialists in learning the material. According to Kilickaya [4, p. 6] using authentic materials increase and develop learners' motivation because such materials offer students a feeling that they are learning the real language. In addition, Nuttall [7, p. 172] also states that authentic texts can be motivating, because they are a proof that the language is used for real-life purposes by real people. So, the specialists are truly motivated to learn a foreign language only if teaching material constantly addresses their needs.

The second situation that influences on the selection of education material for working with specialists

– is the optionalness of compliance with such a sequence of presentation of teaching material which is connected with logic of creation a course in a particular discipline. It is interesting that such sequence of presentation often induces professionals on the additional spontaneous or independently prepared reports about the place of the material in the course, its relative value, the impact or the reasons of the described phenomena or facts.

In the selection of professional education material it is necessary to comply with its subordination to the same linguistic topic: grammatical, lexical or phonetic, and within one or more specific themes: a certain structure or model, a specific grammatical form, word formation and others. The offered fragment of educational text can be not large in size (ranging from 100 - 150 words). For the first five-six lessons it is recommended to take the fragments of a specific text, containing one idea. They usually do not exceed 200 - 250 words. How to work with such a passage on the initial stage is more or less compatible. Professional is offered to read the passage silently and do some reading comprehension tasks. Then the teacher reads this passage aloud, and the professional monitors in the book. The perception of a text fragment by ear, supported by its graphic form with necessary pauses, logical accents, allows the specialist to be convinced once again that he has correctly understood the text, only having looked through it.

Further work is performed in a format "question – answer". Questions have specific character. They are intended to provide and control the full understanding of the text's content. Then the teacher can offer to complete sentences or restore any part of the sentence. The effective exercise, aimed at the development of oral communication skills is paraphrasing sentences with the maintenance of its contents. Maintaining of meaningful relations between the elements of the sentence in any combinations and exercises - is an indispensable working condition.

Better stage to begin professional foreign language training. At the initial and the subsequent stages of learning professional foreign language communication we suggest not to refuse from the use of native language in the classroom, because the system of concepts is formed in the native language and it would probably be extra optimistic to hope for its rapid formation in a foreign language. Translation is often used as a means of preventing and correcting of logical, semantic or grammatical mistakes. A rapid translation of the phrase into native language allows specialists, seeing a mistake, immediately correct it or search the ways of its correction.

It is possible to begin professional foreign language training considering the following circumstances. The experience of such training convincingly proves that mastering of terms is not difficult for the specialist, because many terms are international. The main difficulties are presented in grammatical constructions. From here we can conclude that specially selected, well-prepared training material located on the basis of one leading construction can be studied as soon as this construction has been fully studied. According to Kim [5, p. 189] authentic materials can be used with

advanced and intermediate level learners only. However, an early transition to classes of professional learning doesn't give the expected effect because there is no saturation of such material in this training period. So, a small size of investigated training material and insufficient readiness of specialists in a foreign language doesn't allow them to work with material so that to master it perfectly.

Therefore, it would be better to start professional learning at the stage when a sufficient dictionary and all normative grammar are mastered, when they have a certain degree of automated skills for reading comprehension. In case of such position it is possible to give training material in large parts, to work effectively and to achieve good results.

However, only practice and experiment on the effectiveness of the introduction of LSP education material on different training stages with maintenance of all fundamental features of such material can give the final answer to this question.

We consider industrial work placement to have huge potential in the formation of business communication culture. It provides students with a possibility to be engaged in real business communication solve certain professional problems and be involved in professional activities, which helps develop professional values and competences. According to the stated purposes, master students do a number of tasks in their industrial work placement. These tasks include the following ones: to create positive impression in order to stimulate efficient cooperation; to talk to a representative of an organization in order to receive some information taking into account the norms of business etiquette; to have a telephone conversation; to write an official e-mail. On the final stage we offer to organize roundtable discussion, which is considered to be one of the most efficient methods of the formation of business communication culture of agrarian master students.

The first part "Theoretical background of the formation of agrarian specialists' business communication culture" includes topics which help extend students' knowledge about business communication culture, which are required for successful professional cooperation. Moreover, while working with these topics, master students learn the importance of business communication culture for their future career. The second part "Internal factors of the formation of agrarian specialists' business communication culture" deals with the development of students' motivation, values and positive attitude to business communication and participants of this process. The third part "External factors of the formation of agrarian specialists' business communication culture" includes topics aimed at extending students' knowledge about national peculiarities of business communication in different cultural environment and their significance for a successful career of Ukrainian agrarian specialists on the world market. This part also deals with the improvement of self-development skills and skills needed to create one's own business image and communicate in a foreign language.

The fourth part "Special aspects of organization of agrarian specialists' business communication" includes topics which help develop basic skills to communicate

and cooperate in professional activities of agrarian specialists, such as to take part in business talks, discussions, to make reports and presentations. Each topic of the course includes such components as the purpose, a list of basic concepts, theoretical issues, tasks for practical and individual work, self-control questions and a list of references.

Moreover, we offer a list of topics for students' reports. We believe that all these components will help students cope with the curriculum and summarize the most significant parts of course content. It is necessary to mention that our course is an important stage in the process of the formation of business communication culture of agrarian master's students. The course makes it possible to balance with insufficient humanitarian training in agrarian universities and extend students' knowledge in the field of communication psychology and business etiquette. The key point is that students have an opportunity to understand the necessity and significance of business communication culture for their successful career and develop integrated skills of business communication culture. The purposes of the basic stage of the organization and methods block are achieved by such means as a role-play of typical situations of professional cooperation, business games, group discussions and talks, doing practical tasks and exercises, analysis of certain situations of business communication. On this stage we offer to use audio and video-content as well as information communication technologies. Thus, the methodological organization of the basic stage of the formation of business communication culture is aimed not only to develop certain communicative skills of agrarian master students, but also to improve all the components of business communication culture (motivation and values, cognitive, professional and communicative). This is the focus of the organization of group and individual students and teachers' work. The purpose of the final stage is to improve business communication culture of agrarian master students, to use their communicative experience in industrial work placement, to organize students' research and to develop selfassessment skills.

We would like to suggest a list of the most urgent problems to discuss: 1) New professional requirements for agrarian specialists. 2) Business communication culture as an essential part of professional competence of agrarian specialists. 3) Benefits for agrarian specialists with the advanced level of business communication culture on the world market. 4) Business communication culture as a means for self-development of agrarian specialists nowadays. 5) Highly qualified specialists with the advanced level of business communication culture as a new type of agrarian specialists. On the third stage we offer to use such forms of organization of the educational process as students' individual and research work as well as tutorials. Different forms of group work are also efficient. The last block of our technology is called reflection and result. It describes the expected result, which is the formation of motivation and values, cognitive, professional and communicative components of business communication culture of agrarian master students and their ability of self-de-

velopment and self-improvement. Conclusions and research perspectives. Thus, taking into account the increased role of humanization nowadays and the needs of students for the realization of their personal and cultural potential in the academic and professional environment, we have developed the technology of the formation of business communication culture of agrarian master students while studying the humanities. Our technology consists of the planning, content, organization and methods as well as reflection and result blocks.

The planning block includes the purpose and tasks which stimulate the efficient formation of business communication culture of agrarian master's students while studying the humanities. The content block deals with the development of motivation, knowledge and skills necessary for a successful communication in professional environment. The organization and methods block is the main one, since it deals with the organization of the process of the formation of business communication culture of agrarian master students while studying the humanities. The reflection and result block describes the expected result, which is the formation of motivation and values, cognitive, professional and communicative components of business communication culture of agrarian master students and their ability of selfdevelopment and self-improvement. We consider the prospects for the further research to be connected with the introduction of the course "Business Communication Culture for Agrarian Master's Students" into the educational process of Ukrainian universities.

Conclusions. Researches have shown that: specialty training through the language and language training through the specialty is one of the most important problems of vocational training of specialists; training of professional foreign language communication of students of higher technical establishment is fundamentally different from such training for professionals; when training, of particular importance is the selection of authentic training material and its working stages.

It is learning a foreign language that should be considered as a means of transferring to the professionals of socially and professionally significant information, developing of skills to use foreign sources in their professional activities, training them to life-long learning.

To increase the level of specialists' professional foreign language competence – means to give them such knowledge, practical skills and know-how that will allow to use a foreign language as a means of information activities, systematic replenishment of their professional knowledge and the ability of professional communication.

In connection with foregoing, it is actual to search the ways of improving the efficiency of a foreign language teaching of professionally trained staff.

References

1. Ivanova O.Y. (2008). *Tehnologija professional'no - orientirovannogo obuchenija inostrannomu jazyku: monografija* [Technology of professionally-oriented foreign language teaching]. Orel, Russia: GOU VPO «OGU».

2. Maksimyuk S.P. (2005). *Pedagogika: navchal'nij posibnik* [Pedagogy: tutorial]. Kyiv, Ukraine: Kondor.
3. Shchurkova N.E. (1998). *Praktikum po pedagogicheskoy tehnologii* [Workshop on educational technology]. Moscow: Pedagogicheskoe obshestvo Rossii.
4. Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. *The Internet TESL Journal*. 10(7). Retrieved from <http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html>.
5. Kim, D. (2000). A qualitative approach to the authenticity in the foreign language classroom: a study of university students learning English in Korea. *Texas Papers in Foreign Language Education*, 5 (1), 189–205.
6. Larsen-Freeman, D. (2000) *Techniques and Principles in Language*. Oxford: Oxford University Press.
7. Nuttall, C. (1996). *Teaching Reading Skills in a foreign language* (New Edition).

ПРОИСХОЖДЕНИЕ АНГЛИЙСКИХ СТОМАТОЛОГИЧЕСКИХ ТЕРМИНОВ

Киреева А.Ю.

магистрант 2-го года обучения Первого Московского Государственного медицинского университета им. И.М. Сеченова (Сеченовского университета)

Зайцев А.Б.

кандидат филологических наук, доцент

ENGLISH DENTAL TERMS ORIGIN

Kireeva A.

2nd year master's student of the I.M. Sechenov First Moscow State Medical University (Sechenov University)

Zaytsev A.

Ph. D. in linguistics, Associate Professor

Аннотация

Эта статья посвящена этимологии английских медицинских терминов в области стоматологии. Целью нашей статьи является подтвердить идею о господствующем влиянии латинского и греческого языков на современную английскую стоматологическую терминологию. Для подтверждения нашей гипотезы мы провели анализ этимологии 23 различных современных английских терминов по стоматологии и пришли к выводу, что большая часть стоматологических терминов имеет латинское и греческое происхождение.

Abstract

This article is about English dental terms etymology. The purpose of this article is to confirm the idea of the dominant Latin and Greek influence on modern English dental terminology. To confirm our hypothesis, we analyzed the etymology of 23 different modern English dental terms and came to the conclusion that most of the dental terms are of Latin and Greek origin.

Ключевые слова: английский язык в медицине, английский язык для врачей, стоматология, врач-стоматолог, зуб, эмаль, дентин, цемент, резец, клык, премоляр, моляр, зуб мудрости, термин, терминология.

Keywords: English in medicine, English for doctors, dentistry, dentist, tooth, enamel, dentine, cementum, incisor, canine, bicuspid, molar, wisdom tooth, term, terminology.

В XXI веке английский язык является главным языком науки, в том числе и медицины. Именно на английском языке публикуется вся современная медицинская информация, происходит международное общение врачей друг с другом. Знание языка позволит медицинскому специалисту принять участие в международной медицинской конференции, работать в команде с иностранными коллегами, вести приём иностранных пациентов, публиковать результаты своих исследований в области медицины. Важно не просто знать язык и уметь на нём общаться на профессиональные темы, но и иметь определённые знания в области истории этого языка, в частности истории появления медицинских терминов. Это позволит предотвратить появ-

ление многих ошибок, таких как некорректное употребление термина либо употребление устаревшего термина.

На протяжении многих веков латинский и греческий являлись языками, формировавшими медицинскую терминологию. [3] В период античности и эпохи Возрождения практически все самые важные работы в области медицины были написаны на латыни. Греческий язык являлся вторым по распространённости и значимости для медицины. Но с течением времени в медицине начали использоваться национальные языки, такие, например, как английский, французский, немецкий, испанский, итальянский. Начиная с XX века, английский язык стал доминирующим языком международной медицинской коммуникации. И всё же основа английской