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## **ENGLISH AS THE LANGUAGE OF EVIDENCE-BASED MEDICINE**

The relevance of the topic is determined by the fact that modern medicine is impossible without broad access to scientific evidence, while Evidence-Based Medicine (EBM) is based on the systematic use of research data for clinical decision-making. In the context of globalization, English has become the dominant language of international scientific publications, including those in the field of medicine. Knowledge and fluent command of English allow medical professionals to obtain up-to-date information, critically evaluate research findings, and disseminate their own scientific results within the international academic community.

Thus, studying English as a tool of evidence-based medicine is extremely relevant for modern medical education and practice, as it ensures access to the latest scientific publications and clinical guidelines, enables participation in international research projects and conferences, and contributes to the development of professional competence of medical specialists in the field of EBM. In this context, it is important to investigate how the historical development of English medical terminology and contemporary educational practices influence the effectiveness of implementing evidence-based medicine in clinical practice.

In the modern scientific and professional medical environment, English plays the role of a key tool for accessing knowledge and disseminating research results. It functions as the primary language of international scientific communication, publications in leading medical journals, and databases of evidence-based medicine. Therefore, proficiency in English is considered an important component of the professional competence of future healthcare professionals [5; 6].

Researchers emphasize that the formation of an English-language educational environment is an important element in the training of medical specialists. In particular, the study by V. Bilko, O. Borzykh, A. Lavrenko, and I. Kaidashev highlights that the integration of English into medical education promotes students' access to international sources of information, modern clinical guidelines, and the results of the latest research, which is a necessary condition for the development of evidence-based medicine [1]. The authors note that in crisis situations the role of an English-language educational environment increases, as it ensures the rapid exchange of professional information and access to global scientific resources.

Issues related to the development of skills for working with English-language scientific literature are discussed in the work of T. Yeremenko, I. Babova, and I. Lukianchenko. The researchers emphasize the importance of developing effective strategies for reading English-language scientific articles during the training of students in the field of "Healthcare." The ability to analyze the content of scientific publications, interpret research results, and apply them in professional activities is an important prerequisite for implementing the principles of evidence-based medicine [2].

An important aspect of the functioning of English in medicine is the use of specialized terminology. As noted by I. Kozoriz and A. Kutsak, English medical terminology is characterized by a high level of standardization and is widely used in scientific texts of various styles. Its mastery is a necessary condition for effective professional communication, work with international treatment protocols, and participation in the global scientific discourse [3].

Problems of foreign language training of medical professionals in modern conditions are also studied by O. Mashkina and N. Shestak. The authors emphasize that proficiency in English provides access to modern evidence-based clinical guidelines, international scientific databases, and the results of the latest medical research. This contributes to improving the quality of medical care and integrating Ukrainian medical education into the international educational and scientific space [4].

Thus, the analysis of scientific sources indicates that English is an important tool for the functioning of evidence-based medicine. It provides access to modern scientific research, international clinical guidelines, and innovative medical practices, which determines the need to strengthen English-language training of future medical professionals [1–6].

Further research involves a systematic analysis of the theoretical foundations and the periodization of the development of English medical terminology. This makes it possible to clarify the historical stages of the formation of medical terminology in English, the influence of these stages on the standardization of terms in modern medicine, the relationship between the development of terminology and the spread of evidence-based medicine in global science, as well as the role of modern educational practices in preparing medical professionals to work with English-language scientific sources.

Therefore, the analysis of the historical formation of terminology and modern educational approaches demonstrates that English is not only a means of communication but also a key tool for accessing evidence-based medical information.

The formation of English medical terminology developed gradually and passed through several key stages. At the early stage, in medieval England, medical terms were mainly borrowed from Latin and Greek, reflecting the dominance of classical education and the influence of university scholarship. During the Renaissance and the Early Modern period, an active development of the national medical language was observed. At that time, terms were formed both on the basis of common names of diseases, plants, and medicines and through the adaptation of Latin and Greek roots to English vocabulary and grammar.

The nineteenth and twentieth centuries became a period of standardization and unification of medical terminology, which was associated with the intensive development of medical education, scientific publications, and the activities of professional associations in the United Kingdom and the United States.

The modern stage is characterized by the globalization of medical terminology. English has effectively become the international language of medical science and is used in the majority of scientific publications, clinical guidelines, and electronic databases, ensuring the effective exchange of scientific evidence within the system of evidence-based medicine.

Thus, the formation of English medical terminology passed through several key historical stages, each of which left its mark on the modern scientific language of medicine. For clarity and convenience, the main periods of the development of terminology, the sources of borrowings, and their characteristic features can be summarized in Table 1.

*Table 1. Main Stages in the Formation of English Medical Terminology and Their Key Features*

<b>Stage</b>	<b>Chronology (approx.)</b>	<b>Main Sources of Terms</b>	<b>Characteristics of Development</b>
Early Stage (Middle Ages)	11th–15th centuries	Latin, Greek	Medical terminology was mainly borrowed from Latin and Greek and used in university curricula and manuscripts.
Renaissance and Early Modern Period	16th–18th centuries	Folk names of diseases and plants; Latin and Greek roots	Active formation of a national medical language and adaptation of classical terms to English vocabulary and grammar.
Standardization (19th–20th centuries)	19th–20th centuries	Scientific journals, medical associations	Unification of terms, creation of dictionaries, and development of professional standards in medical education and publications.

The standardization of English medical terminology occurred gradually and resulted from several historical stages. In the early medieval period, medical science relied heavily on Latin and Greek, which provided a unified basis for teaching and written sources, but limited the development of a national medical language. During the Renaissance and Early Modern period, the use of English borrowings from Latin and Greek, as well as terms of folk origin, became widespread, contributing to the formation of a national corpus of medical vocabulary.

The development of scientific journals, medical associations, and educational programs in the 19th–20th centuries had a significant influence on the standardization of terms, as there arose a need to unify terminology for international communication, student training, and the publication of research results. In the modern era of globalization, standardization has received a new impetus due to the activities of international scientific organizations, electronic databases, and the spread of Evidence-Based Medicine (EBM), which require uniform, clear, and widely accepted terms for the effective exchange of scientific information worldwide.

The development and standardization of English medical terminology have had a direct impact on the dissemination of EBM globally, as the availability of unified terms ensures clear communication among medical researchers and clinicians from different countries. Terminological unification facilitates the creation of systematic scientific publications, protocols, and clinical guidelines accessible to an international audience. Moreover, standardized terminology ensures the effective functioning of electronic databases, conducting meta-analyses, and systematic reviews, which are foundational for evidence-based medicine. Thus, the historical processes of formation and codification of English medical terms have laid the groundwork for the global spread of EBM, providing a common linguistic platform for the exchange of evidence and the integration of new knowledge into clinical practice. In this context, the role of

English as a key tool for the dissemination and implementation of evidence-based medicine in modern clinical and scientific practice becomes especially relevant.

Contemporary educational practices in medical training focus on developing students' and physicians' competence in using English-language scientific sources, which is essential for working within the framework of evidence-based medicine. Key approaches include integrating English-language textbooks and scientific articles into the curriculum, using electronic databases and other international resources, and carrying out student research projects in English. Special attention is given to methods for developing academic and professional English, including mastering medical terminology, critically evaluating scientific publications, and writing research papers in English. Such a comprehensive approach enables students and practicing physicians to navigate the global flow of evidence efficiently, participate in international conferences and research projects, and effectively implement modern clinical guidelines into medical practice.

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