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**GUESSING TECHNIQUES IN THE FORMATION OF MEDICAL STUDENTS’ VOCABULARY WHILE READING**

Such prominent scientists as Bigych J.V., Galskova N.D. Haponova S.V., Skalkin V.L., Nikolayeva S.J., Panova L.S., Tarnopolsky O.V., Harmer J., Littlewood W., Ur P. and other scholars have dealt with the learners’ potential dictionary formation. It is known that potential vocabulary is formed by lexical items ( LIs ) the meaning of which a learner can guess [1,p. 230 ]. It is connected with active and passive lexical minima the criteria of selection of which include: an ability to be combined with the other LIs, semantic value (denoting crucial concepts from different fields of man activities), their frequency, word-forming capacity and polysemy [3, p.17]. The formation of reading habits and skills demands different approaches. In scanning we use a text from encyclopedia, a page of a drug leaflet or a text with data on medical research. Resist the temptation to explain every unknown LI or a structure to the learners. Leave them to work with passages which include LIs and grammar structures that they are not acquainted with. Learners must be aware that they can cope with a text on their own. If they want to become efficient readers, the only recipe is to read more and to read a lot. Only authentic texts should be used. Some methodologists [3,p.43] advise that the texts should be rendered in their original form if possible, they look more genuine than retyped versions. It is a good idea to number every fifth line on a long text .This facilitates the identification of any words or phrases that have been a cause of some misunderstanding.The most important key to creating the atmosphere of understanding a reading passage and interaction is the initiation of interaction by the teacher with the help of starting questions. In a medical classroom where students sometimes are not ready to communicate fluently teachers’ initial questions are of crucial importance for starting discussion on the gist of a reading passage. Such questions give a teacher an immediate information about the gaps in learners’ knowledge [4, p.52]. In dealing with the topic “Microorganisms. Fungi” we can suggest the following tasks: Task I. Choose the word which is the nearest in meaning to the word in italics: 1.The world of microorganisms *includes* bacteria, fungi, protozoa, and viruses.

1. exclude b) consists of c) forms d) distinguishes
2. Bacteria *are characterized by* three basic shapes: the coccus or spherical form, the bacillus or rod, and the twisted spiral, or spirillum.
3. use b) have c) know d) cause

3.Some protozoa are harmless but some *cause* such diseases as malaria.

1. inhabit b) include c) lead to d) discover

4.The word “AIDS” means *acquired* immune deficiency syndrome.

1. single-celled b) chemical c) nutrient d) received

5.The world of fungi *contains* yeasts, molds, and mushrooms.

1. use b) calls c) is formed by d) form

Task III. Underline the odd one out: spherical form, rod, acid, twisted spiral.

Task IV. Choose the definition which comes closest in meaning to the words:

1. *resemble:* to decide to do something , be like, have similar features, make smaller in size , cause an illness b) *invade* :to make something new ,to separate, to enter in order to attack, move quickly c) *distinguish* :make sounds and movements of the face, have deep feelings for, get knowledge of something by study ,understand well the difference.

In the process of guessing techniques development we should pay our students’ attention to pairs of nouns and verbs which have a similar graphic form: to aid – an aid, to study – a study, to touch – a touch ,to contact – a contact ,to practise – a practice, etc. Sometimes the consonants are changed ( s – c ). There are a lot of international words which are studied in a medical classroom, we should only master their pronunciation: *Anatomy, Physics, Gynecology, patient, vein, depression,* *stethoscope, medicine, specialize in, symptom, injection*, etc. A lot of medical terms are composed of the roots which have been already known to the learners, that’s why if they know the meaning of the roots, they can easily guess the meaning of a new word: *cytopathy:* a disease of a cell, *gastrocyte*: a cell of the stomach*, cardiopathy*: a disease of the heart*, nephrogram*: an X-ray study of the kidney*, cholecystogram*: an X-ray study of the gallbladder, *phlebogram* : an X-ray study of a vein, etc. Some collocations of a polysemantic word characterize only a medical text: e.g. *Patient:* *Linda Thomas. DOB:11/06/79. Patient* ***presented*** *today* ***with*** *pain in her head and body* [ 3 ,p.20 ]. The collocation is translated into Ukrainian as *Пацієнтка звернулась зі скаргою на біль у голові та в тілі.* If the learners are acquainted with the meaning of the main word-forming prefixes and suffixes, they have no problems while dealing with the words like *heartless, colicky, dehydration*, etc.

So, we have come to the conclusion that for the enrichment of students’ potential vocabulary we should apply task-based and learner-centered approaches which comprise tasks for suffixes, prefixes and roots acquisition and interpretation of international words.

**Список використаних джерел**

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