

Рубрика 2. Педагогические науки**UDC 8.1751****FILLING MODERN ENGLISH POP SONGS WITH MEDICAL
TERMINOLOGY****Anastasiia Kuzmenko***Language instructor**SE “Dnipropetrovsk medical academy of Health Ministry of Ukraine”***Kateryna Levchenko***IInd year student**SE “Dnipropetrovsk medical academy of Health Ministry of Ukraine”*

This article deals with the problem of education medical students in the English lessons. It is presented the way of usage authentic listening materials especially popular modern songs. It is analyzed the terminological base and fulfilling popular songs with necessary lexis.

Key words: listening materials, popular songs, Medical English, term.

There has been frequent discussion about listening materials which are suitable for ESL students. The greatest controversy has centered on whether the materials should be authentic or not. Those authors who support the idea of using authentic materials, designed for native speakers of English and used in the classroom in a way similar to the one they were designed for, find them useful for learners for a number of reasons.

Firstly, such texts demonstrate functioning of the language in the form it is used by native speakers in its natural social context. Secondly, authentic materials are ideal for practicing such techniques of fast listening as skimming.

Moreover, they contain a wide variety of text types and language styles which are not easily found in conventional teaching materials.

Also, the same piece of authentic material can be used for different tasks.

Finally, they encourage audio-listening for pleasure and are likely to contain topics of interest. Important factors in choosing authentic listening material are suitability of content, exploitability, listenability and presentation.

Nowadays music is closely connected with lives of all the people, especially, of the young ones. Modern generation is constantly living in touch with songs and sounds reaching out from their earpieces. Despite the numerous negative opinions about the habit of listening to music anytime and anywhere, this tendency may definitely be considered as useful one.

What is more, the topics of modern songs are closely related to the person and their feelings, thereto, different emotions or experiences in songs are reflected with the help of different parts of human body and processes originating there. Thus, there can be outlined words linked to medicine in different songs.

The subject of the research is authentic English songs (AES) of different modern singers and its object is the saturation of AES with medical terms. The aim of the investigation is to analyze the list of pop songs for students' understanding as for their better understanding and memorizing of medical terms, communicative orientation and free usage in both everyday and specific professional speech.

The tasks are to explore songs of different vocalists and underline words linked with medicine; to inquire the meaning of these words in concrete context; to determine the benefits may be received while listening to the songs with a content of medical terminology.

Thus, there are chosen some modern songs which are popular among teenagers. For instance, Rihanna "Umbrella", Adel "Hello", Adel "Set fire to the rain", Ed Sheeran "Thinking out loud", Lana Del Rey "Blue Jeans", Chase & Status "End credits", Katy Perry "Roar", Katy Perry "Hot N Cold", Rihanna "Love the way you lie", Sia "Elastic Heart", Adel "Rolling in the deep", Katy Perry "Firework", Katy Perry "Dark Horse", Ed Sheeran "Photograph", John Legend "All of me", Justin Timberlake "Mirrors", Sam Smith "I'm Not The Only One", Sia "Chandelier", Chase & Status "End credits" etc.

These songs are full of medical terms and it can cause easy foreign language learning for the first-year medical students. All the terms mentioned in songs were divided into groups according to the body systems these terms belong to: cardiovascular system, integument system, sensory systems, gastrointestinal system, nervous system, respiratory system, parts of the body and diseases. It means that different songs can be used while studying different medical topics.

The beginning of learning Medical English is learning the basic terms such as **parts of human body**: *arms* “You can run into my arms It's okay, don't be alarmed, come in to me” (Rihanna “Umbrella”), “Take me into your loving arms” Ed Sheeran “Thinking out loud” or/and *feet* “I've forgotten how it felt before the world fell at our feet” (Adel “Hello”), “To stand in your arms without falling to your feet” (Adel “Set fire to the rain”), “And I can't sweep you off of your feet” (Ed Sheeran “Thinking out loud”).

More complicated stage of learning Medical English is studying types of systems of human organism that can be learnt with the help of authentic English popular songs as well.

Teaching **cardiovascular system** topic a teacher can use songs with the mentioning the main organ – a *heart* – the organ in your chest which pumps blood through your body: “I've got thick skin and an elastic heart” (Sia “Elastic Heart”), “You had my heart, and we'll never be worlds apart” (Rihanna “Umbrella”), “There's a fire starting in my heart” (Adel “Rolling in the deep”), “I let it fall, my heart And as it fell you rose to claim it” (Adel “Set fire to the rain”), “Like a lightning bolt your heart will glow and when it's time you know you just gotta” (Katy Perry “Firework”), “She's a beast I call her Karma she eat your heart out” (Katy Perry “Dark Horse”), “Hearts are never broken and time's forever frozen still” (Ed Sheeran “Photograph”), “Cards on the table, we're both showing hearts risking it all though it's hard” (John Legend “All of me”), “And I can't help but notice, you reflect in this heart of mine” (Justin Timberlake “Mirrors”), “Your heart is unobtainable even though Lord knows you kept mine” (Sam Smith “I'm Not The Only One”), “And my, heart feels no more pain I know, I'll be on my way” (Chase & Status “End credits”); **blood** – the red

liquid that your heart pumps around your body – or *veins* – one of the tubes which carries blood to your heart from other parts of your body :“When the blood dries in my veins” (Chase & Status “End credits”).

Presenting **integumentary system** it is better to use songs with the use of words and notions like *skin*: “I've got thick skin and an elastic heart” (Sia “Elastic Heart”), *tear*: “I'm gonna fly like a bird through the night, feel my tears as they dry” (Sia “Chandelier”), “Tears are gonna fall, rolling in the deep” (Adel “Rolling in the deep”), “Baby can you see through the tears?” (Lana Del Rey “Blue Jeans”), *scars* “The scars of your love, they leave me breathless” (Adel “Rolling in the deep”)

Sensory system is clearly verbalized with words *eyes* and *mouth* in such songs: Sia “Chandelier” (“But I'm holding on for dear life, won't look down won't open my eyes”), Lana Del Rey “Blue Jeans” (“Walked into the room you know you made my eyes burn”), Rihanna “Diamonds (In the sky)” (“I saw the life inside your eyes”), Adele “Set Fire To The Rain” (“I could stay there, close my eyes Feel you here, forever”), Katy Perry “Roar” (“I got the eye of the tiger, a fighter dancing through the fire”), Ed Sheeran “Thinking out loud” (“Will your eyes still smile from your cheeks”), Ed Sheeran “Photograph” (“We made these memories for ourselves where our eyes are never closing”), Justin Timberlake “Mirrors” (“And I can't help but stare 'cause I see truth somewhere in your eyes”), Chase & Status “End credits” (“When my mind stops thinking and my eyes stop blinking I hope...”), Ed Sheeran “Thinking out loud” (“Will your mouth still remember the taste of my love”) and John Legend “All of me” (“What would I do without your smart mouth drawing me in, and you kicking me out”).

Trying to teach **gastrointestinal system** topic it can be used such listening materials as Adel “Set fire to the rain” (“Until you kissed my lips and you saved me”) to learn *lips*, Katy Perry “Roar” (“I used to bite my tongue and hold my breath”) to present *tongue*.

Also, a teacher can perform nervous system by such term as *mind*: using the songs by Lana Del Rey “Blue Jeans” (“Told you I wanted more, that's not what I had in mind”), Rihanna “Love the way you lie” (“Even though you've lost your mind”),

Katy Perry “Hot N Cold” (“You change your mind like a girl changes clothes”), Ed Sheeran “Thinking out loud” (“Baby your smile's forever in my mind and memory”), John Newman “Out of my head” (“But anytime anyone gets close breaks through my mind, what I have lost”), Chase & Status “End credits” (“When my mind stops thinking”) etc.

Respiratory system is presented with the term *breath*: “I used to bite my tongue and hold my breath” (Katy Perry “Roar”).

The advanced level of learning Medical English means learning the **diseases** like *cancer* that is presented in the song “Blue Jeans” by Lana Del Rey “You're so fresh to death and sick as ca-cancer”.

The survey showed that the most widely used medical terms in examined songs were *heart* – 26%, *eyes* – 21% and *mind* – 14%. This phenomenon can be justified because all these three parts conduct the basic processes of the human organism: perception of the information for eyes; analysis of the received data by mind; maintenance of the vital functions of the organism and reflection of emotions by means of the cardiac rate changes as well for heart.

There can be made a conclusion that nonspecific medical terminology is closely connected with daily life of every person, however, they are not always used in a proper meaning – this tendency can be noticed in suggested songs.

Though, their usage in texts of different singers gives some benefits: enlargement of the lexicon (While listening to music person constantly collides with unknown before words. In addition, these words can be heard in a context, which can help the listener to understand them better and use them in a proper way in future), improvement of pronunciation (Songs help a person to know the correct way the word is to sound).

However, not all singers pronounce the word in a right way because of the melody or rhyme which must be supported in their song or the specific singer’s accent as well), learning while relaxing (As most people enjoy listening to music, this way of studying new words may be considered as a pleasurable one, because it must not be forced).

In order to overcome the problems created by difficult authentic texts, one solution is to simplify them according to the level of learners. This can be done by removing any difficult words or structures. But simplifying a text, EFL teachers must be very careful not to remove its basic qualities as discourse, so it is important not to go too far. Another possible solution is to give text related tasks at the three stages of listening: pre-listening, while-listening and post-listening.

We can come across a great variety of tasks, which have an aim to enlarge the vocabulary of rarely used words and word combinations: *Match the words from the text that go together; *Use these collocations to write sentences; *Complete the story with these linking words; *Find words and expressions in the text which mean the same as the words below; *Make adjectives from these words; *Find these expressions in the text. Then match the underlined parts of the expressions with their meanings; *Read the text. List the key words the singer uses to describe the character; *Find idiomatic words or expressions in the text which mean the same as these; *Match the objects with the singer's descriptions of them.

*Transcribe, translate and learn the following words. Use them in situations of your own; *Learn the following word-combinations and recall the situations from the text in which they are employed; *Find English equivalents for the following word-combinations; *Find English equivalents for the following word-combinations; *Look up the following words in a monolingual dictionary and explain how they differ; *Paraphrase the following word-combinations; *Match the word on the left with its definition on the right. Mind the number of definitions and the number of words; *Give synonyms for the following words and word-combinations or paraphrase them; *Point out the contextual meaning of the following words and word-combinations consulting a monolingual dictionary.

Analyzing different books, it is noticed that there lots of tasks which help to activate various grammar structures: *Rewrite the sentences using the verb "..."; *Write conditional sentences to describe what might have happened, *fill in the gaps with an appropriate article and retell the passage , *classify the collocations above into the following categories (verb + adverb, adjective + noun, preposition + noun,

verb + adjective...); *Find all the examples of continuous tenses in the text. Identify the tenses; *Which sentence in each pair below describes a finished action and which describes an unfinished action? *Which sentence in each pair below suggests something permanent and which suggests something temporary? *Which sentence in each pair below describes a prolonged or repeated activity and which describes a single event? * Match the reasons for using the passive with the sentences from the text; *Make the plural of the compound nouns from the text. Which two nouns can you not make plural? Why not? *Look at the words from the text and the other examples in brackets. Match the prefixes with the meanings; *Complete the sentences with a word formed from the word in brackets [6].

It must be mentioned that translating exercises are very important because with the help of them a student studies how to choose the most appropriate equivalent of another language: *Translate the following sentences from Ukrainian into English using words and word-combinations of the previous tasks. Make up your own sentences with the words and word-combinations that weren't covered; *Do a literary translation from English into Ukrainian of the following fragments. Comment on the grammatical phenomena in the sentences underlined.

Exercises for checking the understanding of the text: *Read the following statements. Say whether they are true according to the story; if not, correct them.

And the last but not the least, authors points out communicative skill tasks, with the help of which text understanding can be checked and dialogue or monologue skills can be improved: *Ask your friend if he enjoyed the song and why; *Ask questions about the text, making use of the following words and phrases; *Discuss the song you have listened to. Use the following: the song is ... (interesting and easy to listen to; very useful; full of information about; to give you knowledge of...), what makes this song so popular is that... (it raises your interest in...; it is the type of song that makes you think; the events described in this song are all true; it is very original and very funny; the song shows real life to the reader), the reason why the book is so interesting, popular is that...(it makes easy, interesting reading; this is a very truthful story; the author has described the atmosphere of the time with great skill; it will give

you a real feeling of what life is like), as for me/I prefer... (an excellent adventure story; an amusing story for light reading; a song full of interesting, real facts and pictures).

To conclude the article, the use of authentic materials in the classroom has been discussed, with the learner benefiting from the exposure to real language being used in a real context. Other aspects which proved positive when using authentic materials were those they are highly motivating, giving a sense of achievement when understood and encourage further listening. They also reflect the changes in the use of language, there is a wide variety of text types, and they are also versatile and can be used more than once as well as be updated. Anything can be used as authentic material but for developing listening one of the most useful texts is popular songs.

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