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USING OF METHODIC APPROACHES FOR MASTERING OF COMPOUND MEDICAL TERMS

У статті представлено методичний алгоритм оволодіння складними медичними термінами здобувачами вищої освіти. За результатами дослідження розроблено комплекс навчальних вправ, спрямованих на вдосконалення навичок розуміння та використання медичної термінологічної лексики, а саме: пошук основи та компонентів слів, заповнені речення, кросворди, скремблвання слів, рольові ігри та картки. Використовуючи ці методи, студенти-медики можуть краще опанувати медичними термінами у сфері професійного спілкування.

Ключові слова: *медична термінологія, складні медичні терміни, навчальні вправи, номінативні одиниці.*

The article presents a methodological algorithm for mastering the compound medical terms by medical and dental students. The research yielded a set of training tasks, aimed at improving the skills of understanding and using the medical terminology: word roots and components matching, fill-in-the-blank sentences, crossword puzzles, word scrambles, role-playing, and flashcards. By using these methods, medical students can better understand and communicate medical terms in a medical setting, which is essential for precision and clarity in professional communication.

Keywords: *medical terminology, compound medical terms, educational tasks, nominative units.*

The focus on the formation of reproductive skills in traditional education is replaced by the development of the skills of comparison, synthesis, analysis, group interaction using information and communication technologies. In such conditions, the changes should affect the methodology of practical classes and the organization of independent work.

The correct use and understanding of compound medical terms is essential for professional communication. To accurately and effectively convey information, the use of compound nouns is very important. The comprehension of structure and meaning of compound medical terms can help to avoid confusion and misinterpretation. In medical literature and communication the precise meaning has a great importance, and the use of incorrect or unclear terminology can have serious consequences.

We propose six different tasks that can be used to help medical students to learn compound terms.

Word Roots and Components Matching: In this task, students are given a list of medical terms and a list of word roots (bases), prefixes, and suffixes. The students have to match the medical term with its corresponding components. For example, the medical term ‘neuroblastoma’ can be matched with the word root ‘*neuro,*’ the combining form ‘*blast,*’ and the suffix ‘*-oma.*’ The another task has the following form: Card #1(the meaning of term element): ‘*-tomy*’ cutting into, incision; ‘*-ectomy*’ cutting out, removal. Card #2 (task): Fill in the gaps with the medical terms from the box bellow.

adenoidectomy, gastrectomy, gastrotomy, tonsillectomy, laparotomy, appendectomy
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1. A surgical removal of appendix is _____.
- 2 . A surgical removal of a stomach is _____.
3. An incision of a stomach is _____.

4. A surgical removal of the tonsils is _____.
5. A surgical incision into the abdomen is _____.
6. A surgical removal of adenoids is _____.

Fill-in-the-Blank Sentences: In this task, students are given sentences according to studied topic with a missing word, and they have to fill in the blank with the correct compound medical term. For example, "___ diseases occur when the immune system is less active than normal, resulting in recurring and life-threatening infections." The correct answer is 'immunodeficiency'.

Crossword Puzzles: Crossword puzzles can be an effective way to help students learn and keep in mind the medical terminology. Students can be given a crossword puzzle with clues for compound medical terms, and they have to fill in the blanks with the correct term. For example: Card #1 (the meaning of term elements): '*micro-*' small, '*macro-*' large, long, abnormally large; Card #2 (task):

Clue 1. A very small, localized collection of pus is ____.

Clue 2. An organism large enough to be seen by the normal unaided human eye is called ____.

Clue 3. An organism that is too small to be seen by the naked eye is known as ____.

Clue 4. An optical instrument used for observing small objects ____.

Clue 5. A very large molecule is called ____.

Clue 6. Observable by the naked eye is ____

Clue 7. A branch of biology dealing with microscopic forms of life is called ____.

Word Scrambles: Word scrambles are a fun way to challenge students' knowledge of medical terms. Students are given a scrambled compound word and they have to unscramble the letters to form the correct term. For example: 1. Scrambled term: OTIAMYLGRN. Unscrambled term: LARYNGOTOMY; 2.

Scrambled term: TRSULECANOA. Unscrambled term: ARTHROSCOPY;
Scrambled term: MBERTASIN. Unscrambled term: BRAINSTEM.

Role-Playing: Role-playing can be an effective way to help students understand and use medical terminology in context. Students can be assigned different medical roles and given scenario in which they have to use compound medical terms to communicate effectively.

Example. *Scenario:* You are a physician's assistant working in an emergency room. A patient was hospitalized by ambulance with a possible cardiac event. You need to communicate effectively with the attending physician and the nursing staff to ensure the patient receives appropriate treatment. *Possible students' roles:* Physician's Assistant, Attending Physician, Nurse. *Task:* Act the conversation using compound medical terms: angioplasty, atheroma, myocardial (infarction, cells), regrowth, arrhythmia, hypertension, electrocardiogram), echocardiogram, fibrinolytic (therapy), and hyperlipidemia.

By using these terms in context, the students are better able to understand their meanings and communicate effectively with one another in a medical setting.

Flashcards: Flashcards are a classic tool for memorizing medical terms. Students can create their own flashcards with compound medical terms on one side and the definition or explanation on the other one. Medical students can use these flashcards to practice and to intensify their knowledge of medical terminology.

Here are some examples of flashcards that medical students could create to practice medical terminology:

Card #1. *Term:* Osteoarthritis. *Definition:* A degenerative joint disease characterized by the breakdown of cartilage and bone.

Card #2. *Term:* Hematopoiesis. *Definition:* The process of blood cell formation in the bone marrow.

Card #3. *Term:* Bronchodilator. *Definition:* A medication that relaxes the smooth muscle in the airways, making it easier to breathe.

Card #4. *Term:* Lymphadenopathy. *Definition:* Swelling or enlargement of the lymph nodes, usually as a result of infection or inflammation.

Using a variety of tasks and activities, the educators can help their students learn and retain the meaning and using of compound medical terms more effectively.

So, the learning of compound medical terms is essential for medical students. The strategies for learning these terms include understanding their structure, practicing and repetition, contextual learning, and technology-based learning. By using these strategies, medical students can better understand and remember medical terminology, which is crucial for effective communication with colleagues and patients.

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