

N. I. Yelahina, N. O. Fedchyshyn, H. I. Klishch, T. I. Horpinich
I. Horbachevsky Ternopil State Medical University

EFFECTIVE METHODS IN FOREIGN LANGUAGE TEACHING OF MEDICAL STUDENTS

Н. І. Єлагіна, Н. О. Федчишин, Г. І. Кліщ, Т. І. Горпініч
*ДВНЗ “Тернопільський державний медичний університет імені І. Я. Горбачевського
МОЗ України”*

ЕФЕКТИВНІ МЕТОДИ НАВЧАННЯ ІНОЗЕМНОЇ МОВИ СТУДЕНТІВ-МЕДИКІВ

The aim of the work – to reveal the role and importance of effective methods of a foreign language teaching, to determine the most innovative methods and forms of educational work.

The main body. The article presents innovative methods of teaching foreign languages, based on the communicative approach focusing on the principles of the methodology of cooperation; the main methods and forms of work aimed at creating a motivational environment, the development of personality creativity, language competence and quality training of future specialists. Today, we should talk about the use of interactive methods of training, which encourage interest in the profession; promote the efficient acquisition of training material; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists.

Conclusion. Methods of teaching foreign languages, which are based on a communicative approach, help to reveal the creative potential of students and contribute to the development and self-improvement of the educational and communicative process as well as quality training of future specialists.

Key words: teaching methods; foreign language; communicative approach; medical students.

Мета роботи – розкрити роль і значення ефективних методик навчання іноземної мови, визначити найбільш ефективні методи і форми навчальної роботи.

Основна частина. У статті подано інноваційні методи навчання іноземних мов, що базуються на комунікативному підході за принципами методики співробітництва; запропоновано основні методи і форми роботи, спрямовані на створення мотиваційного середовища, розвиток творчих засад особистості, мовної компетенції та якісної фахової підготовки майбутніх спеціалістів. Розглянуто використання інтерактивних методів навчання, які стимулюють інтерес до професії; сприяють ефективному засвоєнню навчального матеріалу; формують моделі поведінки; забезпечують високу мотивацію, знання, командний дух; а головне, сприяють формуванню комплексних компетенцій майбутніх фахівців.

Висновок. Методи навчання іноземних мов, які ґрунтуються на комунікативному підході, допомагають розкрити творчий потенціал студентів і сприяють розвитку та самовдосконаленню навчально-комунікативного процесу, якісній фаховій підготовці майбутніх спеціалістів.

Ключові слова: методи навчання; іноземна мова; комунікативний підхід; студенти-медики.

Introduction. Today, the society needs competitive high-level professionals with non-standard thinking, who are able to learn information from foreign sources. Thus, the study of foreign languages becomes important for future professionals, so that they can share experiences in a foreign language environment, gaining new knowledge that will be aimed at the benefit of their own country. Medical universities use such teaching methods in a process of a foreign language learning, which is based on the translation of specialized educational texts, the learning of terminology and grammar.

This technique helps to develop reading skills, text interpretation, professional terminology mastering, and at the same time has a negative impact on students' communication skills. The only place where students of non-linguistic specialties can show their knowledge of a foreign language is the classroom, and the successful completion of a graded credit/exam is an incentive to study it. Therefore, the choice and use of rational teaching methods in foreign language lessons is primarily the task of a teacher, as well as his creative approach to them.

The aim of the work – to reveal the role and importance of effective methods of a foreign language teaching, to determine the most innovative methods and forms of educational work.

The main body. Analysis of works on this problem [1, 4, 7–9, 14] showed that it is important to clearly present the trends in the development of modern teaching practice, new methodological views and teaching methods. According to a number of researchers, it is necessary to consider the nature and sources of numerous difficulties, to draw conclusions about ways to overcome them, to identify the conditions for achieving high results in studies and educational work. Knowledge of the basics of psychology of teaching foreign languages will also help to find an answer to the question of how to implement differentiated and individual approaches to students. Both domestic and foreign scientists, namely I. Zymia, S. Nikolaieva, T. Pakhomova, Yu. Hapon, V. Liaudis, E. Nosenko, O. Palyi, K. Brucher, M. Collins, M. Simonson, A. Thompson, etc. were occupied with the study of teaching methods in foreign language training. However, the creation of a motivational environment using multimedia technologies in teaching a foreign language at medical Universities should be given more attention.

Competence-based approach in the system of higher education is intended to increase attention to the effective and technological formation of professional competences. We understand a professional competence as a personal education that determines the productivity of professional tasks and includes knowledge, skills and professionally significant personal qualities, experiences and value orientations. In this case, competence differs from such traditional concepts as “knowledge”, “ability”, “skills” and “experience” by its integrative nature, determined by personal traits, such as practice-oriented focus, the ability to work in a wide variety of contexts, self-regulation and self-esteem.

Such a definition of professional competence requires significant changes in the pedagogical support of the university curriculum, filling it with teaching methods which could provide the training of future specialists with the required comprehensive result. The traditional methods of the university educational process (lecture, explanation, exercise, etc.) are certainly important for professional development. However, their limitations are felt even more acutely at present when a complex phenomenon such as competence is formed. Therefore, we believe that modern education should focus on the

student’s independent activity, the organization of self-learning environments and experimental and practical training, where students have a choice of actions and can use initiative as well as flexible training programs where students can work in a comfortable educational atmosphere.

A. Kuzminskyi proves that it is the pedagogy that is an integral part of the educational process, and at the same time requires a creative approach to the use of teaching methods [6]. To achieve a high level of a foreign language, it is important for a teacher to know the latest teaching methods, special teaching techniques in order to optimally select a particular method in accordance with the level of knowledge, needs and interests of students. Rational and reasonable use of teaching methods in foreign language classes requires a creative approach on the teacher’s side, because “pedagogy is a science and art at the same time, so the approach to the choice of teaching methods should be based on the creativity of the teacher” [6].

Today, we should talk about the use of interactive methods of training, which encourage interest in the profession; promote the efficient acquisition of training materials; form patterns of conduct; provide high motivation, strength, knowledge, team spirit and freedom of expression; and most importantly, contribute to the complex competences of future specialists.

There should be used different methods in teaching a foreign language, focusing on the communicative one, in order to improve the knowledge and skills of non-linguistic students. The educational process should be formed as close as possible to the real communicative situation.

When selecting modern teaching methods, it is necessary to take into account the following criteria, according to which the used methods have:

- to create an atmosphere in which a student feels free and comfortable, to stimulate his/her interests, to develop the desire of practical application of a foreign language;
- to encourage a student, affecting his emotions, feelings, etc;
- to stimulate his speech, cognitive and creative abilities;
- to activate a student, making him the key object in the learning process, who is actively interacting with other participants in this process;
- to create situations in which the teacher is not a central object, that is, a student must realize that the study of a foreign language is related to his personality

and interests, and not to the methods and means of training used by a teacher;

– to teach students to work on their own language at the level of his physical, intellectual and emotional capabilities, providing at the same time differentiation and individualization of the studies and educational process;

– to provide various activities in the classroom: individual, group, collective, to a certain extent, stimulating the activity of students, their independence, creativity [2].

Today, the purpose of teaching a foreign language in higher education is to master communicative competencies by students that allow them to implement their knowledge and skills in solving specific communication problems in real life situations. Foreign language acts as a means of communication as well as a contact with representatives of other nations, therefore culturological or intercultural approach to learning in the framework of the concept of “dialogue of cultures” continues to develop in education. This policy is used in order to form polylingual students’ literacy. So, I believe that in a modern University there should be no place for such processes as rote learning, thoughtless memorization of texts in a foreign language, which have no practical value for the future life of students. Students should be trained on the basis of high-quality modern authentic educational material for the conscious use of a foreign language in later life and work. After all, good knowledge of foreign languages is now and will continue to be one of the leading requirements of employers. High-quality language training of students is not possible without the use of modern educational technologies. Modern technologies in education are professionally oriented in the process of foreign language teaching, project work in teaching, application of information and telecommunication technologies, work with educational computer programs in foreign languages (multimedia system), distance learning technology in teaching foreign languages, use of Internet resources, teaching a foreign language in a computer environment (forums, blogs, e-mails).

To achieve communicative competence, i.e. communicative skills formed on the basis of language knowledge, skills and abilities, a foreign language teacher uses the latest teaching methods that combine communicative and cognitive goals. Innovative methods of teaching foreign languages, based on the humanistic approach, are aimed at the development and self-improvement of the individual, at the disclosure

of its reserve capabilities and creative potential, create the preconditions for effective improvement of the studies and educational process in higher education institutions. The main principles of modern methods are: learner-centered lessons, the aims and content of classes, their focus on achieving social interaction in the presence of the teacher’s faith in the success of his/her students, the integration of the language and its acquisition through knowledge by means of other branches of science. There are different variants of this policy in the modern methodology, which have different names “Whole Language Content Approach”, “Cognitive Approach”, “Content-Based ESL Program”, “Cognitive Academic Language Approach”, “Co-operative Learning”, “Interactive training”[3].

There are the following advantages of the given method: students improve their oral skills and overcome the fear of mistakes. The attention to the quality of speech is among the disadvantages of the method. Communicative competence pretty quickly reaches its limits.

In the system of interactive learning there are such basic principles of cooperation: positive interdependence, i.e. the group succeeds in condition of good performance of tasks by each student; individual responsibility, working in a group, each student does his/her task, different from the others; equal participation means that each student is given the same amount of time to make conversation or complete a task; simultaneous interaction is when all students are involved in the work [5].

In the process of communication, students learn to solve complex problems based on the analysis of circumstances and relevant information; to express alternative opinions; to make informed decisions; to communicate with different people; to participate in discussions.

The most famous forms of pair and group work: inside/outside circles; brain storm; jigsaw reading; think-pair-share; pair-interviews; problem-solving methods, etc. [5].

In the process of teaching foreign languages to medical students, special attention deserves problem-solving methods, which include case study method, behavioural modelling, play projects, basket-method.

Problem based learning (PBL) is one approach that can help both the lecturer and the students to successfully shift from the first level to the next level of thinking and teaching. According to B. Duch, PBL instruction enhances the students’ abilities to analyze and solve complex problems, work cooperatively with their peers

and develop effective verbal and written communication skills. Such skills are essential to help to prepare the students for the real work life experience [11]. C. Tan has proposed the PBL model which transforms the content or curricula into a problem, the lecturer into a coach and the student into a problem solver [15].

The project method uses all the best ideas developed by traditional and modern methods of teaching English. These include, first of all, diversity, problem orientation, learning with pleasure. When implementing project method, along with verbal means of expression, students widely use other illustrative techniques: drawings, collages, plans, maps, charts, questionnaire tables, graphs and diagrams. Thus, the development of communication skills is reliably supported by the variety of means that transmit this or that information. Involuntary memorization of vocabulary and grammatical structures in the course of problem solving training is widely used in this system of education. The method of projects stimulates the development of creative thinking and imagination. In our opinion, the project work has unique opportunities for truly communicative teaching of a foreign language, even when relying on minimal language material. The given method is able to turn English lessons into a discussion, research club, which solves really interesting, practically significant and accessible to students problems taking into account the peculiarities of the culture of the country and, if possible, on the basis of intercultural interaction. A certain problem is at a fundamental level of the implementation of any project. To solve it, students need not only knowledge of English, but also the possession of a large variety of subject knowledge (human anatomy, histology, physiology, etc.) necessary to solve this problem. In addition, students must have certain intellectual, creative and communicative skills. The first ones include the ability to work with information, with the text in English (to highlight the main idea, to search for the necessary information in the English text), to analyze the information, to make generalizations, to draw conclusions. Thus, for the proper use of the project method, considerable preparatory work is required [10].

The case study method is training by solving specific cases. Its essence is a collective analysis of a situation, finding a solution and a public defence of said solution. In the process of reviewing the cases, students gain the skills of teamwork, independent modelling of the solution, independent reasoning and defending their opinion.

This method involves ambiguity in the solution of the presented problem, which creates a challenge for discussing the reasoning of proposed solutions and choosing the most appropriate one. Therefore, the result is not only knowledge but also professional skills and a well-formed personality and set of values.

The case which is viewed by the students, is usually taken from a real professional area and is supported by visual materials, statistical data, charts and graphs, descriptions of how it is viewed by different people, reports, data from the media, Internet resources, etc. – i.e., the information that allows us to understand what is described in the case.

The structure of the case has three parts: two for the student and one for the teacher. The subject section describes the situation and allows the students to characterize all of its circumstances; the information section reflects the details of the support upon which a final decision is made; and the methodical section, designed for teachers, determines the location of the case in the structure of the course, tasks for students and pedagogical support for solving the situation.

The solution of the situations offered to the students involves a variety of analytical methods: problem-based, cause and effect, praxeological, axiological, situational, prognostic and other types of predictive analysis.

The actions of students as part of the method are productive in the following succession: 1) familiarity with the situation, its content and features, 2) the allocation of the main problems, the factors and personalities that can really act, 3) offering solution concepts, 4) analyzing the consequences of the decision and 5) selecting the optimal variant, predicting consequences, an indication of the potential problems, mechanisms, prevention and solutions [12].

The activity of a teacher using this method includes two phases. The first includes creating the case, formulating the questions for analysis and developing methodological software support materials for the students and their independent work. The second phase includes the classroom activities of the teacher in discussing the case, where he/she makes introductory and closing remarks, organizes discussion or presentation, supports a business atmosphere in the audience and acknowledges the contribution of students in the analysis of the situation.

Thus, studying and analyzing work experience based on real situations, students comprehensively enrich the knowledge and skills that undergird the professional world, demonstrating a productive effect on the formation of their professional competences.

Behavioural modelling is a method of teaching interpersonal skills and professional conduct that is carried out in the following sequence: 1) the presentation of a model of professional behaviour which is to be learnt; 2) the most accurate reproduction of the proposed behavioural model; and 3) feedback, indicating the degree of success of mastering the relevant behaviours.

Situations that are offered to students using this method should sufficiently comply with actual professional situations, so that future specialists have the opportunity to maximize immersion in professional activities and rapidly adapt to specific conditions. For example, he/she may be practicing job interview skills, emergency response, discussion of career prospects, first aid cases, etc.

Behavioural modelling is effective when focussing on the following conditions: firstly, the proposed case is attractive to students and arouses their confidence and willingness to follow the proposed model; secondly, the case demonstrates the desired sequence or correct procedure in the standard situation; and thirdly, the students see that compliance with the desired sequence of activities is rewarded (time savings, insurance against errors, problem solving, etc.) [12].

Thus, the presented method of behavioural modelling can enhance the quality of training by promoting appropriate behaviour in ways typical of future employment situations.

Play projects is a teaching method where learning is effected via problem solving. At the first stage the teacher fixes the learning (research) problem, i.e., makes the problem situation a psychological one. At the second stage the students split into two competing groups and craft solutions to the problem. The third stage is a final meeting where students take roles and publicly defend the developed solutions (peer reviewed prior to defence) [13].

Play projects are most successful in practical classes as they involve no explanation of the new material or information exchange between the teacher and the students. Informational, research, creative and applied projects can be done within this format.

Thus, the play project method provides high activity for teaching courses and is more productive because design skills are developed and the specialists will be more flexible and efficient in solving complex professional tasks in the future.

The basket-method is a method of learning based on imitation of the most common situation of specialists, when the student has to perform unplanned activities

efficiently. Student is presented the situation or the role he/she should play and the materials which he/she must use in the exercise; the student performs the proposed actions; the final interview is conducted, in which the student justifies his/her actions, describes the potential impact of an action and assesses personal satisfaction with the result. The teacher analyses the information received from the students, offers an alternative solution, highlights missed opportunities, predicts the results of decisions and makes recommendations for the future [12].

This method, unlike the others, requires the development of scenarios and roleplaying. For example, a student playing the role of a school teacher "is conducting a lesson." Each "student" acts in accordance with their role unknown to the "teacher": he/she may suddenly ask a question about the "lesson", shout from his/her seat, ask the neighbour for a ruler, etc. In addition, the "head teacher" (appointed from among the students) can enter the classroom during the lesson to chide the teacher, make an announcement to the class, etc. Thus a student who is "conducting the lesson" should promptly and adequately respond to what is happening, but in the end take personal inventory of his/her actions. The teacher and all of the other students at the end of the game give their assessments of what they have seen in the "lesson". Students studying other concentrations may face such scenarios as unplanned phone calls, urgent tasks, new information on their work, visitors, answering a supervisor's questions, etc. Thus, this method can not only create a practical mode of professional competence. It can also develop the stress resistance of the future professional while playing out possible interventions in the process of solving the present problem [12].

It should be noted that all these forms of interactive learning are effective if the problem was previously discussed in the classroom and students have some experience and thoughts acquired earlier in the training process. The teacher should also take into account the fact that the topics for discussion should not be limited. One of the features of interactive teaching methods is that they motivate students not only to express their own point of view, but also to change it under the reasoned influence of partners in the process of communication.

Thus, the latest methods of teaching foreign languages contribute to a single solution to the problems of communicative, cognitive and educational nature: to develop communication skills, to establish

emotional contact with students, to teach them to work in a team, to take into account the opinions and statements of others.

As previous experience shows, the use of these teaching methods relieves nervous tension of students, changes the form of activity, draws attention to the main issues of the lesson.

Therefore, the study and practical application of innovative methodological approaches provide an opportunity for teachers of a foreign language to introduce and improve new methods of work, improve the efficiency of the learning experiences and the level of students' knowledge.

The new vision of education is aimed at creating a motivational environment for students in the process of learning foreign languages. Practice proves that textbooks and methodological developments used in the learning process do not sufficiently take into account the role and importance of the motivational sphere of students. So, this environment, where students acquire relevant knowledge and skills, should be motivational for a high-quality training, to encourage intense and coherent work [3].

The principle of functional approach in the process of teaching foreign languages is the main one. Within this approach, communication as the main function

of the language, is more fully used, both in linguistic and conceptual-thematic direction. The increasing importance of cultural exchanges, integration into Europe, familiarization with world values, the process of globalization have increased opportunities for contacts with native speakers. Thus, the study of a foreign language in higher education acquires practical significance, and the communicative function of language plays a key role in the process of expressing feelings, judgments and processing of information, knowledge, represented in any form.

Conclusions. Thus, the effectiveness of communicative teaching of foreign languages in higher educational institutions depends on the personality of the teacher, existing approaches and methods. The teacher should not solve only educational tasks, but also he/she must create the conditions for students' independent research, encouraging them to develop orientation skills and independent decision-making. And, the efficient use of methods of teaching foreign languages will help to reveal the creative potential of students, to promote the formation of future specialists in a certain field. Constantly evolving system of information management in combination with technical support provides the highest quality of educational process.

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E-mail address for correspondence: yelaginani@tdmu.edu.ua