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MASTERING ENGLISH PROFESSIONAL ANATOMICAL TERMINOLOGY IN THE CONTEXT OF MEDICAL EDUCATION IN UKRAINE

Modern medical education in Ukraine is at a critical stage of transformation, driven by the need for integration into the global educational space. In this context, mastering English-language professional terminology acquires strategic significance. The article analyzes the main challenges related to teaching and learning English anatomical terminology in Ukrainian medical universities. Systemic problems are identified, such as outdated teaching methods, insufficient English proficiency among lecturers, and the lack of curricula that correspond to international standards.

A comparative analysis of approaches to anatomy teaching in Ukraine and leading global medical schools highlights essential differences in course structure, methodology, and use of learning resources. Particular attention is given to innovative techniques that enhance the acquisition of terminology: etymological analysis of Greek and Latin roots; an analytical-synthetic approach that decomposes complex terms into components; visual tools such as 3D models, interactive atlases, and animations; as well as interactive strategies including role plays, case studies, and discussions.

It is emphasized that proficiency in English medical terminology is not only an academic requirement but also a vital professional skill of future doctors, dentists, pharmacists, paramedics, clinical psychologists, physical therapists other specialists. It ensures access to international professional communication, clinical guidelines, and research, while also enabling active participation in global conferences. As a result, it increases the competitiveness of Ukrainian medical graduates on the international labor market.

Based on the conducted analysis, practical recommendations are proposed: integrating English into core medical disciplines, creating modern textbooks and multimedia resources, enhancing lecturers' English proficiency and pedagogical skills, and developing interactive platforms for self-study. These measures aim to make the process of learning anatomical terminology more effective, engaging, and practice-oriented.

Keywords: English anatomical terminology; dentistry; pharmacy; clinical psychology; paramedicine; physical therapy; students of higher medical education institutions of Ukraine; etymology; pedagogical methods.

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ОПАНУВАННЯ АНГЛОМОВНОЇ ФАХОВОЇ АНАТОМІЧНОЇ ТЕРМІНОЛОГІЇ У КОНТЕКСТІ МЕДИЧНОЇ ОСВІТИ В УКРАЇНІ

Сучасна медична освіта в Україні перебуває на важливому етапі трансформації, що зумовлена необхідністю її інтеграції у світовий освітній простір. У цьому контексті опанування англomовної фахової термінології набуває стратегічного значення. Ця стаття присвячена глибокому аналізу викликів, пов'язаних із викладанням та засвоєнням англomовної анатомічної термінології в українських медичних закладах вищої освіти. Ми розглядаємо існуючі системні проблеми, що перешкоджають ефективному навчанню, зокрема застарілі методики, недостатній рівень володіння англійською мовою серед викладачів, а також відсутність оновлених навчальних програм, що відповідають міжнародним стандартам. Проводиться порівняльний аналіз підходів до викладання анатомії в Україні та провідних світових медичних школах, виявляючи ключові відмінності в структурі курсів, використанні навчальних матеріалів та методології. Особливу увагу приділено інноваційним методологічним прийомам, що сприяють швидкому та якісному засвоєнню анатомічних термінів. Ми детально описуємо: етимологічний аналіз: розбір термінів за їхнім походженням (грецьким та латинським), що дозволяє не просто завчити слово, а зрозуміти його внутрішню логіку; аналітико-синтетичний підхід: розкладання складних термінів на складові частини та їх подальше об'єднання для формування комплексного розуміння; використання візуальних матеріалів: 3D-моделі, інтерактивні атласи, анімації, що значно покращують просторове мислення та візуальну пам'ять студентів; інтерактивні методи: рольові ігри, дискусії, кейс-стаді, що дозволяють застосовувати терміни в практичних ситуаціях.

Оскільки володіння англomовною термінологією є не лише академічною, а й важливою професійною навичкою для майбутнього лікаря, парамедика, стоматолога, фармацевта, клінічного психолога, фізичного терапевта та інших спеціалістів. Завдяки цьому доступнішою стає міжнародна професійна комунікація, що дозволяє вільно орієнтуватися в сучасних клінічних протоколах, наукових публікаціях та активно брати участь у міжнародних конгресах і семінарах. Це підвищує конкурентоспроможність українських випускників на світовому ринку праці. На основі проведеного аналізу, пропонуються конкретні практичні рекомендації для вдосконалення навчального процесу, а саме: інтеграція англійської мови в профільні дисципліни; розробка сучасних навчальних посібників та мультимедійних ресурсів; підвищення кваліфікації викладачів з володіння англійською мовою та сучасними методами навчання; створення інтерактивних платформ для самостійного вивчення. Ці рекомендації спрямовані на те, щоб зробити процес навчання анатомічної термінології більш ефективним, цікавим та орієнтованим на практичні потреби майбутніх медичних фахівців.

Ключові слова: англomовна анатомічна термінологія; стоматологія; фармація; клінічна психологія; парамедицина; фізична терапія; здобувачі закладів вищої медичної освіти України; етимологія; педагогічні методи.

Introduction. Modern medical education in Ukraine is going through a period of profound transformations. The main goal of these reforms is to train highly qualified, competitive specialists who are able to work effectively not only at the national but also at the international level. In the context of globalization and full-scale integration of Ukraine into the European educational space, in accordance with the principles of the Bologna Process, mas-

tery of English professional terminology becomes a key element of professional training. Anatomical terminology is the fundamental basis of the professional language of a doctor, paramedic, dentist, pharmacist, clinical psychologist, physical therapist, etc. It provides accuracy and unambiguousness in describing the structure of the human body, localization of pathological processes and medical manipulations. The English version of the terms is a mandatory prerequisite for access

to international clinical protocols, scientific research and the possibility of participation in the global medical community. However, mastering such terminology is a difficult task for students. This complexity is due to the significant volume of material (over 7,000 terms), as well as their predominantly Greek and Latin origin, which requires the use of specific, targeted approaches to learning.

The purpose of the article of this article is to analyze the importance of English-language professional anatomical terminology for the training of modern medical specialists in Ukraine and to substantiate effective methods of its acquisition.

Presentation of the material. The mastery of English professional anatomical terminology by students of Ukrainian higher medical education institutions has become the subject of active scholarly reflection. In the context of the growing role of English as the language of international scientific communication, the issue of developing professional foreign language competence among future medical practitioners has acquired particular urgency. The current state of educational organization in Ukrainian medical universities, as well as interdisciplinary connections in the learning process, are analyzed in the works of M. Horobeiko and A. Dinets. The lexical and semantic features of English medical terminology have been studied by P. Mykytenko and I. Kucherenko. Ye. Hurevych, N. Zinkova, and N. Saienko highlight approaches to shaping communicative competence oriented toward medical practice in an English-speaking environment. The methodology of developing lexical competence, methods of its acquisition, and the role of terminological training in forming overall language proficiency have been examined by both domestic scholars H. Kytaigorodska, O. Tarnopolskyi, V. Borshchovetska and international experts in language teaching methodology R. Ellis, W. Widdowson. The scientists O. Superanska, N. Kostenko, S. Honcharenko and V. Bondar have studied the genesis of terms, their functioning in educational discourse, and their adaptation to changes in the higher education system. The modernization of anatomy teaching in Ukrainian medical institutions has been analyzed by M. Hnatiuk, O. Kobzar, V. Pivtorak and O. Slabyi. A methodological analysis of the study of anatomical termino-elements was conducted by V. Miskiv, O. Zhurakivska, M. Kulynych-Miskiv, V. Zhurakivskyi, U. Dutchak, O. Antymys, V. Pertsovykh, Yu. Tkachuk, T. Vlasjuk, and Yu. Bodnarchuk.

The scholarly discourse on mastering English medical terminology in Ukrainian higher education is multifaceted and covers a wide spectrum of issues - from lexical-semantic analysis of terms to methodologies of instruction. This indicates an awareness of the complexity of the problem and an urgent need for further research aimed at improving the linguistic training of future medical professionals. Medical education in Ukraine, as in other post-Soviet countries, has historically been characterized by standardized curricula, frag-

mented teaching of disciplines, and limited integration of knowledge. These systemic shortcomings create significant challenges for students.

In particular, the following issues are observed in Ukrainian medical universities:

- An excessive volume of non-specialized subjects in the early years, which distracts from in-depth study of core disciplines.

- Prolonged study of theoretical subjects (up to the 3rd - 4th year), whereas in most European countries, including Germany, the theoretical block is completed within two years, with emphasis on horizontal and vertical integration with clinical disciplines.

- A lack of comprehensive integration between subjects. For example, anatomy, histology, and pathological anatomy are studied separately, while international practice involves integrated teaching with clinical relevance, visualization through modern diagnostic methods (CT, ultrasound), and simulation technologies. Questions in anatomy courses abroad are often formulated in terms of clinical scenarios: “How will gait change with damage to a specific nerve?”; “What vascular and neural risks are present when treating a wound in this area?”

- Insufficient practical orientation of training. As a result, many graduates of Ukrainian medical universities possess a strong theoretical foundation but lack practical skills required for performing elementary medical and nursing procedures.

In the context of globalization and international cooperation in medicine, mastery of English professional terminology becomes not merely desirable, but an essential element of professional competence. It allows students and practitioners to:

- Communicate effectively with colleagues from other countries, exchanging experience and information.

- Access the latest scientific developments, clinical guidelines, and evidence-based medicine, which are published predominantly in English.

- Participate in international scientific conferences, seminars, and internships, thereby expanding professional horizons.

- Gain employment and successfully adapt in medical institutions abroad, which is a key factor for young specialists.

- Engage in clinical research in cooperation with international teams [1, 8].

Therefore, the transformation of medical education in Ukraine must include a radical revision of curricula, with an emphasis on interdisciplinary integration, clinical orientation and strengthened study of English professional terminology.

Anatomical terminology, comprising 7,428 terms according to Terminologia Anatomica, forms the foundation of the professional language of physicians, paramedics, dentists, pharmacists, clinical psychologists, and other healthcare professionals. These terms, primarily of Greek and Latin origin, are not merely desig-

nations but reflect the scientific essence of the corresponding concepts. Proficient use of anatomical terminology indicates a deep understanding of anatomical knowledge [6].

Mastery of anatomical terminology is critically important for students in such fields as medicine, dentistry, pharmacy, clinical psychology, paramedicine, and physical therapy for several reasons. First, it ensures an accurate understanding of the structure of the human body. Precise knowledge of terms allows students to visualize the location of organs and systems and their interconnections, which is fundamental for comprehending physiology and the pathogenesis of diseases. Second, it facilitates communication with other medical professionals. Anatomical terminology serves as a universal language that guarantees precision and clarity in the exchange of information among doctors, dentists, pharmacists, clinical psychologists, paramedics, physical therapists and other specialists. Third, it is indispensable for reading medical literature. The majority of scientific publications, textbooks, clinical guidelines, and medical records employ standardized terminology, which is key to self-education and professional development. Students must be able to interpret medical information, correctly identify pathologies, explain diagnoses, and establish links between clinical symptoms and anatomical changes. Fourth, precise command of terminology helps to avoid errors in discussing and performing diagnostic and therapeutic procedures. Finally, it serves as the basis for further learning and specialization, as anatomical terminology underpins the study of every medical discipline, including surgery, radiology, pathology, gynecology, ophthalmology, and physiotherapy [2].

The effectiveness of mastering terminological material in medical education depends not only on the content itself but also on the manner of its presentation. Appropriately chosen teaching methods and didactic tools play a crucial role in forming profound and conscious mastery of professional vocabulary. The objective is not limited to students' mechanical reproduction of terms, but rather extends to their ability to interpret and apply them appropriately in professional discourse, whether in real or simulated situations reflecting future medical practice. For this reason, contemporary teaching methodology increasingly relies on a comprehensive approach that integrates advances from linguistics (particularly terminology studies), pedagogy, and cognitive science. Such integration considers not only the linguistic nature of a term but also the features of its perception, processing, and consolidation in memory. For example, the cognitive approach emphasizes mental processes involved in learning new vocabulary and promotes the development of more effective learning strategies such as associative thinking, visualization, the creation of mental maps, and contextualization [5, 56].

The teaching of anatomical terminology has a number of specific features. On the one hand, it is highly Latinized, which creates difficulties for students unfamiliar with Latin. On the other hand, terms must be mastered not only as items of vocabulary but also in a structural and functional dimension: students need to understand how the structure of a term reflects the structure of the object it denotes. For this reason, the analysis of modern methods and didactic tools that address the specificity of anatomical terminology is an essential task. Traditional rote memorization of anatomical terms is ineffective. Conscious and durable mastery requires the application of specially organized techniques that take into account the origin and meaning of terms [4].

Among these techniques are the following:

1. Etymological analysis of terms. Since most anatomical terms are of Greek or Latin origin, understanding their etymology is key to meaningful memorization. Providing engaging, emotionally colored explanations of term origins stimulates interest and enhances involuntary memory retention.

– *Example:* The term *deltoid muscle* derives from the Greek letter delta (Δ), whose triangular shape corresponds to the muscle's form.

– *Example:* The *Achilles tendon* (Latin *tendo Achilles*) is named after the mythological hero Achilles, whose only vulnerable spot was his heel. This story reinforces the idea that, despite its strength, this tendon is susceptible to injury.

2. Analytical–synthetic approach. This method involves breaking down a term into its components, analyzing their etymology, and then synthesizing them to determine overall meaning.

– *Example:* *Arthrosyndesmology* (*arthrosyndesmologia*)

▪ Step I (Analysis): Identify components: arthro–syn–desmo–logia (4 elements).

▪ Step II (Etymology):

▪ arthro– (from Greek *arthron*, “joint”)

▪ syn– (from Greek *syn*, “together”)

▪ desmo– (from Greek *desmos*, “ligament, connection”)

▪ –logia (from Greek *logos*, “word, study, science”).

▪ Step III (Synthesis): Meaning – the science studying bone connections within joints.

▪ Step IV (Verification): Comparison with scholarly definitions, e.g., “the study of bone connections”.

▪ Step V (Comprehension): Students realize the logic behind term formation, facilitating deeper learning.

3. Visualization and practical activities.

– *Lectures with multimedia presentations:* High-quality anatomical illustrations, models, diagrams, 3D models, and videos help connect terms with real body structures.

– *Laboratory practice:* Work with anatomical specimens, models, and simulations strengthens comprehen-

sion of spatial relations. Digital 3D anatomy tools (e.g., *Complete Anatomy*, *Visible Body*) provide interactive exploration, especially useful in distance learning.

– *Atlases*: Detailed exploration of structures and their names supports self-study.

4. Organization of independent student work.

– Creating glossaries of anatomical terms with translations, etymology, definitions, and schematic images.

– Using flashcards with a term on one side and its meaning plus an illustration on the reverse.

– Engaging with mobile applications and online resources for interactive learning.

5. Group work and clinical scenarios. Students discuss clinical tasks in groups, linking anatomical knowledge with medical practice. Clinical cases contextualize terms, improving comprehension while fostering communication and teamwork skills.

6. Systematic repetition and assessment. Regular revision, quizzes, and testing are necessary to ensure long-term retention of anatomical vocabulary [3, 323].

For the effective acquisition of English-language professional anatomical terminology and the improvement of the overall quality of medical education in Ukraine, comprehensive measures are required. Foremost, a revision of curricula and syllabi is needed, including the reduction of non-specialized courses in the early years of study. Instead, integrated courses in anatomy, histology, physiology, and pathological anatomy should be introduced, with a focus on clinical relevance. In addition, the study of medical English should be intensified, with particular emphasis on terminology and professional communication [2].

A second crucial step involves the provision of high-quality educational resources. This includes the development and publication of modern Ukrainian- and English-language textbooks, atlases, and dictionaries of anatomical terminology that meet international standards. Online resources, 3D models, and simulation programs for virtual learning should also be created.

The third priority is the professional development of teaching staff. This requires the organization of training programs and seminars on the methodology of teaching English-language medical terminology and the use of interactive technologies, as well as encouraging instructors to participate in international internships and academic exchange programs.

The fourth dimension concerns the development of the material and technical base of higher education institutions. This involves the creation of modern anatomical laboratories with sufficient specimens and models, the equipping of institutions with computer classrooms and 3D modeling software, and the establishment or reorganization of university clinics to integrate theoretical and practical training.

Finally, approaches to assessment must be reconsidered. An evaluation system should be introduced that promotes not only memorization but also comprehen-

sion and the practical application of terminology in clinical contexts. Only rational reform of the medical education system, taking into account the experience of Western countries and the actual implementation of the Bologna principles, will ensure the preparation of qualified physicians who meet the contemporary requirements of the international medical community.

Conclusions. The acquisition of English professional anatomical terminology is a fundamental component in preparing a competitive medical specialist in Ukraine. The current system of medical education requires substantial modernization to align with global standards, particularly through the integration of disciplines, the strengthening of clinical orientation, and the active implementation of English as the language of professional communication.

The effective assimilation of anatomical terminology is possible when modern pedagogical methods are employed, including etymological and analytical-synthetic approaches, extensive use of visual and interactive tools, and the encouragement of independent and group student work. These methods facilitate meaningful memorization and practical application of knowledge, forming not merely a set of terms but a coherent system of professional competence.

Ukraine's integration into the European educational space requires not only the formal adoption of the Bologna principles but also profound methodological changes in teaching. This will enable the preparation of a new generation of physicians capable of working effectively in the global medical environment. At this stage, further research should focus on the creation of updated curricula, textbooks, and teaching materials that integrate English-language terminology from the first years of study, as well as the conduct of empirical studies to assess the impact of new teaching methods on student achievement and their ability to engage in professional communication. Based on these conclusions, it can be argued that the successful transformation of medical education in Ukraine depends on a comprehensive approach that combines curriculum reform, the introduction of innovative teaching methods, and scientifically grounded research aimed at the continuous improvement of the learning process.

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ПЕДАГОГІЧНА ТЕХНОЛОГІЯ ОРГАНІЗАЦІЇ ЗМІШАНОГО НАВЧАННЯ У ЗАКЛАДАХ ПОЗАШКІЛЬНОЇ ОСВІТИ

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ПЕДАГОГІЧНА ТЕХНОЛОГІЯ ОРГАНІЗАЦІЇ ЗМІШАНОГО НАВЧАННЯ У ЗАКЛАДАХ ПОЗАШКІЛЬНОЇ ОСВІТИ

У статті здійснено аналіз проблеми організації змішаного навчання у закладах позашкільної освіти України в умовах суспільних викликів і цифрової трансформації. Розглянуто теоретико-методологічні підходи до визначення сутності змішаного навчання, його моделей та принципів організації. Визначено специфіку позашкільної освіти, яка зумовлює особливості впровадження змішаного навчання: варіативність форм роботи, індивідуалізація освітніх траєкторій, акцент на розвитку творчих здібностей і соціалізації дітей. На основі вітчизняних і зарубіжних досліджень проаналізовано можливості адаптації моделей змішаного навчання до умов позашкільної освіти. Представлено педагогічну технологію організації змішаного навчання, що включає цільовий, змістовий, процесуальний, технологічний та оціночно-результативний блоки. Наведено приклади практичного застосування змішаного навчання у різних напрямках позашкільної освіти. Зроблено висновок про перспективність системного впровадження змішаного навчання у контексті модернізації позашкільної освіти та окреслено напрями подальших досліджень.

Ключові слова: інформаційно-комунікаційні технології; змішане навчання; модернізація освітнього процесу; позашкільна освіта; цифрове середовище.

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PEDAGOGICAL TECHNOLOGY OF ORGANIZING BLENDED LEARNING IN AFTER- SCHOOL EDUCATIONAL INSTITUTIONS

The article provides a comprehensive analysis of the problem of organizing blended learning in after-school educational institutions of Ukraine under the conditions of digital transformation and contemporary social challenges. Theoretical and