

whose numerical values are given in the standard table of A. Kiverialg [10].

Provided that the number of degrees of freedom (number of students in the minus group 1) is in the range from 24 to infinity and from 120 to infinity (as in our study (192-1=191 for CG and 194-1=193 for EG), then the Fkriter score for CG and EG should be around 1.0. The results of calculating the F-criterion for each component and the overall professional readiness of future physicians to use medical terminology.

A comparative analysis of the empirical index of the F-criterion of CG and EG with the determined limits of Fkriter showed the reliability of the results of the experimental study. Thus, Femp-CG with a value of 1,0 for all components for generalized results of vocational training of future physicians to use medical terminology is beyond the limit of 1.0. Positive changes in CG students in the formation of each component and, in general, the vocational readiness of future doctors to use medical terminology are due to the natural influence of the traditional educational process. For EG, Femp-EG values with a score of 1,004 for motivational value, 1,016 for cognitive orientation, 1,007 for functional and activity, 1,019 for personality and developmental components and 1,01 for generalized results confirms their validity and attests to their validity pedagogical conditions of vocational training of future doctors to use medical terminology [11].

For the in-depth and purposeful study of the problem of future doctors professional training to use medical terminology through the implementation of pedagogical conditions, an experimental study was conducted, which consisted of three stages: diagnostic, ascertaining and formative. At the diagnostic stage, an unsatisfactory state of professional-speech readiness of future physicians to use medical terminology was established: 113 (28.25%) students found a high level; an average of 111 (27.75%) future physicians; satisfactory level is characteristic of 117 (29,25%) students; a low level was found in 59 (14.75%) people. Provided that each of these levels was characterized by a certain number of points (high-5 points, average-4, satisfactory-3, and low-2 points), then the average rate (AR) of the professional-speech skills of future doctors to use medical terminology at the diagnostic stage of the study was 3,7 points.

The analysis of the results of the ascertaining stage of the experiment showed that by the digital indicators of the formation of all components and, in general, the future doctors' professional and speech readiness to use medical terminology, CG and EG students entered the experimental study with the same indicators.

At the formative stage of the study, the effectiveness of the pedagogical conditions of professional training in the use of medical terminology of EG students during the study of subjects: «Latin language and basics of medical terminology», «Human Anatomy», «Histology», «Pharmacology» was experimentally tested. The author's methodology was based on the systematic use of innovative methods. The practical classes used a special

database of thematically selected schemes, which reflected educational material in the discipline «Latin language and the basics of medical terminology», presented in close connection with anatomical, histological, clinical and pharmaceutical terminology [12]. Oral and written exercises were based on lexical material related to the profession of doctor or scientist in the field of medicine. This contributed to the formation of professional-speaking readiness of future doctors to use medical terminology. The classes used the technologies of development of critical thinking, interactive forms and methods of teaching («Basket of concepts and terms», «Graphic schemes», «Fishbone», «Clusters», «Sinkwein», dialogue, demonstration and solving of situational problems, etc.), information technology tools. To activate students' self-educational activities, they organized a «Medical-terminological dictionary», which facilitated the formation of professional readiness of students to use medical terminology [13].

Thus, the effectiveness of the formation of future doctors' professional speech readiness to use medical terminology depends on the purposeful realization of certain pedagogical conditions, the developed structural-functional model and the application of the method of students' professional training during the course Latin and medical terminology basics, Human Anatomy, Histology, Pharmacology.

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