

THE USE OF PREPOSITIONS IN MEDICAL ENGLISH FOR ACADEMIC PURPOSES**ОСОБЛИВОСТІ ВИКОРИСТАННЯ ПРИЙМЕННИКІВ У ПРОЦЕСІ ВИВЧЕННЯ
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Due to the rapidly expanding use of English not only as a lingua franca but also as an essential communication tool in the global integration of scientific knowledge and international academic mobility, the English language training of researchers and teaching staff in medical universities has become a priority task in higher medical education. The article examines the features of mastering the use of prepositions while teaching the course in professional English for PhD students and academic staff at higher medical educational institutions. The authors created their own concept for the material which is presented in British English with appropriate explanations of US and globalised usage. 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. Each unit presents grammar and uses exercises and illustrative material to consolidate and activate the professional oral and written use of vocabulary and specialised terminology. The exercises approximate to tasks used in Cambridge English and IELTS International examinations (Writing and Speaking Modules). Extracts from original professional literature demonstrate the use of medical terminology. Theoretical aspects are introduced within the most common syntactic constructions in modern spoken and written scientific discourse. A series of training exercises has been presented, aimed at clarifying the peculiarities of using prepositions in modern English. The most commonly used prepositional phrases, their significance and contextual role in professional communication have been analyzed.

Key words: prepositions, English for Academic Purposes, academic staff, PhD students.

В умовах поглиблення інтеграційних процесів і поширення англійської мови не тільки як lingua franca, а і як важливого засобу передачі наукових знань, динамізації процесів академічної мобільності пріоритетним завданням вищої медичної освіти стає англомовна підготовка майбутніх науковців і викладацького складу медичних вишів. У статті досліджено особливості використання прийменників у процесі викладання курсу фахової англійської мови для науково-педагогічних працівників і здобувачів ступеня доктора філософії у медичних вишах. Пропонований підхід спрямований на розвиток комунікативних навичок, необхідних для успішного міжнародного спілкування і співпраці, та апробований під час розроблення підручника "Medical English for Academic Purposes" (2018), який укладено з урахуванням сучасних тенденцій інтернаціоналізації вищої школи, що передбачає підготовку фахівців, які працювати-

муть в англomовному просторі сучасної науки й освіти. Авторами вироблена власна концепція викладу навчального матеріалу. У підручнику запропоновано фрагменти текстів з оригінальних джерел сучасної англomовної фахової літератури за тематичним принципом, що полегшує опрацювання галузевої термінології. Тексти супроводжуються розлогою мережею завдань, які закріплюють розмаїтий матеріал: граматику, загальнонавчальну та загальнонаукову лексику, вузькофахові термінології. Представлено цикл навчальних вправ, що має на меті роз'яснення особливостей уживання прийменників у сучасній англійській мові. Проаналізовано найбільш уживані прийменникові звороти, їх значення та контекстуальну роль у фаховому мовленні. Теоретичний матеріал подано у вигляді схем і таблиць, які ефективно унаочнюють найуживаніші в сучасному науковому дискурсі граматичні категорії. Ілюстративний матеріал підібрано з метою поліпшення комунікативних навичок у усному й писемному мовленні.

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

The adequate use of prepositions is one of the most challenging aspects in learning English as a second language. The major challenges in academic English vocabulary in terms of spelling and punctuation have already been discussed in our previous studies [1; 2; 4; 5; 6; 7]. The present paper focuses on the methods of mastering the use of prepositions and prepositional phrases by Ph.D. students, academic and clinical teachers of English-speaking medical students. The ability to use prepositions correctly is an essential prerequisite of a high quality medical discourse, which renders the present research relevant.

The results of the research have been integrated into the 1st edition of Medical English for Academic Purposes by Yu. Lysanets, O. Bieliaieva, M. Melaschenko (2018) [3]. Our approach focuses systematically on the use of prepositions with different parts of speech: nouns, adjectives and verbs. The sample tasks given below demonstrate this strategy.

Sample tasks:

NOUNS AND PREPOSITIONS

Ex. 1. Many nouns have particular prepositions which normally follow them. Here are some common examples:

Nouns	Preposition	Translation
1. preference	for / over	
2. addiction	to	
3. search	for	
4. threat	to / from	
5. solution	to	
6. addiction	to	
7. damage	to / from	
8. answer, response, reaction	to / against	
9. alternative	to / for	
10. investigation, research	into	
11. advice	on / about	

Ex. 2. Insert the prepositions:

1. Addiction ____ alcohol can result in numerous short and long term consequences.

2. Is there a less-expensive alternative ____ this medication?

3. The damage ____ the liver can come from viruses, such as the hepatitis C virus.

4. There is no solution ____ this problem.

5. The response of the brain ____ external stimuli has been the subject of research for a long time.

6. The psychiatrist offers advice ____ treating mental health disorders.

7. Carcinomatous bleeding and perforating ulcers pose a threat ____ patient's life.

8. The demand ____ integrative approaches is high and neurocomputational models become recognised tools for tackling the complexity of epileptic phenomena.

9. We have a preference ____ noninvasive treatments which minimise the risks of harmful side effects.

10. It seems likely that in vitro perfusion of glaucomatous eyes with enzymes may be useful in the search ____ new methods of treatment for glaucoma

11. She did some research ____ the causes of cancer.

Ex. 3. Translate the noun + preposition combinations:

Noun	Preposition	Translation
1) cure	for	
2) interest	in	
3) demand, request	for	
4) report	on	
5) responsibility	for	
6) access	to	
7) awareness	of	
8) contribution	to	
9) control	over	
10) resistance	to	
11) increase, rise	in/of	

Ex. 4. Complete the sentences with the noun + preposition combinations from Ex. 3. Use each combination only once:

1. Patient Portal is a secure online service providing _____ global healthcare information.

2. It was his _____ molecular biology that won him the Nobel prize.

3. Patients who responded well to surgery felt some _____ the pain.

4. This journal is designed for clinicians with a special _____ anatomy.

5. In 2008, the committee published a _____ allergy.

6. There is no known _____ this disease.

7. Bacteria are evolving _____ antibiotics much more quickly than global biomedical research efforts are delivering new drugs to market.

8. The _____ integrative approaches is high and neurocomputing models become recognised tools for tackling the complexity of epileptic phenomena.

9. It is important to remember that the person administering the drug takes _____ complications that arise from his or her actions.

10. Hospitals must increase patient _____ treatment services

3. Why are you so _____ it?

4. She is _____ animals.

5. It was so _____ me to go out without an umbrella.

6. I was _____ the present you gave me. I'm _____ being so inattentive.

7. You get _____ with reading the same book all day long.

8. They were _____ me for not inviting them to my party.

9. They have always been very _____ me.

10. I was _____ my examination results.

Ex. 7. Translate the adjective + preposition combinations:

Adjective	Preposition	Translation
1) crowded	with	
2) married	to	
3) excited / worried / upset	about	
4) good	at	
5) relevant	to	
6) different	from	
7) afraid	of	
8) similar	to	
9) surprised / shocked / amazed / astonished	at / by	
10) famous	for	
11) capable	of	
12) satisfied / disappointed / pleased	with	

ADJECTIVES + PREPOSITIONS

Ex. 5. Translate the adjective + preposition combinations:

Adjectives	Preposition	Translation
1. nice / kind / stupid / silly / intelligent / clever / (im)polite / rude / unreasonable	of someone (to do something)	
2. nice / kind / good / (im)polite / rude / (un)pleasant / (un)friendly / cruel	to (someone)	
3. bored / fed up	with	
4. keen	on	
5. short	of	
6. fond	of	
7. proud / ashamed	of	
8. angry / furious	about something	
	with someone for something	
9. pleased / satisfied / disappointed	with	
10. sorry	about something	
	for doing something	
	for someone	

Ex. 6. Complete the sentences with appropriate adjective + preposition combinations from Ex. 5:

- I'm not _____ what I did.
- I feel _____ your loss.

Ex. 8. Complete the sentences with appropriate adjective + preposition combinations from Ex. 7. Use each combination only once:

- Although some patients are _____ anaesthesia, many patients prefer to have a higher dose of it.
- This student is quite _____ Anatomy.
- Alexander Fleming is _____ discovering Penicillin.
- The patient is _____ possible side effects of this medication.
- HIV-1 infection is _____ inducing a neurological disease that can cause dementia.
- Domestic support is minimal, as the patient is _____ a sedentary heavy smoker who has little interest in her own health problems.
- The hall was _____ conference participants.
- The doctor was _____ the drop in the blood pressure without the aid of medication.

9. If there is a clinical trial available, the doctor will explain how that treatment plan is _____ the standard one.

10. The students are _____ their examination results.

11. The symptoms of endometriosis are _____ other conditions such as pelvic infection and ovarian cysts.

12. The concept of treatment indication ranges from curative intent, palliative treatment and no treatment subgroups, which is _____ clinical practice of patients with hepatocellular carcinoma.

VERBS + PREPOSITIONS

Ex. 9. Translate the verb + preposition combinations:

Verb	Preposition	Translation
1. accuse smb	of smth	
2. belong	to	
3. care	for / about	
4. comment	on	
5. complain	of	
6. demand smth	from smb	
7. listen	to	
8. participate	in	
9. provide	with	
10. refer	to	
11. rely	on	
12. reply	to	
13. resign	from	
14. retire	from	
15. remind	of	

Ex. 10. Complete the sentences with verb + preposition combinations from Ex. 9. Use each combination only once:

1. Relatives may _____ the doctor _____ misdiagnosing the patient, misleading them about the patient's progress, or mishandling the patient's treatment.

2. Management of newly diagnosed patients can _____ well established protocols which allow to cure at least 75% of cases

3. Professor Knight _____ the position of the Chairman of Medical Committee.

4. Our nurses always _____ patient's calls and queries in timely manner.

5. The examiner did not _____ these symptoms as to whether they were related to the patient's service-connected disability.

6. It is essential to _____ the patient _____ the importance of taking the medications as scheduled.

7. Sometimes the GP decides to _____ the patient _____ another doctor who specialises in the illness affecting this patient.

8. Treatment of this disease _____ the patient accurate fulfilling of all the indications (dose and duration of the therapy).

9. The data _____ patients. A patient needs to _____ the health facility _____ a consent to produce a copy of it.

10. Typically, when someone _____ a staff position, the notification period is 7 to 14 days.

Ex. 11. Translate the verb + preposition combinations:

Verb	Preposition	Translation
1) logos.lviv.ua_октябрь_2019.pdf insist	on	
2) interfere	with / in	
3) mistake	for	
4) object	to	
5) prevent	from	
6) recover	from	
7) respond	to	
8) result	in	
9) search	for	
10) stand	for	
11) suffer	from	
12) wait	for	
13) warn	about/against	

Ex. 12. Complete the sentences using these verb + preposition combinations from Ex. 11. Use the tense shown in brackets at the end of each sentence:

1. Removing the patient's impacted wisdom teeth _____ the infection _____ happening again (*Present Perfect*).

2. COPD (chronic obstructive pulmonary disease) patients _____ frequent exacerbations, often showing a typical seasonal pattern (*Past Simple*).

3. Most patients _____ pneumonia and eventually have completely normal lungs (*Present Perfect*).

4. Symptoms of an underactive thyroid include feeling cold, inability to concentrate, being overweight, having a slow pulse, and several other symptoms which are easy _____ the symptoms of flu; as a result many people do not recognise that they have an underactive thyroid gland for a long time (*Infinitive*).

5. Patients were particularly dissatisfied with information on how long the medicine would take to act, whether the medicine had any side effects, whether the medicine _____ other medicines and what you should do if you forgot to take a dose (*Past Simple*).

6. Muscle and adipose tissues _____ insulin by accelerating glucose transport across the plasma membrane, and enhancing conversion to glycogen in muscle and to triacylglycerol in adipose tissue (*Present Simple*).

7. Medical scientists _____ effective tools to diagnose the early onset of Parkinson's disease (*Past Simple*).

Thus, we believe that the suggested series of exercises will draw attention to the prominent role of prep-

ositions in providing the cohesion and coherence of the English-language discourse, their significance and influence on the entire meaning of the text, as well as the problems related to incorrect use of prepositions and prepositional phrases. Adequate use of prepositions in medical English for academic purposes is an essential prerequisite of successful communication, intercultural reciprocal understanding and international cooperation in the context of rapid development of integration in Ukraine.

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ЕЛЕКТРОННІ РЕСУРСИ ЯК ЗАСІБ ПОПОВНЕННЯ СЛОВНИКОВОГО ЗАПАСУ СТУДЕНТІВ

ELECTRONIC RESOURCES AS A WAY TO WIDEN STUDENTS' VOCABULARY

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викладач кафедри теорії та практики перекладу з німецької мови
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Розвиток новітніх технологій зумовлює зміну підходу до вивчення німецької мови. Якщо раніше студенти були змушені писати нові лексеми на спеціальних картках, заучувати, повторювати їх, то на сьогоднішній день існує велика кількість різноманітних ресурсів для ефективного та цікавого вивчення слів. Перевага таких ресурсів полягає у їх багатофункціональності: можна вчити слова з зображеннями, прослуховувати аудіо файли, виконувати різноманітні завдання і одразу ж отримувати результат у відсотковому співвідношенні.

Слід зазначити, що сучасний студент може уявити своє життя без друкованого словника або зошита, а без мобільного телефону – ні. Тому й основним технічним засобом для вивчення німецької мови необхідно обрати смартфон. Він вражає своїм функціоналом: можна дзвонити, знімати фото та відео, друкувати тексти або диктувати їх і за допомогою спеціальних програм переводити у текстовий формат, мати доступ до інтернету (електронних словників, книг, робочих зошитів, сайтів для вивчення німецької мови).

Стаття присвячена електронним ресурсам для поповнення словникового запасу студентів. Зазначені роботи науковців, які присвятили свої праці застосуванням новітніх технологій для вивчення іноземних мов, а саме: П.Г. Аско-янц, Ю.А. Гапон, І.В. Крилов, С.Ю. Ніколаєва, А.С. Нісімчук.