

## FIGURATIVE LANGUAGE IN TITLES OF MEDICAL JOURNAL PUBLICATIONS

Mayzus O. S.

Scientific adviser: assoc. prof. Kostenko V. G., PhD

Ukrainian Medical Stomatological Academy

Poltava, Ukraine

Department of Foreign Languages with Latin and Medical Terminology

**Relevance.** At present academic writing is greatly impacted by social shifts (e. g. towards the egalitarianism and democracy) and mass media style. First, this impact consists in demonstrating less formal tone. Keeping a serious tone with literal meaning of words in academic writing was a key demand a decade ago that excluded figurative language. The review of literature regarding the transformations in medicine academic writing reveals a paucity of information devoted to this subject. Titles are obligatory components of medical publications and can often be the only thing, which one reads. Titles are important in literature searching, therefore they should be explicit and quite specific at the same time.

**Aim of the research.** Identifying the commonest types of figures of speech and their frequency in the titles of medical journal publications.

**Materials and method.** The studied corpus included 1900 titles of the publications from all the issues (electronic format) of *The New England Journal of Medicine* (USA) and *The British Medical Journal* (UK) for 2019. All the titles were linguistically examined for the presence of such figures of speech as metaphors, metonyms, oxymorons, and jargons that are found as most commonly used in the titles of printed mass media publications.

**Results.** It is important to note that the tendency to use figurative language in the titles is more evident in the NEJM, while BMJ sticks to the conventional formal style. The figures of speech are more commonly used in the titles of opinion articles (e. g. genres of editorials, perspective articles, etc. ). The metaphors have been found the most prevalent in the titles of medical publications in the both journals, their share makes up 83 % of the figures of speech examined. The metaphors used can be divided into two groups: metaphors used as medical terms and metaphors as constructs of common language. The medical metaphors of the first group are more predominant, as the medical language has deep-rooted tradition to employ the comparisons (often implied, or hidden) between two things or phenomena, when giving names for new concepts, e. g. : *telescoping fingers*, *spindle-cell sarcoma*, *"doughnut" lesions*, *burnout syndrome*. Using metaphors was a good way to explain science to laypersons. Metaphors of thesecond groups are used as rhetorical devices to catch the readers' attention. Such metaphors can be used beyond the context of refined scientific communication, e. g. : *Goal-Concordant Care - Searching forthe Holy Grail(NEJM)*, *Hypertension Hot Potato — Anatomy of the Angiotensin-Receptor Blocker Recalls (NEJM)*, *Navigating medicine's grey areas (BMJ)*. The most of metonymy and oxymoron examples appear in the titles as rhetorical devices as well: *A Lethal Hidden Curriculum (NEJM)*, or *Complex Simplicity and Hirschsprung's Disease (BMJ)*.

**Conclusion.** Figurative language should be in the focus of multidisciplinary studies since it emerges from the interaction of brain, language, culture and bodily experience.

## MANIFESTATIONS OF MAJOR DEPRESSIVE DISORDER (MDD) IN 2ND YEAR STUDENTS OF THE DENTISTRY FACULTY OF UMSA

Okhrimenko I. V.,

Scientific adviser: Tanko N. H.

Ukrainian Medical Stomatological Academy

Poltava, Ukraine

Department of Foreign Languages with Latin and Medical Terminology

**Relevance.** The urgency of the MDD problem is due to the high prevalence and severity of the consequences. Major depressive disorder is a mental disorder characterized by at least two weeks of low mood that is present in most situations. It is often accompanied by low self-esteem, loss of interest in the usual pleasant and enjoyable activities, reduced energy and pain for no clear reason. The exam period is one of the most important and emotional periods in a student's life thus it is very interesting to explore the connection between MDD and exams.

**Aim of the research.** To carry out the theoretical analysis of the MDD problem of 2nd year students of the faculty of dentistry and empirically determine the peculiarity of its manifestation during the examination period.

**Materials and methods.** Two methods have been used for the research: "Beck's Depression Inventory" test and "Zung Self-Rating Depression" test.

**Results.** This study was attended by 100 people, 2nd year dentistry students of UMSA. This sample gives an approximate understanding of the possible MDD manifestations among students. It is particularly necessary to note that the survey was conducted in December, before the beginning of the examination period, as it is one of the most important and difficult stages in a student's life.

Using the 21-assertion BDI methodology, it has been determined what state the students are in for 2 weeks. According to the results, 85% of students do not have major depressive disorder. In this case it has been determined that 15% of students have a mild form of MDD. In order to confirm or refute these results, another following survey was conducted. According to the "Zung Self-Rating Depression" test, which is more sensitive to clinically weak emotional disorders containing the asthenic component, 90% of students do not have MDD and 10% have a mild form.

**Conclusion.** According to the results of the study, it can be concluded that the majority of 2nd year dentistry students of UMSA do not have MDD during the examination period.