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**N. I. Yelahina**

ORCID <https://orcid.org/0000-0002-5423-8327>

ResearcherID Q-4615-2016

Scopus Author ID 57217651019

**N. O. Fedchyshyn**

ORCID <https://orcid.org/0000-0002-0909-4424>

ResearcherID Q-5422-2016

Scopus Author ID 57202833382

*I. Horbachevsky Ternopil National Medical University*

## INNOVATIVE METHODS OF TEACHING PROFESSIONAL ENGLISH TO MEDICAL STUDENTS

**Н. І. Єлагіна, Н. О. Федчишин**

*Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України*

### ІННОВАЦІЙНІ МЕТОДИ ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ СТУДЕНТАМ-МЕДИКАМ

**Abstract.** The given article is aimed at a thorough analysis of innovative methods of teaching Professional English, which have begun to develop actively and rapidly due to the growing need to master a foreign language. The situation with Covid-19 has made its own adjustments to this process, namely, we are talking about the transfer of all universities to distance learning, which prompted the search for new methods and forms of working with students. Special attention is paid to the use of these technologies in students' foreign-language speech activities: dialogue / monologue, vocabulary work, reading a foreign-language text, translating and discussing it, studying lexical and grammatical phenomena of the English Professional language.

**Key words:** method; Professional English; multimedia tools; computer-assisted language learning; simulation method; an online learning tool called Quizlet.

**Анотація.** Дана стаття спрямована на ґрунтовний аналіз інноваційних методів викладання англійської мови за професійним спрямуванням, які почали активно та стрімко розвиватися у зв'язку зі зростаючою потребою в оволодінні іноземною мовою. Ситуація із Covid-19 внесла свої корективи в цей процес, а саме йдеться про переведення всіх вузів на дистанційне навчання, що спонукало до пошуку нових методів та форм роботи зі студентами. У статті розглядаються особливості застосування інноваційних методів навчання на заняттях з англійської мови за професійним спрямуванням, наводяться їх приклади та аналізуються способи їх проведення. Особлива увага приділяється застосуванню цих технологій під час іншомовної мовленнєвої діяльності студентів (діалог/монолог/полілог, словникова робота, читання іншомовного тексту, переклад і його обговорення, вивчення лексико-граматичних явищ англійської мови за професійним спрямуванням).

**Ключові слова:** метод; англійська мова за професійним спрямуванням; мультимедійні засоби; навчання з комп'ютерною підтримкою; метод симуляцій; он-лайн інструмент навчання під назвою Quizlet.

**Introduction.** The national doctrine of the formation of domestic higher education specifies the need to develop initiative and creative search for teachers, study and disseminate their pedagogical experience. Changes in the public life of Ukraine require all teaching staff to work in a new way, improving the forms and methods of activity. According to the leading educational concept, creativity affects the formation of an intellectually and morally perfect personality, enables a person to understand their individuality, their

talent and effectively use it. This aspect is especially significant in the modern world, where thanks to advanced technologies, the concept of distance between countries, continents and time is rather conditional. Today, political, economic, cultural, and artistic interstate relations require close contact, which demands communication in one language (English, German, or Ukrainian). Therefore, the pedagogical creativity of a teacher, and even more so of a foreign language teacher, turns from desirable to a necessary one in the university educational process.

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The rapid changes projected by Covid-19, the modernization of the educational system, achievements in the field of theory and practice of teaching foreign languages, put before the educational system of Ukraine the need to update the content and methods of applying innovative approaches to teaching a professional foreign language.

**The aim** – to analyze the aspects of innovative methods implemented in teaching Professional English to medical students.

**Theoretical framework.** The use of computer technologies in learning a foreign language is one of the leading methods of teaching Professional English to medical students in the conditions of nationwide quarantine caused by Covid-19. It is this method that opens up access to new sources of information for students, stimulates their motivation to receive information in a foreign language, increases the effectiveness of independent work, gives new opportunities for creativity, and allows them to implement qualitatively new forms and methods of teaching Professional English.

One of the most revolutionary achievements in recent decades, which significantly influenced the educational process around the world, was the creation of a worldwide computer network, called the internet, which literally means “international network”. The use of cyberspace for educational purposes is a completely new direction of general didactics and methodology, because the changes that occur affect all aspects of the educational process, starting from the choice of techniques and teaching methods, ending with changing of requirements for the students [1].

The main aim of learning a foreign language is the formation of communicative competence, all other aims (educational, social, professional) are realized in the process of implementing of this main aim. The communicative approach involves learning to communicate and developing the ability for cross-cultural interaction, which is the basis for the functioning of the internet. Outside of communication, the internet has no meaning. It is an international, multinational, cross-cultural society, whose livelihood is based on the electronic communication of millions of people around the world, speaking simultaneously – a giant conversation in size and number of participants that has ever taken place. By joining it in a foreign language class, we create a model of real communication.

Special attention is paid to interactive learning to write and read. An interesting method offered

by of H. O. Kytaihorodska, the essence of which is the formation of communicative writing skills with intensive methods of teaching foreign languages, in particular in the method of activating the capabilities and capacities necessary to meet reserve component of the individual as well as the team. It is based on a complex didactic system of intensive training, the purpose of which, in addition to the formation of stable skills and abilities in all types of speech activity, including writing, is a comprehensive development of the individual, obtaining educational, social, and psychotherapeutic results. It contains eight main components: teacher, student, content (subject), methodology, team, teaching tools, learning network and support of academic activities [4, p. 56].

Priority is given to understanding, transmitting, and expressing the content of information. Thus, the study of grammar is carried out indirectly, in direct communication, in addition to the full study of grammatical rules.

Mastering communicative and cross-cultural competence is impossible without the practice of communication, and the use of internet resources in a foreign language lesson is irreplaceable: the virtual internet environment allows you to go beyond the time and spatial framework, providing its users with the opportunity to communicate with real interlocutors on topics that are relevant for both sides. Although the internet is only an additional technical means of learning, and to achieve optimal results, it is necessary to correctly integrate its use into the lesson process. So, classes in the discipline “Professional English” are held in the university-wide platform “Teams”, within which we can use any online service.

Using any online service in the classroom for 10-15 minutes will ensure: active participation of students in the learning process; establish feedback in the «teacher-student» system; provide an opportunity to apply the acquired skills and knowledge in real life; promotes independent creative activity of students. Such applications can be used to introduce new lexical and grammatical material or test an already learned topic, to develop students’ lexical, grammatical and phonetic skills and improve their skills in reading, listening, speaking and writing. At the same time, each student is an active participant in the learning process and independent and confident one, which, in turn, minimizes the fear of making a mistake and helps to quickly overcome the language barrier [11, p. 155].

Innovative learning methods include: computer-assisted language learning (CALL), storyline method,

simulation method, carousel method, station learning method, group puzzle method, role-playing method, “case study” method (working on problem-solving situations, students consider the problem, analyze the situation, present their ideas and solutions to the problem during the discussion). We agree with the opinion of M. Levi, who defines that CALL is the search and research of methods of a computer using in teaching as a general notion and teaching languages in particular [9, p. 18]. Therefore, CALL is a method of teaching and studying a foreign language using a computer and computer resources, in particular the Internet, which is used to optimize and present, consolidate and evaluate the material studied. CALL can be implemented independently of the Internet, for example, in CDROM format. It includes the search and research of applications to the language that is taught and studied [12]. The storyline method is based on a combination of planned educational content, with the interests and ideas of students. By receiving “impulses” from the teacher (so-called key questions), students contribute to the creation of the story. This method exists without text textbooks. We are talking about creative planning, selection of hypotheses, experience, systematization and presentation of the work. The designed story also contains elements of drama and role-playing games. The teacher sets only the scope of the action and presents individual episodes. Students ask their own questions and find their own answers. One of the used methods is station learning method. It is an educational technique which helps students perform work on educational material, which is organized in the form of stations (students receive work plans with mandatory and selective tasks). When studying by station, students have the opportunity to choose the distribution of time, the sequence of tasks and the social form that is offered (individual work, pair work, group work). Thus, when using this method, students learn to plan their time, learn self-assessment, analysis of their own educational success, planning and conducting work stages. Working on stations allows you to differentiate according to the abilities, interests of students, and the degree of complexity of the task [6, 10].

Simulation method. Especially in teaching a foreign language to medical students, the simulation method can be successfully applied. In training, we are talking about a variety of simulation games that provide students with the opportunity to practice their skills, apply knowledge in order to solve a particular problem in a so-called “safe environment” that simulates real situ-

ations, for example, when working with patients. The simulation provides an opportunity for students to try themselves in a certain role, namely a doctor, a nurse, and gives them the opportunity to explore the system of work of a particular health care institution. Participants of the game are given certain tasks, i.e. to set the correct diagnosis, prescribe treatment and rehabilitation, and so on. Simulations are characterized by a high degree of interest of participants who are completely immersed into the game, are embodied in their role, and are rooting for the result of their work, since the overall result of the game depends on team spirit and speed of decision-making. Thanks to the simulation, students develop strategic planning skills and develop the ability to work in a team. Simulations organize students’ knowledge and prepare them for the need to make quick and motivated decisions in their future performance. There are computer simulations where participants work with a computer program, control an imaginary bridge, and desktop simulations where the doctor and patient “exist” in the form of cards [7].

One of the worth implementing methods is a role-playing one. Role-playing is an active method of learning, a means of developing a student’s communication skills. Role-playing is associated with the interests of students, and it is a means of emotional interest, motivation for learning activities. Role-playing is an active way to teach practical foreign language proficiency. It helps students overcome language barriers and significantly increases the volume of their speech practice [2, p. 67].

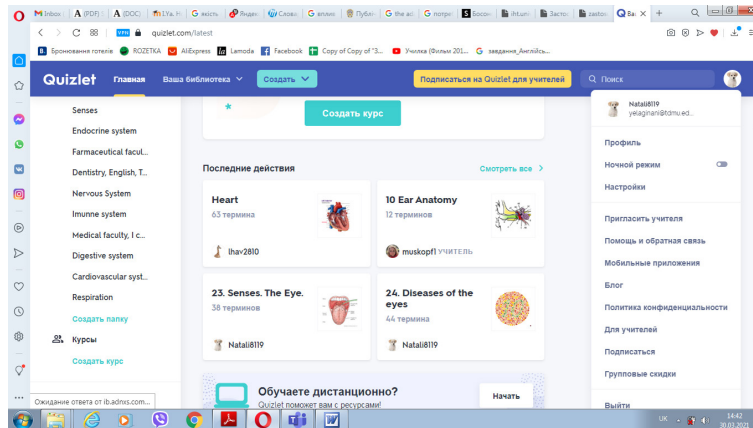
Modern communicative methods offer a wide introduction of active non-standard methods and forms of work into the educational process for better conscious assimilation of the material. In practice, we have found a fairly high efficiency of such forms of work as individual, pair, group and teamwork. The most commonly used forms of pair and group work in a medical establishment are: inside/outside circles; brain storm; jigsaw reading; think-pair-share; pair-interviews and others [2, 3].

Also today, such innovative types of activities as the project method are widely used, which ensures the development of cognitive and creative skills of students, the ability to independently design their knowledge, navigate in the information space, and think critically [5, p. 133].

Mastering lexical competence is perhaps the most important aim in learning Professional English by medical students, since it ensures the successful task of the Krok/Step license exam, which is successfully

achieved by an online learning tool called Quizlet. It is one of the fastest growing free educational platforms with 30 million monthly users from 130 countries around the world. Quizlet is a free of charge online service for creating and applying flash cards and

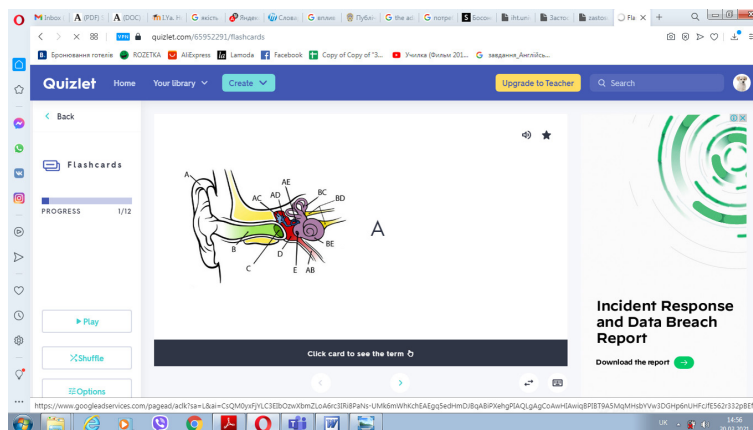
educational games in various categories. Using flash cards in the process of learning vocabulary is not a new idea, but this tool is one of the most effective when learning new words and memorizing them for a long time.



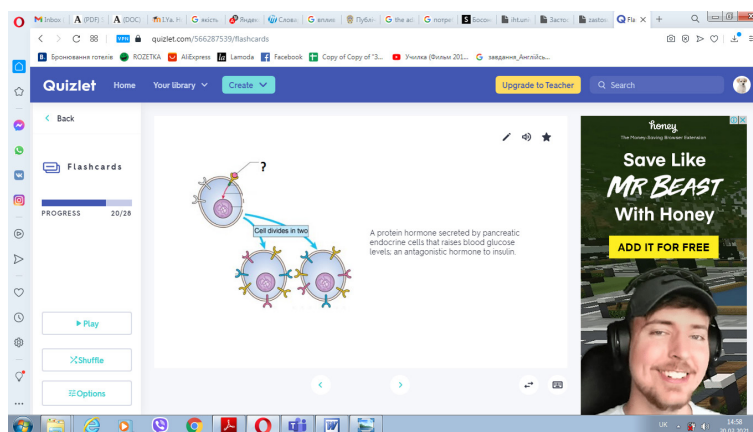
General user's profile in Quizlet

Flash cards allow you to memorize words visually as well as by ear, and the Quizlet portal gives them a modern meaning. The service modes offered by the program allow you to study lexical units in various ways:

– “Flashcards” mode is a card viewing mode (you can view either both sides of the card at once, or one of them; there is a word listening function);

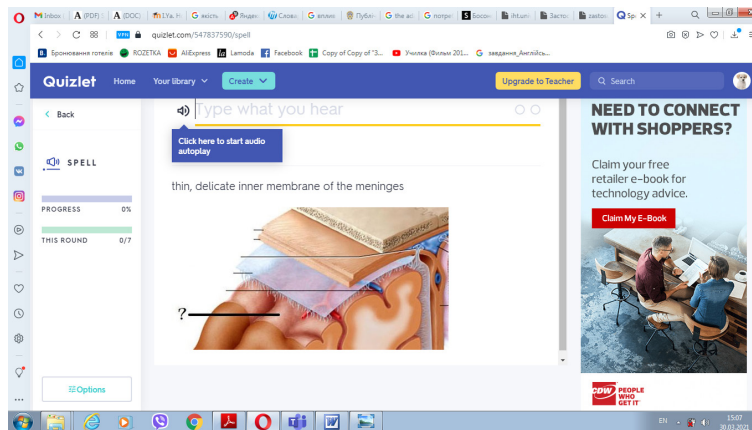


Flashcards in pictures on the topic “Human Ear”



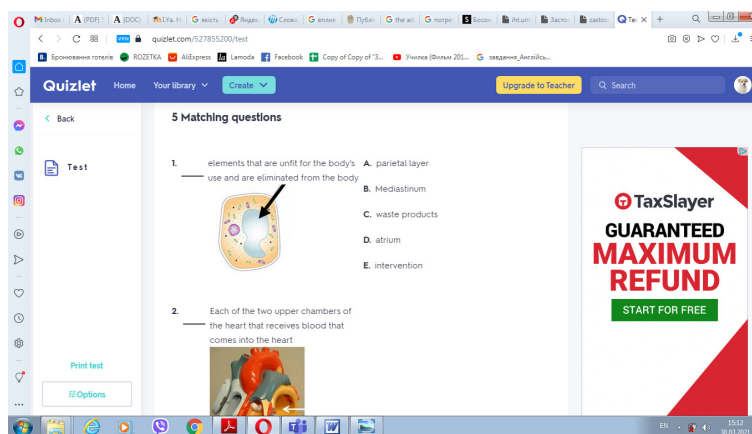
Flashcards in definitions on the topic “Hormones”

– “Speller” mode: enter what you hear; “Learn” and listen to its meaning and record it); Mode (has two options: enter the translation of a word



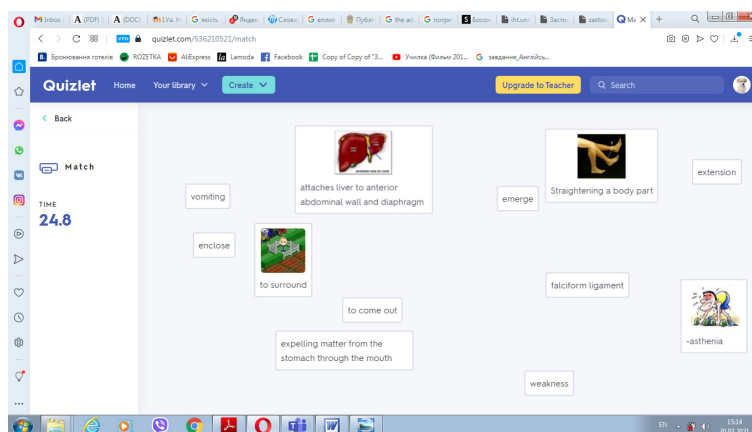
Word-dictation on the topic “The Nervous System”

– “Test” Mode (4 types of questions). It helps to manage gramatically correct communication;



Test on making up interrogative sentences

– “Scatter” game (drag and drop terms to their meaning to make them disappear);

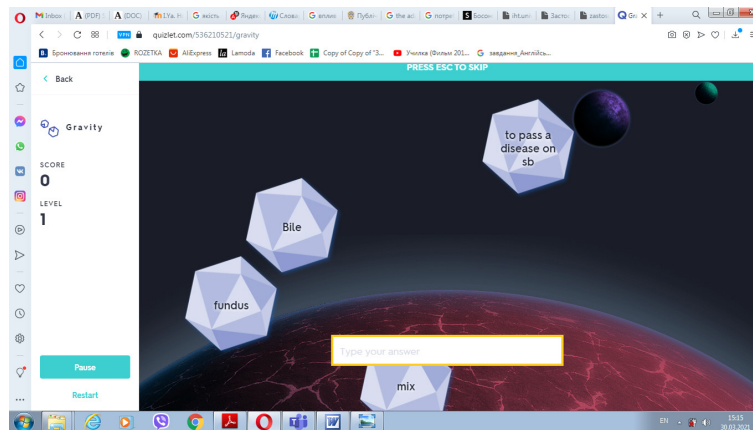


Match the terms with their definitions

– “Race” mode is the “space race” game (while the card “flies” across the screen, you need to enter the word in the appropriate time limit).

You can work in the program for training purposes without registration, but to create your own set of flash-

cards, you need to log in. Next, click on the upper-right button of the site, select the source language and translation language, first enter the word, and then its meaning. After entering the required number of words, click “Finish”. Give the set a name and set the privacy level.



Game on checking the vocabulary

The interface of this service is quite clear. For example, the “Don’t know” button can be used when you don’t know the translation of a certain word on the card. Moreover, after completing a certain stage of training, brief statistics appear that provide information about the level of lexical items acquisition. You can also add an image to the translation to better understand the lexical unit. However, the service has also taken care of the social component so that you can use sets of other users that contain these images for training. Thus, it allows you to create entire groups with users and folders with your own files. However, it is worth noting that the latest features, as well as some training modes, such as “Space Race” and “True/False” testing, are not supported by the Quizlet mobile app, unlike the Quizlet website. On the site, you can also use automatic translation detection when entering a word and select the desired option from the suggested list. Quizlet is a convenient tool for the initial presentation of lexical items, their classifying and consolidation, which can be used anywhere and at any time.

In turn, the use of innovative teaching methods gives a student of a higher educational institution a clear and strong motivation to learn a foreign language, since they are practical and visual in nature. So, the use of audio-video materials for learning a foreign language is very visual, they activate several types of activities at once and make it possible to continuously repeat the

material being studied. Using multimedia resources has a much greater degree of interactive learning than working in the classroom. The use of Internet resources provides visibility of the presentation of the material, a variety of information presentation.

**Conclusions and Prospects for Research.** Thus, innovative methods of teaching foreign professional languages, which are based on a creative approach, help to fully reveal the potential of students and contribute to the development and self-improvement of the educational and communication process. So, when considering some innovative methodological technologies, it is impossible not to recognize that specific modern concepts of teaching Professional English are quite original, interesting and informative-significant both in theoretical and practical sense, in particular, Quizlet, which is a convenient tool for creating flash cards and promotes vivid presentation, semantics and consolidation of lexical items by a constant repeating them in different contexts. These techniques allow us to look at such complex phenomena as language proficiency, communication, not only from our own point of view, but also from the point of view of their understanding by other American and English researchers. This, in turn, increases the level of professional competence of a foreign language teacher to some extent, which is basically necessary in his teaching practice in order to keep up with the times.

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