

INTEGRATED TRANSLATION IN ENGLISH FOR SPECIFIC PURPOSES (MEDICINE)

Contemporary propagation of integration processes in professional-related activity extends international cooperation and is accompanied by the growing volume of intercultural communication [1 – 3]. It embraces various occupational, academic and research fields. Linguistic interest considers study of specific content-based teaching concerning English for specific purposes, in particular medicine [2, 4]. Major trend in English for specific purposes (ESP) is its communicative approach [2 – 5]. It is a target course which considers the learners' needs. English for specific purposes medical course aims at attainment of intercultural target – to reach professional foreign language competence in the profile specialty – medicine, pediatrics, dentistry, prophylactic medicine, physical rehabilitation, nursing, laboratory diagnosis, etc. The learner should be acquainted with the culture of use of English in the sphere of specific interest, particular field of professional activity.

Translation is considered to be integrated into this course as it is an important aspect on the way of mastering foreign language professional competence. Scholars emphasized that different skills are learnt more effectively if being taught in an integrated manner [2]. Such approach to teaching English focusing on specific needs, supposes usage of «methodology and activities of the discipline it serves» [2, p. 4], and is focused on the language appropriate to these activities in «grammar, lexis, register, skills, discourse and genre» [2, p. 5]. There are various disciplines within the frame of English for specific purposes in medical university, such as 'Foreign language for professional purposes' for the second year students, and 'Professional foreign language' for PhD postgraduates in tertiary education.

The basic part of the courses is terminology which is of a high informative content. English medical terminology is the foundation in health-related fields. Specificity of terminological systems in different languages (e.g., in English as a foreign and in the native language of the students) presents issues in translation of professional subject-matters. Foreign language of medicine is supposed to be a particular niche itself (besides English as a Foreign language), and mastering it presents a complex task. Integrated translation in English for specific purposes (Medicine) course must be taken into account in various aspects of its mastering. There are special problems relating to translation of medical vocabulary. The superior task, which is connected with all the rest, is to acquire adequate skills and knowledge in professional field and get intercultural professional competence. Additional problems are produced by lack of proper knowledge or

mismatching of terminology in English language of medicine; inability to analyze structure of English medical words because of lack of knowledge of combining forms (e.g., *entero-* – *intestine*, *hepato-* – *liver*, *phlebo-* – *vein*, *-itis* – *inflammation*, etc.); lack of skills to use bilingual and special dictionaries; lack of skills to operate with various genres (case histories, case presentations, history taking, interviewing patients, explaining findings of tests, writing summaries, short reports, etc.); lack of background knowledge; incomprehension of subject-matter, etc. Learning the peculiarities of translation in the field may be integrated and taught in relation to the content of the course. Both ways communication are required: to perceive and to produce. Undoubtedly, the learning materials are based on the authentic medical sources; their structure and genre peculiarities are typical for the kinds of texts of the selected genres.

Integrative translation should focus on the core frames, which are presented by medical terms encoding special information, and genre features which favour getting equivalence and effective intercultural professional communication. Developed abbreviation in medical usage supposes definite difficulties for their decoding, because they not always match in two languages. The expert in medicine must be acquainted with such common in medical usage, for example, abbreviations, as ‘*CPR*’ (Cardiopulmonary Resuscitation), which means ‘*a procedure designed to be used on people in cardiac and/or pulmonary arrest. It creates artificial circulation and respiration*’, or *GFR test* (Glomerular Filtration Rate test) which is ‘*a test to determine how much kidney function a person has*’ [6], or ‘*BUN test*’ (Blood Urea Nitrogen) that is ‘*a test to determine the amount of urea nitrogen in the blood*’ [6, p. 34 – 39].

Intercultural matching should be attained in the points, for example, concerning denominations connected with professional degrees and qualifications, and their abbreviations, as well. If we consider, for example the English word ‘*nurse*’ in aspect of translation in ESP, it should be focused in a proper meaning, as it is presented in various interpretations.

Thus, Merriam Webster Dictionary provides four meanings for this polysemantic word, among which only one (the third of those given) relates to the medical personnel: «3 : *a person who cares for the sick or infirm; specifically : a licensed health-care professional who practices independently or is supervised by a physician, surgeon, or dentist and who is skilled in promoting and maintaining health – compare licensed practical nurse, registered nurse*» [7].

Besides the supplied meaning, the following abbreviations are used in common medical practice, such as ‘*NP*’ or ‘*RN*’. These abbreviations, relating to the general word ‘*nurse*’, should be fixed with the word combination ‘*nurse practitioner*’, and the following meaning: ‘*a nurse with advanced training that can diagnose and treat certain problems*’ [6, p. 34].

It must be distinguished from the *'registered nurse'*, which pertains to the meaning: *'a registered nurse is a person who has received a degree or diploma in nursing and has passed the required licensure exam. Registered nurses usually practice nursing in hospitals and doctors' offices and spend much of their time caring for patients'* [6, p. 35].

Such abbreviation as *'MSN'* is to be matched in the speaker's mind with denomination *'Master's of Science degree in Nursing'*, and correlated with the meaning *'an advanced degree available to nurses who wish to become administrators or practice medicine more independently associate's degree'*. This one is connected with semantic component *'associate'* which should be correlated with this interpretation *'an associate's degree is a degree granted to people who have completed two years of coursework at a college'* [6, p. 34 – 39].

ESP translation from the native language to English and vice versa must consider objective complexities caused by existing discrepancies in lexis, grammar, register distribution, polysemanticism, heterogeneity of terminological systems, and developed tendency to abbreviation of any kind, especially in professional (medical) sphere.

English for specific purposes course in medical university depends on target special needs of the students, includes training aimed at mastering specific genres and definite language skills integrating translation as an important aspect for attainment proper level of competence which the learners need in their future profession, thus increasing the motivation to learn.

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