

узнаваемые за счет структурной простоты, их использования в клинической терминологии, а также употребления в качестве заимствований в современных европейских языках (ср. рус. *гипофиз*, *дерма* и др.). Латинские дублеты структурно сложные (словосочетания), поэтому в национальные языки они обычно калькируются: ср. рус. *эндосальпинкс* (заимствование греч. термина в рус. язык) и *маточная труба* (калька в рус. языке лат. наименования *tuba uterina*).

ВЫВОДЫ

1. Большинство греко-латинских дублетов имеют исторически сходную семантику и в современной анатомии функционируют как синонимы.

2. Полные синонимы-дублеты в анатомической терминологии, как правило, семантически дополняют друг друга: один может указывать на строение, расположение органа, а второй – на функцию в организме (ср. *hypophysis* и *glandula pituitaria*).

3. Частичные синонимы-дублеты обозначают орган и часть органа соответственно, при этом один из них может употребляться и в более широком, и в более узком значении (ср. *cutis* и *dermis*).

4. Греко-латинские анатомические дублеты отличаются по структуре, дополняя друг друга в национальных языках.

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Сведения об авторах

В.А. Демкин – студент лечебно-профилактического факультета

О.В. Моргунова* – кандидат филологических наук, доцент

Information about the authors

V.A. Demkin – Student of Faculty of General Medicine

O.V. Morgunova* – Candidate of Sciences (Philology), Associate Professor

*Автор, ответственный за переписку (Corresponding author):

intempore@mail.ru

УДК: 800

ФУНКЦИОНИРОВАНИЕ ЭВФЕМИЗМОВ В ПСИХОЛОГИЧЕСКОМ ДИСКУРСЕ

Димитрова Алиса Максимовна, Ускова Диана Николаевна, Колотнина Елена Владимировна
Кафедра иностранных языков и межкультурной коммуникации

ФГБОУ ВО «Уральский государственный медицинский университет» Минздрава России
Екатеринбург, Россия

Аннотация

Введение. В данной статье рассматривается функционирование эвфемизмов в психологическом дискурсе, анализируется мнение будущих специалистов об эффективности использования эвфемизмов. **Цель**

исследования – определение роли и значения эвфемизмов в психологическом дискурсе для будущих специалистов. **Материал и методы.** Проведен количественный анализ ответов 20 студентов 2 курса факультета Психолого-социальной работы и Высшего сестринского образования, специальности Клиническая психология на авторский опросник. **Результаты.** В первой части исследования 65% испытуемых (13 человек) считают, что эвфемизмы полезны и эффективны в психологии, положительно влияют на этичность. 20% испытуемых (4 человека) считают использование эвфемизмов в психологической практике необязательным. 15% испытуемых (3 человека) не считают использование эвфемизмов эффективным в работе психолога. Также, во второй части исследования 85% (17 человек) предпочли услышать в свой адрес эвфемизм, и 90% (18 человек) предпочли использование эвфемизма в работе с клиентом. **Выводы.** По результатам исследования были сделаны выводы о том, что для студентов факультета Клинической психологии эвфемизмы играют важную роль в психологической практике.

Ключевые слова: эвфемизмы, психология, психологическая практика, психологический дискурс, эффективность, этичность.

FUNCTIONING OF EUPHEMISM IN PSYCHOLOGICAL DISCOURSE

Dimitrova Alisa Maksimovna, Uskova Diana Nikolaevna, Kolotnina Elena Vladimirovna

Department of Foreign Languages and Intercultural Communication

Ural State Medical University

Yekaterinburg, Russia

Abstract

Introduction. This article examines the functioning of euphemisms in psychological discourse, and analyzes the opinion of future specialists about the effectiveness of using euphemisms. **The aim of the study** is to determine the role and meaning of euphemisms in psychological discourse for future specialists. **Material and methods.** A quantitative analysis of the responses of 20 2nd year students of the Faculty of Psychological and Social Work and Higher Nursing Education, specialty Clinical Psychology, to the author's questionnaire was carried out. **Results.** In the first part of the study, 65% of subjects (13 people) believe that euphemisms are useful and effective in psychology and have a positive effect on ethics. 20% of subjects (4 people) consider the use of euphemisms in psychological practice to be unnecessary. 15% of subjects (3 people) do not consider the use of euphemisms to be effective in the work of a psychologist. Also, in the second part of the study, 85% (17 people) preferred to hear euphemism addressed to them, and 90% (18 people) preferred to use euphemism when working with a client. **Conclusion.** According to the results of the study, it was noticed that for students of the Faculty of Clinical Psychology, euphemisms play an important role in psychological practice.

Keywords: euphemisms, psychology, psychological practice, psychological discourse, effectiveness, ethics.

INTRODUCTION

Being mitigating or evasive expressions, euphemisms are often found not only in everyday communication, but also in various professional fields, including psychology. In the context of psychological practice, where the ability to communicate subtly and sensitively with clients is important, euphemisms play a significant role. These evasive forms of expression can be used to soften unpleasant or painful concepts, reduce patient stress, and create a more trusting atmosphere in the consultation or therapy process [1]. The relevance of this study lies in several aspects. Destructive information-psychological influences are common in our time, but research into which words or expressions are most acceptable or emotionally safe in certain psychological contexts can shed light on psychological mechanisms of defense and self-knowledge. Knowing how to use euphemisms in psychological practice can help improve understanding between professionals and clients, mitigating negative associations and creating an atmosphere of trust. This article examines the functioning of euphemisms in psychological practice in more detail, and analyzes the opinion of future specialists about the effectiveness of using euphemisms.

A euphemism is a figure of speech that can be defined as a word or phrase that refers to a sensitive, taboo or uncomfortable reality in a more polite and socially acceptable way [2]. They are found quite often in our daily conversations, in literature, cinema and even in psychology.

Here are some examples of euphemisms that can be used in psychological practice:

– Doctors often use terms such as “procedure” or “treatment” rather than directly stating the patient's diagnosis, protecting the patient's right to privacy.

– Instead of directly mentioning that someone has died, euphemisms such as “no longer with us” are used.

– “Special needs” instead of “disabled” is a euphemism used to refer to people with disabilities.

– “Intellectual difficulty” instead of “mental retardation” - this euphemism is used to refer to developmental disabilities or intellectual problems to avoid negative connotations and help the patient feel less vulnerable.

– “Emotional instability” instead of “mental disorders” - this expression can be used to describe psychological problems associated with emotional reactions to avoid stigmatization and make communication more sensitive.

– “Problems with behavior regulation” instead of “deviant behavior” - this euphemism can be used to refer to incorrect or antisocial behavior without negative connotations, which encourages more open discussion of issues.

– “Special circumstances” instead of “traumatic events” - this term can be used to refer to negative life situations or events in order to reduce the emotional severity and make discussing them less frightening.

While euphemisms can be useful in some contexts, they can also be misleading or confusing. It is important to consider the potential impact of using euphemisms in sensitive or important discussions [3, 4, 5].

The aim of the study is to determine the role and meaning of euphemisms for future specialists in psychological discourse.

MATERIAL AND METHODS

This study is a quantitative data evaluation. The study group consisted of 20 people. The criteria for inclusion in this group are as follows: age 19-21, 2nd year students of the Faculty of Psychological and Social Work and Higher Nursing Education, specialty Clinical Psychology. The work used the author's questionnaire, which included questions on knowledge of the meaning of euphemisms and their functions in psychology, as well as on the preferred method of communication for the subject. The questionnaire used the following example questions, from which the results of the study were obtained: “How do you assess the effectiveness of euphemisms in psychology?”, “Do you think the use of euphemisms in psychology can be useful?”. In the second part of the study, subjects were offered 2 options for word combinations, where under the letter «a» there was a euphemism, and under the letter «b» a direct expression:

1. If you had a choice of what to hear in your direction, what would your answer be:
a) She is not exactly rich; b) She is poor.
2. If you had a choice of what to hear in your direction, what would your answer be:
a) Emotional instability; b) Mental disorders.
3. If you had a choice of what to hear in your direction, what would your answer be:
a) Differently abled person; b) Disabled person.
4. How would you prefer to express yourself when working with a client:
a) Cognitive impairment; b) Mental retardation.
5. How would you prefer to express yourself when working with a client:
a) Mental health challenges; b) Mental illness.
6. How would you prefer to express yourself when working with a client:
a) Unresolved feelings; b) Trauma.

The survey was conducted to identify the attitude of future specialists to the use of euphemisms in psychological practice.

RESULTS

In the first part of the study the percentages in the first question were as follows: 80% of subjects (16 people) consider the use of euphemisms in psychological practice to be effective, 15% (3 people) are neutral about the use of euphemisms, 5% (1 person) consider the use ineffective. The percentages in the second question were as follows: 90% (18 people) consider the use of euphemisms useful, 10% (2 people) do not note their usefulness. In the second part of the study, the following results were obtained: 85% (17 people) preferred the use of euphemism, 15% (3 people) chose option

“b” (1, 2, 6 questions); 90% (18 people) preferred the use of euphemism, 10% (2 people) chose option “b” (3, 4, 5 questions).

DISCUSSION

Purpose and functions of euphemisms:

1. Protection of confidential information. Euphemisms allow people to convey information without compromising confidentiality or causing unnecessary anxiety. This use of euphemisms is easy to observe in the medical field.

2. Creation of a trusting environment. The use of euphemisms helps create an atmosphere of trust and respect in the therapy or counseling process. Patients may feel more comfortable discussing sensitive or traumatic topics when they are expressed more gently and tactfully.

3. Reducing stigma. It is important to remember that some words or terms may cause fear or stigma in patients. Euphemisms allow you to avoid direct mention of taboo or scary concepts, reducing possible stress and discomfort for the client.

4. Increased empathy and understanding. Using softer language can help the psychologist express empathy and support for the patient. This promotes a better understanding of his emotional state and helps establish more effective interactions.

5. Facilitation of communication. Euphemisms can simplify communication between the professional and the client, especially in cases where the topics discussed may be sensitive or evoke painful emotions [3].

A study conducted to determine the role and meaning of euphemisms for future specialists in psychological discourse showed that most of subjects (13 people) believe that euphemisms are useful and effective in psychology and have a positive effect on ethics. The remaining subjects consider the use of euphemisms in psychological practice unnecessary or ineffective (4 and 3 people, respectively). In the second part of the study, the majority of subjects (17 people) preferred to use euphemisms in their address. Thus, for the majority of future specialists surveyed, the use of euphemisms in practice plays an important role.

There are linguistic studies on the use of euphemisms in the scientific literature, but no description has been found in clinical psychology studies functioning and application of euphemisms. The limitations and disadvantages of this study are: a small number of subjects, the use of a non-standardized questionnaire, which indicates the prospect of further research on this topic.

CONCLUSION

According to the results of the study, it was noticed that for students of the Faculty of Clinical Psychology, euphemisms play an important role in psychological practice.

The study shows that euphemisms play a significant role in improving the quality of communication and establishing trusting relationships between professionals and clients. By examining various examples of euphemisms used in psychology, the article highlights the relevance of this linguistic approach to supporting clients with psychological problems. Thus, the research highlights the importance of the skillful use of euphemisms in psychological practice and calls for further study on this aspect to improve professional communication and support clients in the field of psychology and psychotherapy.

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Сведения об авторах

А.М. Димитрова – студент

Д.Н. Ускова* – студент

Е.В. Колотнина – доцент кафедры, к.ф.н.,

Information about the authors

A.M. Dimitrova - Student

D.N. Uskova* – Student

E. V. Kolotnina – Associate Professor, Candidate of Sciences (Philological)

***Автор, ответственный за переписку (Corresponding author):**

diana141004@gmail.ru

УДК: 159.9

ИЗУЧЕНИЕ СТРАХОВ У ДЕТЕЙ И ПОДРОСТКОВ

Закандыкина Анна Сергеевна, Пенькова Елена Анатольевна, Волгина Ирина Владимировна
Кафедра иностранных языков и межкультурной коммуникации
ФГБОУ ВО «Уральский государственный медицинский университет» Минздрава России
Екатеринбург, Россия

Аннотация

Введение. Ключевое положение в структуре эмоциональной сферы детей и подростков принадлежит страхам, что объясняется во многом особенностями возрастного развития и ограниченным жизненным опытом. Страхы могут привести к тревожным состояниям и фобиям, поэтому родители и взрослые должны знать о страхах своих детей, чтобы своевременно помочь в коррекции. **Цель исследования** – выявление преобладающих страхов детей и подростков и поиск рекомендаций по их преодолению. **Материал и методы.** Были проведены опрос и анализ результатов с использованием методики А.И. Захарова, М.А. Панфиловой. В опросе приняли участие три группы респондентов: ученики младших классов (22 человека) и средних классов общеобразовательной школы (23 человека), а также студенты 1 курса Уральского государственного медицинского университета (47 человек). **Результаты.** Эмоциональная сфера детей и подростков отягощена страхами, которые могут классифицироваться на различные группы. В процессе взросления страхи детей меняются, они могут исчезать или усиливаться, появляются новые. Было определено, что к страхам, которые сохранились во всех группах респондентов, относятся физический ущерб, смерть и социально-опосредованные страхи (одиночество, незнакомые дети, наказание родителей и т.д.). Медицинские страхи не выявлены ни в одной испытуемой группе. **Выводы.** Результаты исследования показали, что преобладающими страхами во всех группах респондентов являются страх собственной смерти, страх смерти родителей, страх войны. Подобраны рекомендации по коррекции страхов у детей и подростков. Одним из эффективных способов являются игры (подвижные, ролевые). **Ключевые слова:** страхи, фобии, дети, подростки, опрос, сравнение, преодоление страхов.

RESEARCH ON FEARS IN CHILDREN AND ADOLESCENTS

Zakandykina Anna Sergeevna, Penkova Elena Anatolievna, Volgina Irina Vladimirovna
Department of Foreign Languages and Intercultural Communication
Ural State Medical University
Yekaterinburg, Russia

Abstract

Introduction. The key position in the structure of the emotional sphere of children and adolescents belongs to fears, which is largely due to the peculiarities of age development and limited life experience. Fears can lead to anxiety and phobias, so parents and adults should be aware of their children's fears to help with correction. **The aim of the study** is to identify the predominant fears of children and adolescents and find recommendations for overcoming them. **Material and methods.** A survey and analysis of the results were conducted using the methodology of A.I. Zakharov and M.A. Panfilova. Three groups of respondents took part in the survey: elementary schoolchildren (22 people) and middle schoolchildren (23 people), first-year students of Ural state medical University (47 people). **Results.** The emotional sphere of children and adolescents is burdened with fears. In the process of growing up, children's fears change, they may disappear or intensify, and new ones appear. It was determined that the common fears that persisted in all groups of respondents are mainly death, physical harm, socially-mediated fears (loneliness, unfamiliar children, punishment from parents etc.). Medical fears are not identified in any subject group. **Conclusion.** The results of the study revealed that the predominant fears in all groups are fear of own death, death of parents, fear of war. Recommendations for correcting of fears in children and adolescents have been selected. One effective way is to play games (mobile, role-playing games). **Keywords:** fears, phobias, children, adolescents, survey, comparison, overcoming of fears.

INTRODUCTION

Fear limits a child's and adolescent's abilities because it can cause feelings of helplessness or anxiety. When a child experiences fear, he or she avoids situations that seem risky or unfamiliar, limits himself or herself with false beliefs, and this hinders development. A large number of fears is