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FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF FOREIGN MEDICAL STUDENTS (BASED ON THE USE OF PROFESSIONALLY ORIENTED TEXT)

The article reveals the concept of “communicative competence” on the basis of the analysis of Ukrainian and foreign scientific researches, normative, educational and methodological sources, own experience. It is described the models of communicative competence. The role of methodological materials, especially the use of professionally oriented texts, in the formation of the professional communicative competence of foreign medical students is investigated. The process of communicative competence formation of foreign students according to the Typical program on the discipline “Ukrainian as a Foreign Language” (for English speaking students) for foreign students of higher educational institutions of the Ministry of Health of Ukraine is revealed. The concept of “text” is considered. Adherence to the culture of work with professionally oriented texts contributes to the formation of the language skills of foreign medical students, and, in the future, professional communicative competence. According to experimental research, it is proved, that the lexical and grammar constructions that are used in the context are easier to learn for foreign medical students by reading the text. The approbation of study materials for foreign medical students, prepared by lecturers of Language Training Department of Sumy State University “Preparing for clinical practice (texts for reading in specialty)”, confirms, that professionally oriented texts help to solve communicative problems by foreign students both in the course of professional practice in medical institutions and in future professional activity. It is revealed, that some foreign medical students meet difficulties while working with professionally oriented text. These students find it hard to follow the logical sequence, to distinguish the main idea, but such supports on the text as plan, scheme, pictures help to orient foreign medical students in logically expressing their own thoughts. Professionally oriented text contributes to motivation foreign students to discuss problem-oriented, professionally-oriented situations.

Key words: *foreign medical student, higher education, professionally oriented text, communicative competence, formation of professional communicative competence.*

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ФОРМУВАННЯ ПРОФЕСІЙНОЇ КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ ІНОЗЕМНИХ СТУДЕНТІВ-МЕДИКІВ (НА ОСНОВІ ВИКОРИСТАННЯ ПРОФЕСІЙНО ОРІЄНТОВАНОГО ТЕКСТУ)

У статті на основі аналізу вітчизняних і зарубіжних досліджень, нормативно-правових документів, навчально-методичних матеріалів, власного досвіду охарактеризоване поняття «комунікативна компетенція», розглянуто її моделі; досліджено роль навчально-методичного забезпечення (а саме використання професійно орієнтованого тексту) у формуванні професійної комунікативної компетенції іноземних студентів-медиків. На основі експериментальної роботи доведено, що лексико-граматичні конструкції, які вживаються в контексті, легше засвоїти іноземним студентам саме через читання тексту. Професійно орієнтовані тексти сприяють вирішенню комунікативних завдань іноземними студентами як під час проходження фахової практики в медичних закладах, так і в майбутній професійній діяльності.

Ключові слова: *іноземний студент-медик, вища освіта, професійно орієнтований текст, комунікативна компетенція, формування професійної комунікативної компетенції.*

Formulation of the problem. According to the Bologna process, the number of exchange programs between Ukrainian and foreign higher educational institutions increases annually. Foreign students are primarily attracted by higher medical education: due to migration processes, which are connected with military conflicts, the number of people who need medical care is increasing. The largest number of foreign students comes in Ukraine from Iraq, Jordan, Palestine, Africa, India, Turkey (Levenok, 2016, p. 158).

The question of ensuring the quality of medical education for foreign students is under the control by Ukrainian Ministry of Education and Science. Among the key issues of quality and the issue of Ukrainian-language learning. According to the Decree of the President of Ukraine No. 156/2018 “On Urgent Measures to Strengthen the State Status of the Ukrainian Language and Facilitating the Creation of a Common Cultural Area of Ukraine” [11] “provides for improvement of the quality of teaching the state language in educational institutions, facilitating the study of the Ukrainian language by foreigners, developing distance and on-line courses for studying the Ukrainian language...” [11].

Analysis of actual researches. The main questions of training foreign medical students for professional communication are conducted by scientists K. Geychenko, J. Ragrina (Ragrina, 2017). The peculiarities of the formation of linguistic and extra-linguistic competence during the reading of texts are studied by scientists N. Moiseenko, L. Sizova (Moiseenko, Sizova, 2015, pp. 198–206). Issues of formation of the professional-communicative competence of foreign students in higher technical educational institutions are violated. in the writings of A. Prykhodko, O. Rezvan.

N. Zaichenko, S. Vorobiova (Zaychenko, Vorobiova, 2017) are engaged in the development of the textbook “Practical course of the Ukrainian language for foreigners: oral speech”. Polish researcher and lecturer Ewa Donesch-Jezo (Donesch-Jezo, Pachonska-Wolowska, 2014, p. 73) studies the problem of teaching English to foreign medical students. Her book “English for medical students and doctors (Part 1, Part 2)” confirms this.

At the same time, the scientific researches underestimate the role of professionally oriented texts for foreign students of medical specialties as a means of forming professional communicative competence. These stimulate further investigations.

The aim of the article is to analyze the concept «communicative competence», the means and process of formation of the professional communicative competence of foreign medical students of higher

educational institutions on the ground of professionally oriented text (the study was carried out on the ground of specialty 222 “Medicine”).

Presentation of the main material. According to the modern requirements of the state and society, in connection with migration processes and the growth of the number of foreign students in Ukraine, in particular, the number of people who want to study at medical faculties, in particular on specialty 222 “Medicine”, is increasing. It considers the issue of forming the professional communicative competence of foreign medical students.

The term “communicative competence” consists of two words, the combination of which means “competence to communicate”. This simple lexico-semantic analysis uncovers the fact that the central word in the syntagm “communicative competence” is the word “competence”. (Bagarić, Mihaljević Djigunović, 94–103).

“Competence” is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book “Aspects of the Theory of Syntax” drew what has been today viewed as a classic distinction between competence (the monolingual speaker-listener’s knowledge of language) and performance (the actual use of language in real situations)

Having analyzed the model of communicative competence presented by researchers Bachman and Palmer (Bachman, Palmer) it is possible to admit, that “language knowledge consists of two main components – organizational knowledge and pragmatic knowledge, which complement each other in achieving communicatively effective language use”. According to Bachman and Palmer’s model, “organizational knowledge is composed of abilities engaged in a control over formal language structures, i. e. of grammatical and textual knowledge. Grammatical knowledge includes several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology, and graphology. They enable recognition and production of grammatically correct sentences as well as comprehension of their propositional content. Textual knowledge enables comprehension and production of (spoken or written) texts. It covers the knowledge of conventions for combining sentences or utterances into texts, i.e. knowledge of cohesion (ways of marking semantic relationships among two or more sentences in a written text or utterances in a conversation) and knowledge of rhetorical organization (way of developing narrative texts, descriptions, comparisons etc.) or conversational organization (conventions for

initiating, maintaining and closing conversations)” (Bagarić, Mihaljević Djigunović).

We describe the process of formation communicative competence of foreign students by the Typical program on the discipline “Ukrainian as a Foreign Language” (for English speaking students) for foreign students of higher education institutions of the Ministry of Health of Ukraine [10]. According to the results of the study, foreign medical students should speak Ukrainian language at level B1–B2. Level B1 – this is the first and middle level (professionally oriented). At this level, it is foreseen the formation of a communicative competence of a foreign student through the formation of skills in the main types of speech activity (listening, reading, speaking, writing), as well as mastering lexical grammar, provides for the consolidation of a professionally colored speech awareness “that arose and form at previous stages; the expansion of the required vocabulary by professional orientation of the Ukrainian language as a foreign language in accordance with the basic educational disciplines of the medical profile” [10].

Formation of professional communicative competence of a future specialist capable of solving communication problems in the field of professional activity, taking part in dialogue communication; Demonstrate sufficient level of knowledge of medical terminology, which is conditioned by passing by foreign students of professional practice in medical institutions of Ukraine, as well as encouraging foreign students to the next level of language proficiency – B2. The second medium B2 (professionally oriented) “involves the production of clear, smooth, logical speech, as well as adequate, effective and controlled use of grammatical structures, connectors and communication schemes”.

Adherence to the culture of work with professionally oriented texts contributes to the formation of the language skills of foreign students of medical specialties, and in the future, and communicative competence. We describe the concept of “text”. “The text is the complete speech formation, content, structural and grammatical unity, which is objectified in oral or written form, is characterized by closeness, connectivity, various types of lexical, grammatical, logical, and stylistic communication, has a certain pragmatic approach” (Semenog, 2012, pp. 62–63).

Texts offered to foreign students at level B1 must meet the relevant requirements: messages, authentic or minimal adapted descriptive and narrative texts with elements of reflection, newspaper articles, personal letters, shortofficial documents related to private, public, professional and educational spheres of life.

Taking into account the above-mentioned requirements of the draft Standard and the program, leading scientists and lecturers of the department of linguistics of the State University “Ivano-Frankivsk National Medical University” together with the Department of Language Training of Foreign Citizens of Sumy State University and other institutions of higher education closely cooperate on introduction the only requirements for the compilation of textbooks, teaching aids for foreign students of medical specialties. New requirements for the structure and content of professionally oriented texts are put forward.

We share the opinion of N. Moiseenko, L. Sizova (Moiseenko, Sizova, 2015, pp. 198), which state that “in reading, we understand the process of reception of graphically fixed text, the result of which is the creation of meanings due to linguistic and extralinguistic competencies of the person. In order for the reading process to be effective, the reader must adequately interpret the meanings encoded in the author's text; for this, their linguistic and extralinguistic competencies that appear in the specified segment of speech must coincide” (Moiseenko, Sizova, 2015, pp. 198–206). Reading texts of professional direction really contributes to the formation oral and written language skills, which are integral components of the communicative competence of foreign students of medical specialties.

Agree with the scientists K. Geychenko, Zh. Ragrina (Ragrina, 2017) according to the necessity of forming “model professional dialogue through the organization of communicative interaction in a professionally-oriented educational environment by creating for foreign medical students problematic situations from professional activity and medical practice, the solution of which requires professional knowledge and practical communication skills” (Ragrina, 2017).

Taking into account the above considerations, a manual for foreign students “Preparing for clinical practice (texts for reading in specialty)”. The authors are lecturers of Language Training Department of Foreign Citizens of Sumy State University E. Burnos, I. Levenok, N. Pilipenko-Fritsak (Burnos, Levenok, Pilipenko-Fritsak, 2018). Educational research materials, as shown by our experimental work in several institutions of Ukraine (testing materials was carried out at the medical institute of Sumy State University, Ivano-Frankivsk National Medical University, Kharkiv National University named after V. N. Karazin) contribute to motivating foreign students to discuss problem-oriented, professionally-oriented situations that may arise when a foreign student attends a professional practice in a hospital or clinic. The tasks

are aimed at actualization of all kinds of speech activity: reading, speaking, listening, writing.

Educational and methodological materials correspond to the program of training of foreign students of medical specialties. Themes reveal the specifics of the disease, the causes of it, the main and accompanying symptoms, treatment and preventive measures. A compulsory text is a familiarization with the new vocabulary. First of all, we offer text-based tasks that introduce students to the topics of the text and the lexical-grammar minimum, the formation of the motivational component. Knowledge of grammar (generic forms of words, declarations, times, agreement between forms, synonyms, antonyms, etc.) a foreign student shows while performing written assignments. Writing is a ground for oral speech.

Such texts are based on interdisciplinary connections, that is, taking into account the level of knowledge of foreign students from disciplines (anatomy, medical biology, chemistry) that they studied before and correspond to the professional-communicative requests of foreign students of medical specialties. Post-text tasks are aimed at the ability to perceive information on hearing (listening) and contribute to the formation of the ability to listen, understand, hear information, develop skills and skills in expressing their own thoughts.

The conducted analysis of surveys and questionnaires in the above-mentioned higher educational establishments testified to qualitative changes in the formation of professional communicative competence of foreign students of specialty 222 "Medicine". According to questionnaires, 60% of foreign student respondents claim availability, the logical sequence of information they receive when working with professionally oriented texts. About 40% of students note difficulties in working with texts, because of the difficulty of memorizing lexical, grammatical units and semantic blocks, so these students often turn to the vocabulary after reading professionally oriented text.

Teachers and lecturers, in their turn, note the weak skills of comprehension of the large volume of text, most students find it hard to follow the logical sequence, it is difficult for them to distinguish the main idea, but the support on the text (plan, scheme, drawing) helps to orient foreign students more quickly when working with professionally oriented texts and logically put forward their own thoughts.

Foreign experience of the Polish researcher and teacher, author of the book "English for medical students and doctors (Part 1, Part 2)" E. Donesz-Ezo

(Donesch-Jezo, Pachonska-Wolowska, 2014: 73), which studies the problems of teaching English to foreign medical students, suggests that professionally oriented texts motivate foreign students to learn the language faster. Lexical-grammatical constructions, which are used in the context, are easier for foreign students to learn by reading the text. The program "English for Medical Purposes" (EMP) ("English for Medical Purposes"), which is compulsory at the University level in Poland, is intended for the use of English in the following areas: 1) reading of scientific works; 2) oral communication with patients and medical staff; 3) written medical communication (writing a history of illness, sending letters to specialists, conducting medical documentation); 4) preparing to presentations at international conferences (Donesch-Jezo, Pachonska-Wolowska, 2014: 73).

Conclusions. Thus, based on the application of general scientific methods for the analysis of educational programs, normative documents, the draft State standard on the Ukrainian language as a foreign language, teaching and methodological materials, comparative analysis, comparison and generalization of Ukrainian and foreign experience, the peculiarities of the formation professional communicative competence of foreign medical students while using professionally oriented texts in classes. The educational and methodological support for the formation of language-communicative skills of foreign students of medical specialties by means of professionally oriented text was characterized (research was carried out on the example of specialty 222 "Medicine").

The role of the text in the professionally oriented study of foreign students is analyzed: the text is a complete speech formation, content, structural and grammatical unity that is objectified in oral or written form is characterized by closeness, connectivity, different types of lexical, grammatical, logical, stylistic connections. It has a certain pragmatic guideline.

The emphasis is on the development of teaching and methodological support for the formation of the language-communicative skills of foreign medical students by means of professionally oriented text. Within the framework of experimental work, the teaching staff of Sumy State University prepared the manual for foreign medical students "Preparing for clinical practice (texts for reading in specialty)".

Further research will focus more on the correction, improvement of tasks in the development of teaching materials, the definition of the pedagogical conditions for the effective training of foreign medical students.

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