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### **The Genre of *Informative Leaflet* in Teaching Medical Students**

Medical students should be taught how to characterize, define and identify different diseases in an oral form and in writing. They should be aware of norms of a text organization which will help them present the causes, course and treatment of various illnesses. This task is implemented by mastering a genre of *informative leaflet* for patients, which is commonly used in different course-books for the students who study medicine. The researchers use the word *informative* as a constituent of the general names of genres [1;4]. Genre analysis is now the dominant approach to text analysis in ESP ( English for Specific Purposes) [2,7]. The key feature of ESP is to investigate how oral and written texts work [3; 17].

There are different definitions of a genre [2, 7]. J Harmer identifies a genre as ‘ a type of written organization and layout ( such as an advertisement, a letter, a poem, a magazine article, etc.) which will be instantly recognized for what it is by members of a discourse community – that is any group of people who share the same language customs and norms’ [ 6,31]. The author also stresses the idea that textual success often depends on the familiarity of text organization for readers of the discourse community, however small or large that community might be and the students should be aware of the genre norms [6; 32]. J.M. Swales [ 7 ] and V.K. Bhatia [ 2 ] emphasize that the texts used in particular specialist environments, whether that be academic writing, business or other professional activity or wherever the ESP need lies, have particular characteristics that distinguish them from other texts.

Following the well-known CARS model ( Creating a Research Space ) proposed by J.M. Swales for the analysis of the introduction to a research article with its Moves and Steps ( **Move 1.** Establishing a Territory. **Move 2.** Establishing a Niche. **Move 3.** Occupying the Niche) we may speak of a 3-moves model for the genre of an *informative leaflet* for patients. This model is based on the analysis of the texts for listening and reading about heart diseases within the topic ‘Heart diseases’ [5;74, 4;25]. We propose such Moves in *the informative leaflets* presented in the given course-book [5]: **Move 1.** The general characteristics of a disease. **Move 2.** Symptoms. **Move 3.** Treatment. It’s a written discourse and the writers may choose to omit any Move or change the order of Moves or Steps to suit the particular rhetorical purposes of the genre. Some Steps, for example, ‘Prognosis’ or ‘Risk factors’ are not obligatory. So, these components may be omitted [4;25]. **Move 1** is manifested by such phrases as ‘ The disease occurs...’, ‘ This leaves the body...’, ‘ It causes...’, ‘Heart’s ventricles are unable to...’, ‘ The problem usually starts ...’. **Move 2** is expressed by phrases : ‘ The first sign of the disease is..’, ‘ The common symptoms are..’. **Move 3** includes the examination to confirm the diagnosis and treatment itself. The common phrases here are : ‘ The best way of diagnosing is by echocardiogram which is...’, ‘ The main drugs that work on the heart are..’, ‘ This reduces...’, ‘ Pacemakers are...’. The words *heart failure, heartbeat, chamber, ventricle, irregular and steady rhythm, to pump, blood impulse* describe the notion of **heart**. Lexical items *to occur, to fail, short of something, to swell up, to damage, to reduce efficiency* describe the notion of **heart disease**.

So, we may summarize that these conclusions come from the analysis of medical texts. The genre of *informative leaflet* is often used in medical course-books. It contains the information for patients about the peculiar features of a disease, risk factors, signs and treatment.

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### **Налаштування на заняття як важливий елемент дистанційного заняття з УЯІ**

У сучасному навчальному просторі дистанційна освіта набуває все більшого поширення. Тому назріває потреба розробки ефективних методів і прийомів дистанційного навчання або переробка й пристосування наявних методів до нової форми занять [1,2,3,4].

Налаштування на заняття є його важливою структурною складовою, хоча налаштування й займає незначну частину заняття, але здатне значно вплинути на успішність засвоєння матеріалу. Однак, розробляючи заняття, цим важливим елементом часто нехтують.

У роботах, присвячених налаштуванню, розглядається частіше робота з групами дошкільного та молодшого шкільного віку на традиційних заняттях, тоді як під час роботи зі старшою віковою групою налаштування на заняття