

викладання особливо для студентів медичних закладів освіти.

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METHODOLOGICAL STRATEGIES FOR TEACHING GRAMMAR IN

MEDICAL ENGLISH FOR ACADEMIC PURPOSES

У статті представлено досвід упровадження комплексного підходу в процесі формування граматичних навичок науково-педагогічних працівників і здобувачів ступеня доктора філософії в медичних ЗВО. Авторами вироблена власна концепція викладу навчального матеріалу: візуалізація теоретичних аспектів, граматичні вправи, робота з автентичними текстами, комунікативні завдання. Пропонований підхід апробовано при розробці підручника “Medical English for Academic Purposes” (2018), укладеного з урахуванням сучасних тенденцій інтернаціоналізації вищої школи, що передбачає підготовку фахівців, які працюватимуть в англомовному просторі сучасної науки й освіти.

Ключові слова: *фахова англійська мова, науково-педагогічні працівники, здобувачі ступеня доктора філософії.*

The article presents the experience of implementing a comprehensive approach in the process of forming the grammatical skills in academic staff and PhD students at medical universities. The authors have developed their own concept of presenting the training material: visualization of theoretical aspects, grammar exercises, working with authentic texts, communication tasks. The proposed approach has been tested in the development of the textbook “Medical English for Academic Purposes” (2018), which was written in the context of current trends in internationalised higher education, involving the training of specialists who will work in the modern English language educational and scientific environment.

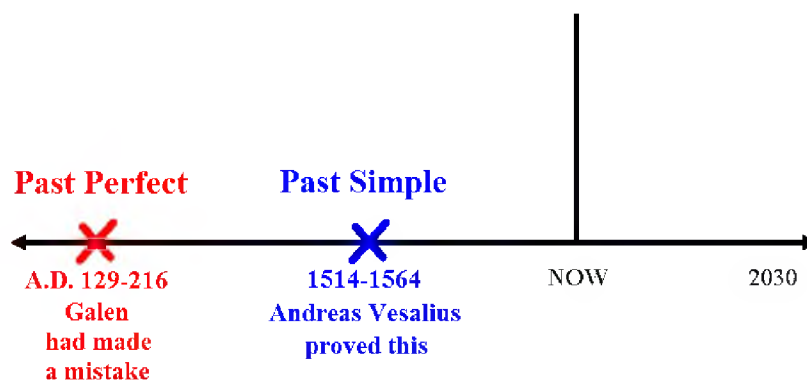
Key words: *English for Professional Purposes, academic staff, PhD students.*

В статті представлений досвід впровадження комплексного підходу в процесі формування граматичних навичок науково-педагогічних працівників і здобувачів ступеня доктора філософії в медичних вузах. Авторами вироблена власна концепція викладу навчального матеріалу: візуалізація теоретичних аспектів, граматичні вправи, робота з автентичними текстами, комунікативні завдання. Пропонований підхід апробовано при розробці підручника “Medical English for Academic Purposes” (2018), складеного з урахуванням сучасних тенденцій інтернаціоналізації вищої

школы, предусматривающих подготовку специалистов, которые будут работать в англоязычном пространстве современной науки и образования.

Ключевые слова: английский язык для профессиональных целей, научно-педагогические сотрудники, соискатели степени доктора философии.

The rapidly expanding use of English necessitates the development of modern teaching materials in compliance with current trends in internationalised higher education [1; 3]. The aim of this paper is to present the experience of implementing a comprehensive approach to teaching grammar in the course in professional English for PhD students and academic staff at higher medical educational institutions. The suggested approach has been tested in the development of textbook “Medical English for Academic Purposes” (authors: Yuliia Lysanets, Olena Bieliaieva, Maryna Melaschenko; editor and consultant: Anthony Robinson) [2]. The book was written in the context of current trends in internationalised higher education and the training of specialists working in the modern English language educational and scientific environment. Each unit presents grammar and uses exercises to consolidate and activate the professional oral and written use of vocabulary and specialised terminology. The “Grammar Revision” section is supplemented with illustrative material to facilitate understanding and memorizing. For instance, the diagram on Past Perfect is given below:



Explanation: The **Past Perfect** describes a completed action further back in the past.

Formation: **had + past participle** of the main verb

E.g.: In 1543, Andreas Vesalius proved that Galen **had made** a mistake in describing human anatomy.

Next, we provide explanation and relevant examples of using this tense in the English medical discourse.

The **Past Perfect** can be used to describe:

- 1) An event that had already happened before something else happened:
 - When I arrived at the meeting, the chairman **had** already **begun** his presentation.
 - 2) With adverbial time modifiers e.g. *by 5 o'clock / end of the year, within the deadline:*
 - He **had sent** his abstracts to the Congress *by the 1st of June*.
 - 3) In reporting other past tenses (e.g. speech):
Actual: Jane: “The new doctor **has arrived** at reception.”
Reported: Jane said that the new doctor **had arrived** at reception.
Actual: John: This patient **has been** waiting a month for an appointment.
Reported: John said that the patient **had been** waiting a month for an appointment.
Actual: Patient: “My back **has been** hurting for some weeks.”

Reported: The patient complained that his back **had been** hurting for some weeks.

Actual: Doctor: "I performed the operation yesterday."

Reported: The doctor reported that he had performed the operation yesterday.

The Past Perfect Continuous

Formation: **had been** + main verb in **-ing** form.

The **Past Perfect Continuous** can be used to describe an extended or repeated event which took place before a particular point in the past.

E.g.:

- The patient **had been losing** the battle against cancer.
- Galen **had been describing** something incorrectly.

The event stops at the specified time point:

- He had been driving without a break for several hours when the car crashed.

The event continues beyond the specified time point:

- She had been pregnant for 5 weeks before they discovered the tumour.

The event has recently finished before the specified time point:

- Her eyes were sore; the doctor could tell she had been rubbing them.

NB! "Since" and "for" are often used to describe an event's duration to a certain time point.

Further, the "Grammar Revision" section is supplemented with oral and written exercises, aimed at consolidation of the material under consideration.

Sample Exercise No. 1. Read and translate the sentences:

1. He had visited the clinic before and therefore the routine was not new to him.
2. The nurse had completed the routine tests before Dr. Berman came into the ward.
3. After I had finished examining the patient, I spoke to his parents.
4. The doctors had determined the cause of disease by 8 p.m.
5. I had already composed the plan of our research by Tuesday.
6. Aristotle had stimulated interest in anatomy by his dissections of animals.
7. In the 16th century, doctors in Bologna proved that Galen had made mistakes.
8. I went to the laboratory but Prof. Smith had already left.
9. He arrived at the conference late and the session had already begun.

The Unit then continues to the "Reading and Translation Practice" section, which suggests extracts from original professional literature, which demonstrate the use of this grammar material.

Sample Exercise No. 2. Read and translate the text. Pay attention to the use of Past Perfect:

ANDREAS VESALIUS VS. GALEN

Andreas Vesalius (1515–1564) was a Flemish physician who revolutionised the study of anatomy and changed the way people thought about the human body. Born into a family of physicians and pharmacists, Vesalius began practising medicine at a time when the approach to the human body was based on ancient knowledge passed down from Galen (130-210), a physician who had combined the practice of dissection with his knowledge of Greek philosophers (including Aristotle) to explain the structure of the human body.

By the 1500s, cultural attitudes to death had changed, and dissecting a cadaver was an acceptable practice. The traditions of ancient Rome had not allowed the dissection of human corpses and therefore Galen had had to conduct his studies on animal corpses (primarily oxen and Barbary macaques). In the Middle Ages, there was no requirement to learn from real bodies, as it was thought that everything that needed to be known could

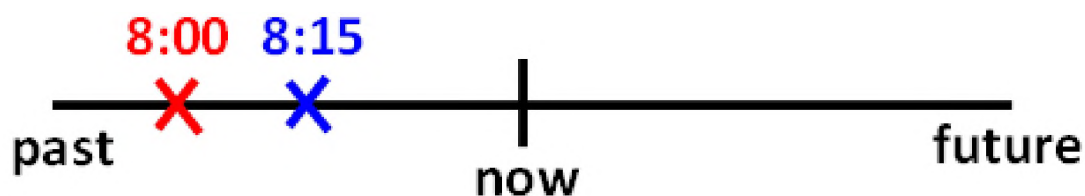
be found in Galen's writing.

In 1537, Andreas Vesalius moved to the University of Padua and, while lecturing to medical students, began dissecting corpses (usually executed criminals). This practice led him to re-appraise radically his entire understanding of the human body and how it worked. As he grew more familiar with the human body, Vesalius began to suspect a deep and underlying mistake in Galen's work. He eventually worked out that Galen had never dissected a human, but only animals. During his studies of human specimens provided by a local executioner in Padua, Andreas Vesalius noticed that the structures which Galen had described didn't actually exist in humans. For instance, Galen's dissection of a sheep's head rather than a human one led to centuries of anatomists dutifully propagating the myth about the existence of human *rete mirabile* ("wonderful network" – a complex circulatory system in some vertebrates). Vesalius widened his scope, dissecting animals, and reading over Galen's writings more carefully.

From the age of 25, Vesalius set out to prove where Galen had made mistakes. Lecturing in Padua and then Bologna, he set up skeletons of humans and Barbary macaques, and showed the assembled students how wrong Galen had been. He also began to compile his series of anatomy illustrations, collecting them into a book that was eventually published in 1543. This book, known as "*De humani corporis fabrica libri septem*" ("*The Seven Books on the Structure of the Human Body*") began a new tradition of anatomical discovery in Europe, where practitioners began to explore the human body in more detail, and trust in their own observations of phenomena rather than in textbooks. Vesalius's suggestion that every student needed to learn from hands-on dissection, and not merely from books and illustrations, was a revolutionary new approach to the study of the body.

At the end of each Unit, the "Communication Skills" section is aimed at checking the level of students' mastering the grammar material.

Sample Exercise No. 3. The image given below displays two consecutive actions in the past. Think of possible events (e.g., from your personal experience) and write down their brief description, using Past Simple and Past Perfect tenses.



➤ **The following model may be of help:** "Yesterday, I was late for the meeting. By the time I *arrived* at 8:15, it *had* already *started*".

Thus, the textbook "Medical English for Academic Purposes" (2018) is intended to reinforce the English grammar usage and to develop the communication skills of postgraduate students and teaching staff. The authors believe that the professional development of PhD students and academic and clinical teachers of English-speaking medical students will promote academic mobility, scientific cooperation and the training of foreign students to international standards, and thus contribute to the development of higher medical education in Ukraine.

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THE USE OF HEDGING IN THE ENGLISH MEDICAL DISCOURSE

У статті розглянуто комунікативну стратегію ухильності (хеджінгу) в англomовному медичному дискурсі. Проаналізовано лінгвістичні особливості маркерів хеджінгу, визначено функції хеджінгових конструкцій в залежності від інтенції адресанта. Вивчення функціональної реалізації хеджінгу на матеріалі окремих наукових жанрів англomовного медичного дискурсу конкретизує та увиразнює мовленнєву ситуацію «лікар – пацієнт», мотивує комунікативну поведінку нарративних інстанцій, сприяє оптимізації міжнародної професійної комунікації, що зумовлює актуальність дослідження. Наукова розвідка відкриває перспективи для подальшого дослідження явища хеджінгу в англomовному медичному дискурсі зокрема та в науковому стилі англійської мови загалом.

Ключові слова: хеджінг, комунікативна стратегія, комунікація, медичний дискурс, адресат.

The article considers the communicative strategy of hedging in the English medical discourse. The authors analyzed the linguistic features of hedging markers, and the functions of hedging constructions depending on the addressee's intentions. The study of the functional implementation of hedging on the basis of certain academic genres of English-language medical discourse specifies the "doctor – patient" communicative situation, motivates the communicative behavior of narrative figures, and optimizes international professional communication, which determines the relevance of the study. The paper opens perspectives for further research of the hedging phenomenon in the English medical discourse in particular and in the academic style of the English language in general.

Key words: hedging, communicative strategy, communication, medical discourse, addressee.

В статье рассмотрена коммуникативная стратегия хеджинга в англоязычном медицинском дискурсе. Проанализированы лингвистические особенности маркеров хеджинга, определены функции хеджинговых конструкций в зависимости от интенции адресанта. Изучение функциональной реализации хеджинга на материале отдельных научных жанров англоязычного медицинского дискурса конкретизирует коммуникативную ситуацию «врач - пациент», мотивирует коммуникативное поведение нарративных инстанций, а также способствует оптимизации международной профессиональной коммуникации, что обуславливает актуальность исследования. Работа открывает перспективы