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VOCABULARY PLATFORM IN IMPLEMENTING A LANGUAGE MEDICAL PROGRAM FOR MASTERS ‘ PHYSICAL THERAPY. ERGOTHERAPY’

The current level of international academic and scientific interaction poses new challenges before medical students and ESP programs should be based on the principles which ensure the effectiveness of learning. For a medical specialty ‘Physical therapy. Ergotherapy’ the principle of ‘recycling’ of the vocabulary material should be implemented in the program. It means that some vocabulary items which are of crucial importance for maintaining interaction should be studied not in one exercise but be restudied in several activities. Working on the texts dealing with the topic ‘The work of a physiotherapist’ students identify the type of questions in exercises. They decide if it is a patient-centered question, a family - / work – related question, a closed question or an open question and prove their statements. . Students write down the questions the cues for which have already been given: What think the problem? Could describe what happen to me? Where hurt? a high pressure? How long you have this pain? Where work? Relatives ever suffer from angina pectoris? What else you concern about? pain start on physical exertion? Have much physical work recently? Then students A and B take turns taking medical histories of different patients. Students are asked to be patient-centered and ask open questions. *Situation №1:* Mr. Smith presents with his mother, who has been suffering forgetting things and wandering off on her own*. Situation №2*: Mr. Print presents with his sister, who has been suffering a coronary heart disease. Then student C gives feedback about these interviews. He is writing notes when he is listening and decides whether the patients are at risk or not. Students work in groups. They are discussing different clinical cases from a course-book and then they are asked to give examples from their own or their group mates’ experience, bearing in mind confidentiality.

An understanding of phrasal verbs is another feature of colloquial English that will help the future doctors interpret and understand the patient. Before practicing a role-play in taking a history student A (doctor) and student B (patient) should try to use the phrasal verbs ( for example, get: down, back, at, into, over ,on, off, through to) in their vocabulary practice: 1. He feels as if all the world is getting…… him all the time. 2. Very often the family and relatives get me … 3. My brother got …..his depression slowly. 4. Her depression got her friend …..a bad mood too. 5. Everything is getting … her nerves just now.6. She’ll get …on her feet quickly.7. Will I be able to get …work in a month?

While working on the text ‘ Rehabilitation ‘ [ 1, p. 47 ] one student is asked to mime the statements, the other ones try to guess : *I think I’ve pulled a muscle in my leg. I’ve got cramp all down this leg. I’m dying of thirst.* To make the work on the text effective students should do ‘ a cycle ‘ of tasks in which they work with the same vocabulary items mastering and perfecting their acquisition. One of them is the activity of finding words or phrases with similar meaning : object of efforts or ambition ( *goal*), having a regular pattern or style (*consistent)*, have as a plan or intention ( *to aim at*), make well or normal again, bring back to a former condition ( *to restore*).

Then students listen to the conversation between the doctor and the patient. The task is to map patient’s and doctor’s attitude as the conversation progresses by numbering: *desperate, annoyed, uncooperative, irresponsible, friendly, patient ,cooperative, calm* and *persuasive*. Then students make a logical analysis of the information presented in a text. Dividing a text into clusters might be done in a graphic form like stairs which lead to the pyramid. The most important facts are located on the top of the pyramid, while less important ones form its bottom. In guessing techniques development we pay attention of the learners to prefixes, suffixes and roots which are known to them, we ask them to make a sentence shorter, join two or more sentences into one or paraphrase a sentence using synonyms. Also a lot of information can be elicited from a context when the learners guess the meaning of the unknown words while answering the teacher’s questions: e.g. *My friend is all thumbs*. How can we characterize a person if he or she is clumsy and awkward and his/her movements are out of balance? e.g. *My brother is very brainy*. Can you guess the meaning of the adjective if the brainy person is smart, clever and intelligent? Do you associate this word with the person’s brain? What are the functions of the brain? e.g. *This man is long in the tooth.* This person has lived a long life, he is very experienced. He has travelled a lot. He has visited a lot of countries. Can you guess the meaning of this idiom? e.g. *The patient’s speech is very thick*. The person speaks very slowly. The doctor can hardly understand him. The words are not clearly pronounced. Can you guess the meaning of the word *thick*  in this context? e.g. *Some of my relatives are very nosy.* They want to know everything about my life, my family, my affairs. They are interested in how I spend my weekend, who I go out with, etc. Can you guess the meaning of the word *nosy* that characterizes my relatives? e.g. *They are armed to the teeth.* It means that they have a lot of weapons, a lot of guns, a lot of military equipment. Can you paraphrase this statement? What does this idiom mean? Will you use it in your own context?

In mastering the topic ‘ Taking a History’ and practicing interviews students use the word SOCRATES as a way of remembering how to judge the nature of a patient’s pain. Each letter of SOCRATES refers to a word which relates to a question, the words are : **S**ite, **O**nset, **C**haracter, **R**adiation**, A**ssociations, **T**iming of pain / duration, **E**xacerbating / Relieving factors, **S**everity [ 1, p. 142]. So, we can summarize that ‘recycling’ is one of the program forming principles of lexical platform when the content of tasks is interrelated and vocabulary is restudied on a regular basis and in different kinds of oral and written speech activities.

*Література*

1. McCarter S. Oxford English for Careers. Medicine 2. - Oxford: Oxford University Press, 2010. – 143 p.