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## MEDICAL STUDENTS' FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE AS A COMPONENT OF PROFESSIONAL TRAINING

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## ІНШОМОВНА КОМУНІКАТИВНА КОМПЕТЕНТНІСТЬ СТУДЕНТІВ- МЕДИКІВ ЯК СКЛАДОВА ПРОФЕСІЙНОЇ ПІДГОТОВКИ

**Abstract.** The relevance of the topic is due to the entry of the world community into the era of information civilization, acceleration and intensification of information processes, improvement of communication means, which entails the need to overcome communication barriers, which are foreign languages. The current stage of society development requires medical specialists to speak a foreign language as a means of communication to solve professional and social problems, and to successfully cooperate internationally. The theory and practice of modern education require the development of employees' communication skills. In order to effectively interact in science and practice, in the field of interpersonal relations, a medical specialist needs to have communicative qualities that represent an integrative connection of value orientations, moral positions and aspirations, knowledge, skills, and professional medical ethics. Mastering a foreign language requires a certain orientation of the student's personality at a medical university and the formation of cognitive activity. The value orientations act as an energizer of this orientation of the medical students. The formation of value orientations for learning a foreign language is necessary from the first day of training at a medical university. In contrast to speech activity, communication activity involves not only the ability to express thoughts in a foreign language, but also a certain communicative behavior of the doctor. The communicative orientation of training should be an interactive learning goal that focuses on achieving foreign-language medical professional communicative competence in the unity of all communication functions: cognitive, regulatory, value-oriented, label, pragmatic. The aim and tasks of the research are a need to clarify the essence of communication, the ratio of communication and types of communication, determining the location of foreign speech as a means of medical communication.

**Key words:** communication; medical student; university; foreign language professional communicative competence; medical communication; foreign language.

**Анотація.** Актуальність теми зумовлена вступом світової спільноти в еру інформаційної цивілізації, прискоренням та інтенсифікацією інформаційних процесів, удосконаленням засобів зв'язку та комунікацій, що веде за собою необхідність подолання комунікативних бар'єрів, якими є іноземні мови. Сучасний етап розвитку суспільства вимагає від фахівців-медиків володіння іноземною мовою як засобом комунікації для вирішення проблем професійного і соціального характеру, успішного міжнародного співробітництва. Теорія і практика сучасної освіти вимагають розвитку у працівників комунікативності. Для того щоб ефективно взаємодіяти в науці і практиці, у сфері міжособистісних відносин, фахівцям медичного профілю необхідні якісні комунікативні якості, які являють собою інтегративний зв'язок ціннісних орієнтацій, моральних позицій і прагнень, знань, умінь, професійної медичної етики. Вивчення іноземної мови вимагає певної спрямованості особистості студента медичного вузу і формування пізнавальної активності. Ціннісні орієнтації виступають енергізатором такої спрямованості особистості студента-медика. Формувати ціннісні орієнтації щодо вивчення іноземної мови необхідно з першого дня навчання в медичному вузі. На відміну від мовної діяльності, комунікативна діяльність передбачає не тільки вміння висловлювати свої думки іноземною мовою, а й певну комунікативну поведінку лікаря. Комунікативна спрямованість навчання повинна бути інтегративною метою навчання, що орієнтує на досягнення іншомовної медичної професійної комунікативної компетентності в єдності всіх функцій спілкування: пізнавальної, регулятивної, ціннісно-орієнтовної, етикетної, прагматичної. Метою і завданнями дослідження є необхідність з'ясування сутності спілкування, співвідношення засобів спілкування, видів спілкування, визначення місця іншомовного мовлення як засобу медичної комунікації.

**Ключові слова:** комунікація; студент-медик; університет; іншомовна професійна комунікативна компетентність; медична комунікація; іноземна мова.

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**Introduction.** The need to achieve professional medical foreign language communicative competence, rather than formal learning of a foreign language, is dictated by the requirements of the modern period of transition to the world information civilization. Based on the fact that the training of the doctor is an activity, and every activity is accompanied by a communication. It is multifunctional and acts as a means of formation of professional medical profile, its culture in the process of medical education in medical school when learning a foreign language. There is a need to clarify the essence of communication, the ratio of communication, types of communication and their relationship to communication, its functions, determining the location of foreign speech as a means of medical communication.

**The aim** – to clarify the essence of communication and other relevant concepts in the process of formation of medical students’ foreign language professional communicative competence.

**Theoretical framework.** Communication is one of the most important conditions for the development of society and the individual [5]. Communication is one of the components of medical communication. Communication and interaction are informational in nature. In psychology, there are several approaches to understanding communication. The subject of our research is medical communication professional activity related to scientific medical information, which is its cognitive component. The content of medical communication is information transmitted during contacts between specialists, doctors and patients. This is knowledge about treatment methods, acquired knowledge about the psychology of patients. This is information about internal motivational states, about the presence of personal needs. Medical communication is multi-subject and diverse in its internal content, which can only be known by analyzing the subject of medical communication, what it is about. Nemov R. considers the content side of communication as a set of material, cognitive, conditioned, and motivational and activity components [9].

From the above, we can conclude that when teaching students at a medical university, communication is represented by cognitive, conditioning, motivational and activity components, which is the informational and communicative basis for exchanging information about the professional medical context in a foreign language.

Motivational communication when teaching a foreign language at the medical university leads to the formation of attitudes to actualize the needs for

improving knowledge for their future profession as a doctor. It allows acquiring new interests, motives, and goals. Modeling of professional medical communication in foreign language classes is associated with various types of cognitive or educational activities and serves as a way to transmit medical information, expands the horizons, develops the abilities of a medical student. During it, interpersonal exchange of actions, operations, skills and abilities are carried out, which enrich and improve the activities of the student.

To determine the essence of communication, the concept of functional and level organization of communication developed in recent decades is important [11]. Analysis of psychological literature shows that professional communication is multifunctional, it involves the implementation of the following functions: organization of joint activities, exchange of opinions, positions, experience (communicative); the emergence of new knowledge (epistemological); understanding the motivational basis of interaction, coordination of joint efforts (emotional); co-creation, which implies the presence of a personal, moral and ethical component, the formation of a system of values and ideals (creative).

Panferov V. identified four points in it: communication, interaction, knowledge, relationship, respectively, names and four approaches to the study of communication: communicative, informational, Gnostic (cognitive) and regulatory, defining communication as “interaction of people, the content of which is mutual knowledge and exchange of information through various relationships that are favorable for the process of joint activity [10].

Currently, a common approach is to consider the communicative, interactive and perceptual sides of communication. It is essential that all these functions are implemented simultaneously in communication. The communicative side is implemented in the exchange of information, interactive – by regulating the interaction of communication partners, provided that they unambiguously encode and decode sign (verbal, non-verbal) communication systems, and perceptual in the “reading” of the interlocutor due to such psychological mechanisms as comparison, identification, apperception, reflection. The interactive side of communication is expressed in the concept of symbolic interactionism (Mead T., Rose A., Shibutani T., etc.), as well as in the theories of roles (Sorbin T., Linton R., Goffman E., etc.) and reference groups (Merton R., Hyman G., Newcomb T., Sheriff M., etc [12].

Lomov's B. classification is close to this classification and identifies the following aspects of communication: 1) informational and communicative, covering the processes of receiving and transmitting information; 2) regulatory and communicative, related to the mutual adjustment of actions in the implementation of joint activities; 3) affective and communicative, related to the emotional sphere and meeting the needs to change their emotional state [7, 8].

According to Brudnyi A. in communication can be allocated up to three primary functions: chiacona – a call to action; interactive – block braking – (“impossible-possible”); destabilizing threats, insults, etc., and the four basic functions of communication: instrumental – coordination of activities through communication; syndicated – creation of community groups; expression; translational function. The latter is of particular interest for medical communication, since “this function is the basis of learning: through communication, and there is training of the individual, both instrumental, authorized and organized by the state, and actually individual informal, which occurs in the process of repeated contacts with people who are able to transfer their knowledge and skills to this person” [4].

An even more detailed analysis of communication functions allows differentiating between contact, informational, motivational, and coordination functions. Thus, we can conclude that the most often classifications describe the communicative aspects of communication. Business professional communication is primarily based on information, communication and regulatory aspects, including non-verbal means of communication. In order for communication to take place and to be effective independence and activity of subjects of professional communication should be presented; communicating contact; feedback between communicating; professional communication cannot be effective without the interaction of people communicating; communication is effective with interaction partners in communication through the exchange of information.

The main task of information exchange in communication is the translation of information in the forward or reverse direction and the development of a common sense [12]. In the process of teaching a foreign language, it is very important to take into account feedback, as well as means of communication as ways of encoding, transmitting, processing and decoding information, writing in its various forms, technical means of recording, transmitting and storing information (ra-

dio and video equipment, mechanical, magnetic, laser and other forms of recordings) as ways of transmitting information [9].

Among the types of communication, there are also business and personal, instrumental and targeted. Business communication is, first of all, communication, i.e. the exchange of information that is important for the participants of communication [12]. The research is primarily interested in business medical communication and overcoming the communication barrier that is a foreign language in international business communication. At the same time, activity and communication are considered as interrelated aspects of social activity that develops a person. When modeling professional medical communication, it is possible to study business medical etiquette. According to the set of functions, speech is a polymorphic activity, i.e. in its various functional purposes; it is presented in different forms: external, internal, monologue, dialogue, written, oral, etc.

This is important for understanding the specifics of studying a professional medical foreign language. Their main difference is the following: language is a system of conditional symbols that convey combinations of sounds that have a certain meaning and meaning for people. Foreign language speech is an important means of communication for international communication. Foreign language speech is impossible without language acquisition, while language can exist and develop relatively independently of a person. The connecting link between language and speech is the meaning of the word.

However speech carries a certain meaning that characterizes the personality of the person who uses it. The content of speech necessarily requires abstraction and generalization, the expression of generalized and abstracted content in the word-concept-term. Communication of psychologically and culturally developed people necessarily involves the generalization and development of verbal meanings. Defining “speech activity” as the main object of training, it is necessary to correlate this statement of the question with the generally accepted position that we teach “a foreign language”. Important in this regard are the relationship in psychological terms of the concept of “language” and “foreign language speech activity”, a foreign language as a subject of learning and mastering, the uniformity of this phenomenon.

Language is a means of expressing thoughts about objective reality, the properties and regularities of

which are the subject of other disciplines. Language in this sense is “pointless”, and “pointless” academic discipline is difficult to teach. Accordingly, in the process of teaching a foreign language, the teacher faces the task of initially determining the specific, satisfying the need, mastering a foreign language as a subject of speech activity. Motive of foreign language learning in medical school is to obtain information about new research in medicine, new therapies and new medical equipment, the ability to communicate with foreign colleagues, as well as about the peculiarities of communication between doctor and patient.

The specificity of a foreign language as an educational subject is also in its boundlessness and dimensionality. Indeed, a foreign language with any other academic subject in comparison, each of them has certain thematic sections, having mastered the knowledge of which, the student feels satisfied. So, he can say that he knows “anatomy”, although he does not know “biology” well, noting a certain specificity and direction of his own interests. Learning a foreign language is impossible if the student can not only know the section “gerund”, without knowing the section “tenses”, etc. He must know everything. But no one knows how much “everything” is! In this sense, language as an academic subject is “unlimited” [6].

De Saussure outlined the language as a speech, the global activity of the speaking collective and individual, and language as a sign system. Both of these manifestations of speech activity are realized in speech. According to de Saussure speech is the act of the individual which realizes his capacity by means of a social condition [13]. Speech activity of people, realizing their communication with each other, at the same time implements their social and communicative activities. Speech reflects the process, the dynamics of thinking in inseparable connection with the language that embodies the result of previous thought acts and participates as a means, tool in every moment of the present. Language and speech are combined together as means and ways of performing various types of speech activities in order to communicate people with each other.

All of the above allows clarifying the main task of teaching foreign languages, namely: to teach speech foreign language activities and ways to implement it. This clarification is not useless, since it is known that in a foreign language training course, as a rule, the main attention is paid to teaching the means of expression of thought, i.e. such types of speech activities as speaking, listening and reading. Communication in a

foreign language is not given due attention even in the process of learning to speak. Accordingly, one of the great problems of teaching foreign language speaking is that it is necessary to teach not only the means, words and rules of a foreign language, but also the very way of forming and formulating a thought.

Currently, in pedagogy there is a need for a broad theoretical understanding of the problems of higher education, including teaching a foreign language. Without appropriate scientific pedagogical theories, teachers and methodologists who design programs and courses of study can neither justify their constructions, nor understand their internal logic, although the initial ideas and features of such programs and courses are usually found most often in the practice of education itself, and not in pedagogical science [16].

**Conclusions and Prospects for Research.** The current trend of change in the field of education is a global trend of changing the basic paradigm of education and the domestic movement of our school and education towards integration into the world culture. This implies its philosophical and methodological support. Despite the available research on this problem, it has not been found a commonly used and generally accepted concept of “foreign language communicative professional competence” in the medical aspect in the psychological and pedagogical literature.

In the context of our study, the educational-cognitive activity, intensive learning process resulting from the need and willingness of the individual to intellectual and professional activities is provided by effective teaching conditions with the use of active forms and methods of education, approving the formation of the student as a subject of study. From this definition, it follows that it is possible to activate the cognitive activity of medical students when learning a foreign language at a medical university, taking into account two interrelated components: internal (content) and external (procedural – activity).

So, the analysis of practice and research shows that communication as a means of medical communication can fulfill its role if:

- training of medical students in foreign language communication will be carried out on a cognitive, motivational, activity-need, communication-information basis;
- training in medical communication will perform informational, interactive, perceptual, communicative, epistemological, emotional, creative, orientation functions;

– the communication process will include such aspects of medical communication as informational and communicative, related to the reception and transmission of information; regulatory and communicative, including coordinated mutual correction of the activities of participants in medical communication; affective and communicative, reflecting the emotional state of the doctor and the patient and the communicative needs of the future doctor’s personality;

– communication in foreign language communication will be based on the principles of “business communication”, based on information, communication, regulatory aspects, subordinate to overcoming the language (communication) barrier, where language and speech are interconnected, the basis of commu-

nication is the significance of the word, its cultural value. The motive for studying a foreign language at a medical university will be to get information about new research, new treatment methods and novelties of medical equipment and features of medical communication with a patient, colleague;

– communication activity as a complex type of communication will include the exchange of ideas, meanings, thoughts, and regulation of relations;

– the information that communication carries, will be in demand for the development of foreign-language professional medical communication based on the relationship between the content and procedural and activity components.

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