

Петрова О.Б. Навчання англійської медичної термінології дерматології (Petrova O.B. Training English medical terminology in the branch of dermatology) // Науково-практична конференція «Актуальні проблеми дерматології, венерології та ВІЛ/СНІД-інфекції», присвячена 90-річчю доцента Петрова Б.Р./ Збірник наукових праць. – Харків: ХНМУ, 2017.

Навчання англійської медичної термінології студентів та аспірантів медичного університету становить як лінгвістичний, так і методичний інтерес. Вивчення особливостей загальної медичної англійської термінології та окремих галузей медичної науки, зокрема дерматології, дозволяє навчити розуміти значення терміна за його структурою, будувати самостійно медичні терміни на основі засвоєних структурних компонентів. Застосування знань поняттєвої структури дисципліни, структури і семантики галузевої термінології дозволяє розвивати навички застосування англійської медичної термінології та підвищувати професійний рівень засобами англійської мови.

Ключові слова: методика навчання, англійська медична термінологія, дерматологія

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Обучение английской медицинской терминологии студентов и аспирантов медицинского университета представляет как лингвистический, так и методический интерес. Изучение особенностей общей медицинской терминологии и отдельных отраслей медицинской науки, в частности дерматологии, позволяет научить понимать значение термина по его структуре, строить самостоятельно медицинские термины на основе усвоенных структурных компонентов. Применение знаний о понятийной структуре дисциплины, структуре и семантике отраслевой терминологии дает возможность развивать навыки употребления английской медицинской терминологии и повышать профессиональный уровень при помощи английского языка.

Ключевые слова: методика преподавания, английская медицинская терминология, дерматология

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Training English medical terminology to the students and postgraduates of the Medical University is both of linguistic and didactic interest. Peculiarities of general medical terminology and special areas of medical science, in particular, dermatology, allows to train relevant understanding the meaning of the medical term according to its structure, build medical terms independently, basing on the structure and meaning of the combining forms. Application of the knowledge about conceptual structure of the subject, structure and semantics of special medical words allows to develop skills in practical usage of English medical terminology and rise professional level with English as a communication medium.

Key words: teaching methods, English medical terminology, dermatology

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TRAINING ENGLISH MEDICAL TERMINOLOGY IN THE BRANCH OF DERMATOLOGY

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Key words: teaching strategy, English medical terminology, dermatology

Great share of medical education is connected with medical terminology acquirement, its general core and, especially, medical terms of specific medical branches. The course of English for specific purposes (ESP) provides training for medical undergraduate and postgraduate students, and it is aimed at the achievement of communicative competence in the usage of foreign language, both general and specialized. Though a lot of works devoted to ESP teaching has been carried out, the issues of acquisition English medical terminology in branches of medical science, in particular, dermatology, are still topical.

The purpose of this paper is to describe structure and semantics of medical terminology, especially dermatology, and to outline strategies in teaching it in ESP course.

The tasks of the research comprise determination of specifics of the structure, semantics of English medical terminology in dermatology and its correlation with conceptual sphere of the branch, as well as to describe ESP teaching strategies concerning dermatological terminology.

Material of the work includes English medical terminology of dermatology and conceptual structure of dermatology as a medical domain. **The methods** used in the work include content semantic analysis of terminological units and analytical review of reference literature on the topic.

Theory and practice of English medical language teaching and learning were elaborated in various aspects, such as structure of medical words, classification of terminological vocabulary according to the branches of medical science, strategies in training medical students, practicing

medical conversations, etc. (M. T. Cabré Castellví, F.S. Fang, J. Rice, Y.H. Hui, M.A. Gamal Abdullah, J. Asgari Arani, M. Radu, B.D. Jones, D.-E. Chabner, I. A. Khan, B.A. Gyls, M.E. Wedding, M.N. Yang, etc.) [1-14].

Development of medical branches is determined by quality of supply medical professionals with modern professional information as well as by scope of their knowledge about the world's advances in their field. That depends on ability to use English medium in finding information, reading, analyzing and summarizing data obtained and thus get the required knowledge for professional development.

As a specific approach to the foreign language teaching, ESP methodology considers mastering basic medical terminology in context of its functioning at lexical and grammatical levels as a principal guideline. It is obvious that medical terminology is an important part of medical education, and it concerns the choice of the most efficient techniques in acquiring the material. Thus, it considers not only learning a list of vocabulary (medical words) and definitions.

There is no necessity to give weight to including medical terminology in the course of ESP at medical university: the acquired knowledge and skills in English medical terminology application provides basis for specialized conversation, allows understanding of diagnosis and procedures, helps to decode professional complex information and abbreviations, creates standardized communication, allows fast and easy management with medical documents. Students learn why it is important for doctors to have high level skills in usage of medical terms. They learn medical terms and similar common words, vocabulary important for body systems description and as well as acquire how to pronounce them. Medical terminology is a part of curriculum, and it supposes ideas of the main resources and options for general and specific medical terminology study.

Pivotal tips for understanding medical terminology suppose keeping in mind the fact that most medical terms contain two or more combining parts: root/roots (containing essential meaning of the word); prefix (added before the root of the word); suffix (added to the end of the root of the word); combining vowels (placed between the combining forms – root, suffixes, prefixes) [12]. Students learn to add prefixes and suffixes to root. The students are taught medical words through interpreting medical terms on their own.

Practicing constructive activity with the word parts – roots, suffixes and prefixes, linking vowels, introducing common suffixes and prefixes used in medical practice and their meaning is one of the most common classroom and extra-classroom activities. Students learn how to use suffixes and prefixes in conjunction with word roots to form and decode medical terms.

Meaning of combining forms are of great value in studying and should be well-acquired for the further usage in practice. Knowing these combining forms well, students can interpret most medical terms. It is necessary to remember them well and use in every word analysis, which

includes the following rule: read the word meaning backwards starting from suffix. Thus, analysis of medical terms supposes determination of suffix; root (main part of the word, foundation), combining vowels which link root to suffix or root to root and helps pronunciation; combining form (which is combination of the root and combining vowel), and prefix.

Some researchers think that “The most appropriate and efficient approaches which may help in the teaching process of medical terminology are suggested such as diagnostic approach, a generative model for acquisition of medical vocabularies, using L1 in teaching L2 and other collective methods” [4]. Fundamentals of medical terminology comprise structuring according to the semantics of nominative units, classifying in body systems, topography, subsumption relations, etc. Teaching professional communication is most effective when it starts from the acquirement of conceptual structure of specific medical branch in English. The paper describes principles of terminological nomination of skin diseases in English, as well as content and nominative structure of the mentioned terminological units. Investigation of English medical terminology is of importance for the development both of linguistics and medical fields.

Besides common communication, professional communication involves skills in terminology which is a basic element of structural improvement and standardized communication in special field. Medical word (terminological unit, term) expresses and forms professional concept which is used in cognitive process and mastering scientific and professional objects and relations among them. It is necessary to emphasize that common and scientific concepts differ and it should be considered in teaching medical terminology as compared to common vocabulary.

The most considerable signs of term are the following: 1) correlation with scientific concept in the professional domain; 2) pertaining to a system; 3) functional professional application; 4) possibility to exist as a word and word combination; 5) possibility to be created at the base of native language or borrowings from the other languages.

Functional characteristics of term correlate it with scientific concept that is included to a conceptual system of domain which determines its semantic specificity. Functional research proves that structure of meanings conforms to the structure of corresponding conceptual medium. Scientific concepts do not change in different languages and practically don't depend on the language.

It is stated that concepts are supranational, global, but the meanings are national. It means that analyzing structure and meanings of the reality world we have to consider three dimensions: reality world, world of concepts, and world of meanings. They correlate in such manner: reality world is basic; world of concepts is determined by the cognitive process aimed at this reality perception intended to be adequate to it, and to reproduce its structure; world of meanings is that specific way which conceptual world is fixed in language. It changes in different languages and it

results in unique structure of meanings in each language never being doubled, and it is never identical to the conceptual structure which is supranational and forms logical basis of all languages.

The concepts which are not changed in different languages present scientific notions and relate to terminology. This idea helps to withdraw conceptual terminological systems from one language to another with no harm to significance. It should be considered in teaching medical terminology. Scientific cognition, in particular, in medical science is oriented to processing of professional information, attempt to systemize it in own mental vocabulary according to individual 'linguistic world image' and keep it in memory to be ready to get consequently the necessary information fragment.

Peculiarities of nomination in terminological system includes: subordination of all nominations of system and hierarchy in conceptual sphere, that is revealed in structure of terminological units (presence of components, which indicate the place of the nomination in system; prevalence of multicomponent nominations; generalization degree depends on subsumption relation in conceptual system); prevailing principle is nomination not only according to external empiric signs but also according to the essential signs (etiology, pathogenesis, agent, etc.)

Dermatology is "the branch of medicine concerned with the diagnosis, treatment, and prevention of diseases of the skin, hair, nails, oral cavity and genitals" [14, 112]. It is one of the branches of medicine "dealing with the skin and its diseases, a unique specialty with both medical and surgical aspects". The name of this specialty originated in the form of the (semantically wrong) words 'dermologie' and, a little later, 'dermatologia' [7]. This word is of relatively long history: according to the Webster dictionary, the first known use of 'dermatology' was fixed in 1819 [14].

Current terminology system of dermatology joins terminological nominations denoting concepts and objects of this branch of medical science, i.e. denominations of anatomical and histological elements of skin, skin diseases and abnormalities, symptoms of skin diseases, treatment methods for skin diseases, etc. It is very important to outline and describe semantic structure of terminological system of dermatology, since it demonstrates systemic relations of dermatology terminology. Structural semantic analysis is applied to conceptual and linguistic structure of terminological system of dermatology in English and strategy of its teaching in the course of ESP.

Semantics of the domain of dermatology contains component of meaning 'skin'. System of terminological nominations reflects the conceptual construction of the medical branch 'Dermatology'. Terminological field of dermatology focuses around the central concept – 'Skin', 'skin structure components', 'skin conditions', 'skin elements', 'skin diseases'. Description of medical term 'lesion' which is frequently used in dermatology, supposes the following definition: A lesion is any single area of altered skin. It may be solitary or multiple" [9]. The other abundant

medical term occurred in dermatology, is 'rash', closely connected with the first one: "A rash is a widespread eruption of lesions" [9, 5].

Thus, developing skills in describing dermatological signs include description of site and size of a skin lesion; spread of skin eruption; configuration (shape) of skin lesions; morphology of primary skin lesion, secondary changes, etc. If a definition is required, the following information should be included: pathogenesis, histology, clinical presentation, and treatment/prognosis where clinically applicable.

Some cases of synonymous nominations may be a point of interest for learning English dermatological terminology. 'Skin disease' has another name – 'Dermatosis', which is a generic term for a disease of the skin. Multicomponent nomination including several words in its composition: 'Acute febrile neutrophilic dermatosis' has a synonymous name – 'Sweet's Syndrome'.

Learning English medical language in dermatology domain may show cases when two or more roots with the same meaning function well in terminology. The root word for skin is '-derm-'. Its combining forms are derma-, dermat-, dermo-. For example, dermatitis, dermatology, pyoderma, dermatension, etc.

The literature review gives some results concerning the students' most preferable strategies in medical terminology acquisition: "written repetition, verbal repetition, and bilingual dictionary strategies. In addition, the most proficient students used various kinds of strategies more often than the less proficient students" [13].

Terminological system of dermatology is well-developed and structured, corresponds world's conventions and standards. Multicomponent nominations prevail in scientific dermatological terminological system. This feature is determined by a detailed taxonomy of nosology units – skin diseases.

In the teaching process fragments of genuine texts pertaining to general medicine and specific for the studied branch of medical science are worked up. These texts may be considered as necessary context for the usage of medical terminological vocabulary. Specific texts at this stage are worked up in such manner to get skills of information analysis and synthesis of medical texts. This classroom work is aimed at preparing them to elaborate by their own (independently) scientific sources in the branch.

Results. While acquiring genuine scientific texts of professional profile, specialist learns topical terminology, word combinations and contextual usage of them. Thus, he gets skills which are necessary to form his foreign language professional competence. It develops at the same time his thinking and mental abilities.

Teaching ESP supposes training basics of terminology, general medical words and specific branch terminologies considering their structure, semantics and functioning.

Conclusions. Teaching ESP considers an important pragmatic aspect – acquisition of constructive elements of medical terms which give key to understanding medical terminology, interpreting most medical terms to improve their professional development via English medium. Specific domains of medical science, in particular, dermatology, are of special interest for medical undergraduates and postgraduates as advanced level of studying English medical terminology.

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