

**МІНІСТЕРСТВО ОХОРОНИ ЗДОРОВ'Я УКРАЇНИ  
БУКОВИНСЬКИЙ ДЕРЖАВНИЙ МЕДИЧНИЙ УНІВЕРСИТЕТ  
КАФЕДРА СУСПІЛЬНИХ НАУК ТА УКРАЇНОЗНАВСТВА**

**АКТУАЛЬНІ ПИТАННЯ  
СУСПІЛЬНО-ГУМАНІТАРНИХ НАУК ТА ІСТОРІЇ МЕДИЦИНИ**

Збірник матеріалів  
II Міжнародної науково-практичної конференції  
(17 – 18 березня 2022 р.)



Чернівці, 2022

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### **INDICATORS OF THE FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE AS ONE OF THE COMPONENTS OF THE PROFESSIONAL IDENTITY OF FUTURE FOREIGN MEDICAL SPECIALISTS**

Social and economic situation in Ukraine accompanied by the modernization of practical health care and higher professional education highlights the problems of improving the quality of medical care and training of future professionals, including foreign. That is why nowadays an important task for teachers of medical schools is to train a competent specialist capable of solving professional issues.

The result of university training is forming the professional identity of future specialists for professional activities and the professional communication is an important component of it. That is why it is very necessary to pay attention for forming professional communicative competence of future medical specialists.

Scientific and methodological works of researchers are devoted the structure of professional communicative competence. Researchers distinguish its components in different ways [1]. However, motivational, proper communicative, resultative components are the basic components of it.

The motivational component illustrates the activity in the international communicative activity and provides goals, professional implementation and positive results of professional communication.

The proper communicative component provides the mastery of foreign students in foreign language communication, the ability to assess the conditions of communication adequately, the choice of the necessary language tools. It is a combination of linguistic competence (assimilation of language norms) and communication as the main type of speech activity (speech competence).

The resultative component allows to evaluate the activities of students, including independent. Knowledge allows students to navigate in solving emerging speech problems in the process of professionally oriented foreign language communication, competently plan and monitor the progress of their speech activities and evaluate its results. The principles that ensure the expediency and effectiveness of its study are implemented in professionally oriented teaching of foreign language communication first.

So, the professionally oriented foreign language training is designed to develop language, communication skills and form a willingness to carry out both direct communication (speaking, listening comprehension) and indirect communication (reading with comprehension of foreign texts, writing).

In general, it should be noted that the formation of a foreign medical students' professional communicative competence can ensure his competitiveness as a future specialist. Under the influence of competitiveness is also the formation and development of motivation to learn a foreign language.

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### ORIGINAL SEMANTICS OF SOME TERMS OF VIRUSOLOGY

Science has described more than six thousand types of viruses [6]. Favorable biological factor for the reproduction of microorganisms gives an impetus to the emergence of new genomes of the replications of the virus, such as the strain of omicron SARS-CoV-2 (SARS-CoV-2 Omicron, SARS-CoV-2 B.1.1.529). The reason for the naming of the virus can be different properties of biological entities, in particular: morphological, serological characteristics, molecular architecture.

The purpose of the article is to identify and describe the original semantics of some terms of virology with a morphological component *vir-* on the material of Latin and Ukrainian languages.

Over the past two centuries, scientists have been explaining the nature of viruses in different ways. Initially, pathogens were classified as small bacteria. Having filtered tobacco plant extracts in 1898, the Dutchman M. Beyerink discovered a pathogen capable of reproducing and spreading in host cells. Due to the fact that the pathogen did not grow in a nutrient medium, and therefore had a non-bacterial origin, the microbiologist introduced the concept of "virus". Apparently, the researcher used the original meaning of Latin noun "virus, i n": 1) *mucus, mucous* juice; animal family; 2) poisonous secretion, poison; 3) disgusting smell, stench [1, p. 827]. He called the viral solution "contagium vivum fluidum" – "contagious living fluid" – Latin *contagium, i n = contagio, ōnis f* 1) touch; 2) contagious touch, infection; 3) harmful effects [1, p. 192, 830]; – "something negative that can spread, worry" [2, p. 287.]; Latin *vivus* – alive; Latin *fluidus* – liquid. The term "viruses" as non-cellular life forms that have a genome (DNA or RNA) (Latin *genoma, atum* < Greek γένος