

УДК 378.147(045)

DOI 10.11603/m.2414-5998.2022.4.13640

I. A. ProkopORCID <https://orcid.org/0000-0001-6683-5922>

ResearcherID Q-5670-2016

H. Ya. KituraORCID <https://orcid.org/0000-0001-7271-6364>

ResearcherID Q-5784-2016

*I. Horbachevsky Ternopil National Medical University***PEDAGOGICAL ASPECTS OF FORMING ENGLISH LANGUAGE
PROFESSIONALLY ORIENTED COMPETENCE OF FUTURE DOCTORS
THROUGH THE PRISM OF COMMUNICATIVE EXERCISES****I. A. Прокоп, Г. Я. Кітура***Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України***ПЕДАГОГІЧНІ АСПЕКТИ ФОРМУВАННЯ АНГЛОМОВНОЇ
ПРОФЕСІЙНО ЗОРІЄНТОВАНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ
ЛІКАРІВ КРІЗЬ ПРИЗМУ КОМУНІКАТИВНИХ ВПРАВ**

Abstract. The article covers the issues of the practical use of English language communicative exercises as a constituent of medical students' professional competence. The core of foreign language competence as an integral part of the professional competence of health care specialist is identified. The development of a medical student's foreign language competence is an essential concept of the professional education in higher educational medical establishments and is implemented through mastering the specifics of language competence at its phonetic, lexical and grammatical levels of study. The emphasis is placed on the need of educational communicative exercises analysis as a core component of English for Specific Purposes (ESP). The issues of special subject contents within the course of ESP, choice of teaching materials, advance of students' communicative component in the mastering of the English language skills are reviewed. The main elements of the medical students' communicative competence are defined; science-based classification system of exercises for the formation of communicative competence is regarded; the necessity of lexical mastering for adequate opinion formation is emphasized. Both theoretical and methodological aspects of testing students' foreign language professional competence in the process of studying professionally oriented English are highlighted. It has been found that the practical use of the communicative exercises makes it possible to develop speech skills and abilities, thus providing an opportunity to evaluate, express own opinions and promote self-development and self-actualization of medical students.

Key words: English professionally-oriented competence; communicative exercises; foreign language competence; system of exercises.

Анотація. Стаття присвячена обґрунтуванню використання англomовних комунікативних вправ як складової формування фахової компетентності у студентів медичних ЗВО. З'ясовано суть іншомовної компетенції, що є важливим концептом фахової компетентності майбутнього працівника охорони здоров'я. Наголошується, що формування іншомовної фахової компетентності студента-медика є невід'ємним аспектом професійно орієнтованого навчання у медичному ЗВО і здійснюється шляхом опанування особливостей мовної компетенції на її фонетичному, лексичному та граматичному рівнях вивчення. Увага акцентується на необхідності аналізу навчальних комунікативних завдань як фундаментальної основи курсу іноземної мови за професійним спрямуванням (ІМПС). Розглядаються питання змістового наповнення курсу ІМПС, відбору навчального лексичного матеріалу, розвитку комунікативного компонента в процесі оволодіння студентом іншомовними фаховими вміннями. Охарактеризовано основні складові комунікативної компетенції студентів-медиків, розглянуто науково обґрунтовану класифікацію системи вправ для формування мовленнєвої компетенції; наголошено на необхідності засвоєння лексики для правильного оформлення висловлювання. Висвітлено теоретичні та методологічні аспекти діагностики іншомовної професійної компетентності студентів у процесі вивчення англійської мови за професійним спрямуванням. З'ясовано, що використання комунікативних завдань на заняттях англійської мови за професійним спрямуванням розвиває мовленнєві навички та вміння, які надають можливість давати оцінку, висловлювати власну думку і сприяють саморозвитку та самоактуалізації студентів-медиків.

Ключові слова: англomовна професійно зорієнтована компетентність; комунікативні вправи; іншомовна фахова компетентність; система вправ.

© I. A. Prokop, H. Ya. Kitura

Introduction. Currently, transformation society is characterized by the applicants of higher education institutions mastering the profession under conditions of constant discoveries, new expectations and changing priorities in the development of all spheres of cultural and socioeconomic life. Focusing on the country's joining European Community involves specific requirements for the specialists in all fields, fluency in the foreign language included. Expansion of international cooperation contacts, involvement of foreign investments, as well as formation of new joint ventures, etc. require education modernization, primarily introduction of professional competence approach into the educational paradigm that is supposed to provide students' theoretical knowledge, practical skills as well as both their personal and professional development. Today, professional fluency in a foreign language alongside with ability to communicate in business and science is a precondition for successful career growth of higher education institution graduates.

At the present stage of social and educational development competence aspect is crucial for the self-realization of an individual. Use of the term "competence" at the state level and its fixation in official documents suggest priority status of competence formation and development by students for education system functioning.

Any professional culture is based on the idea of "competence" and "proficiency". Being a significant component of the professional culture in pedagogical, managerial, economic, engineering and medical fields, communication competence is "an integral part of an individual's professional activity, since it reflects personal characteristics and specialist's skills which enable him/her to implement the tasks of professional activity independently and effectively, including those related to the activities of the other people" [3, p. 151].

Based on the interpretation of "competence" by prominent figures in different fields of science, communication competence should be regarded in the context of professional activity as a combination of different competences reflecting the level of future specialist's readiness in mastering particular skills [9].

Development of science requires professional English language skills for performing professional duties by experts in different fields.

The aim – to substantiate the feasibility of development of English language professional speech competence of a medical student using professional communicative tasks in the ESP course.

Theoretical framework. The issues of the concept of basic competences and their development in future

specialists have been studied by a lot of scientists. The concept of speech competence is theoretically and practically substantiated in the studies of A. Bogush, I. Zimniaia, M. Pentyliuk. The optimal ways of development of foreign language professional competence of a future specialist are determined in the studios of N. Borysova, L. Morska, S. Nikolaieva, O. Tarnopolsky, N. Fedchyshyn. The complex study of the meaning and methods of ESP language competencies development is also performed by American and English scholars D. Bell, T. Dudley-Evans, G. Perren, and T. Hutchinson.

Development of communicative skills is the main goal of professional English-language training of medical students for professional dialogue and international specialization in medicine. According to T. Hutchinson, ESP is interpreted as an approach to language acquisition, in which the content of learning material and teaching methods are based on reasons that urge students learning the language [7, p. 10].

Scientific works mentioned above provide fundamental basis for testing students' foreign language professional competence in the process of studying professionally oriented English. However, some issues of the subject remain unclear so far, thus requiring further research. It was the importance and significance of these items that determined selection of the subject as well as setting the goals and research tasks. A specialist's communicative competence is considered to be a complex formation involving his/her professional speech training; fluency in oral and written monologue and dialogue English; the ability to select and use the most appropriate language means in relevant professional situations; awareness of communication ethics, etc.

The concept of foreign language professional speech competence of a student can be defined by using a variety of communicative tasks during foreign language classes for professional purposes that allows for communication. In this aspect, the language and speech ability of the student is an integral prerequisite for development of speech competence as a certain level of language competence of the subject. Professional foreign language competence of a medical student is developed in three aspects of language acquisition: language competence (language knowledge), speech competence (language proficiency) and communicative competence (using a language). In the language system we distinguish the levels that correspond to the language system levels: phonetic, lexical, grammatical, understanding of which contributes to development of

speech activity. Phonetic competence is manifested in the normative articulation and pronunciation of sounds. Lexical competence combines lexical structures in a particular language system. Grammatical competence is developed at morphological, syntactic and word-forming sublevels, respectively [8].

New goals and trends in teaching foreign languages include revision and renewal of exercises and methods theory, particularly if regarded through the prism of the communicative focus of language material activation.

As a practical method, an exercise is effective enough in the educational process, since it is a purposeful and repeatedly performed action aimed at mastering specific skills and improving their quality.

Communication oriented exercises are the exercises of creative type which contribute to students, motivation and interest in the educational and cognitive activity. Their efficacy can be determined by the following:

- Exercises are supposed to broaden students' outlook due to the new content; information about the country of the language studied; subjects and stimuli for developing students' curiosity;
- Original and non-standard ideas should be encouraged rather than criticised, the latter resulting in cognitive barriers;
- Exercises should be of applicable type, providing opportunities for the students to use the knowledge gained in practice;
- Exercises should provide the opportunity for students to ask questions and not just answer them;
- A teacher should serve an example of creative approach to doing exercises.

Problematic issues used by a teacher contribute to activation of students' cognitive activity in search of information and teach them to analyse, understand, assess, and compare different view points; to defend and argue one's position, find proofs in support of suggestions, to form logical relationship, to make conclusions, to see the ways of solving problems, etc. The use of the above mentioned method includes providing conditions for the research and study of new and unknown before, a teacher acting not only as a unique information source but as an organizer, mediator and motivator.

Another effective pedagogical means contributing to formation and development of observation, creative imagination, and productive thinking is a student's independent question. In class, a teacher mainly asks questions that require recreation of certain information in a text, that is, meant for perception and understanding of a written text, however not encouraging expression of one's own opinion about what has been read. Tradi-

tional post-textual tasks for students are often presented statically, as an "exercise-exercise" transition from more simple to more complicated. At the end of a class a problematic issue is moved for discussion.

In this regard, the point of teaching students to ask problematic questions for initiation of creative expression on the basis of worked out authentic texts is actualized both theoretically and practically. A question for creative expression as to the text content is a communicative type of a sentence characterized by substantiation, meaningfulness, motivation, direction and encouraging those involved in communication to analyse the information obtained as well as to supplement, interpret, and rethink it.

Hence, differentiation of typical study tasks is necessary (preparatory, for comprehension, reference and correcting). They correspond to the following stages of study:

1. Preparatory tasks – preparing for perception, determining a language task for the first text reading, formation of necessary motivation level.
2. Comprehension tasks – understanding perception results.
3. Reference tasks are based on the ability to use text situation as a meaningful speech support for the development of oral and written skills.
4. Correcting tasks are aimed at finding flaws in the questions for initiating creative expression and removal of the flaws mentioned.

Comparison of the proposed methodology of teaching students at non-linguistic departments for initiating communication on the basis of worked out text material with routine training process is suggestive of some advantages of the working mode proposed:

1. Students understanding the necessity of active and responsible attitude to studying and developing their ability to ask questions for initiating creative expression as to the text content, the atmosphere of real foreign language communication is created at practical classes.
2. Intellectual and speech students' activity progresses significantly owing to the development of the foreign language on the basis of actual communication situations and solution of problematic and cognitive tasks.
3. Self-control and self-regulation mechanisms are involved; there is a need for reflexive/evaluation activities (control and assessment) which is the objective condition of learning degree, making mastering foreign language more complete and distinct.

Thus, teaching students communication on the basis of worked out expert text with the help of questions

will be more successful in case the students are taught at installation, approbation, logical, and critical stages to ask meaningful, grounded, productive, motivated, and targeted questions that encourage communication participants to supplementing, rethinking, and interpreting the information from the text.

As mentioned above, providing of favourable psychological climate during educational and cognitive activity is essential for the formation of the English language communication competence in medical students. Psychological climate is a unique state of interpersonal relations that are revealed in the whole of psychological conditions which favour or hamper productive activity. Favourable atmosphere in the class-room increases efficacy of forming students' communication abilities and is helpful for them to express themselves freely [1, 2].

Based on the analysis of methodical literature, the following conditions may be distinguished:

- students are given opportunity to express themselves in the process of communication activity (within the framework of educational process);
- students are free from fear to err and feel protected against criticism or disapproval;
- humanistic approach to the educational process provides blurring of cognitive barriers capable of decreasing students' motivation for educational and cognitive activity [1, 2].

Professionally oriented teaching of a foreign language includes studying the language by students in the up-to-date context of the future profession specifics. Of course, such approach should take into account students' personal qualities. A skilful combination of professional and linguistic knowledge and skills will be helpful for the graduates of non-linguistic specialities to reach the level of professionally oriented communicative competence, so making possible for them to use foreign language in the professional activity at the level of international standards.

Professional activity focus requires integration of the subjects "English Language", "English for Specific Purposes" and clinical disciplines. This further sets the task for a foreign language teacher to teach a future specialist on the basis of interdisciplinary links how to use foreign language as a means of systematic build-up of professional knowledge and skills; includes the use of teaching forms and methods that provide formation of a future specialist's professional skills. Interaction of the teachers in linguistic and clinical departments at all stages of education is a major aspect of teaching professional foreign language, common study included.

L. Fiorito accentuates that the study of English for special purposes should be part of a professional subject area important for the student and a significant basis for their interest in mastering the language [6]. J. Allen also argues that students' interest in learning ESP is supported by a true sense of the value of association between English lessons and the processes that take place in a physics laboratory, engineer's workshop or at surgeon's operating table. It is important that student's interest in their specialization encourages them for cooperation with colleagues and studying world's professional achievements through specialized literature that contributes to development of foreign language skills [4, p. 9].

N. Fedchyshyn underlines different types of texts and test tasks offered for processing of language material and training of students' receptive, reproductive and productive skills and at the same time to control the level of formation of their speaking competence. Educational materials include a vocabulary-minimum, grammar help, and lists of basic language formulas to express different communicative intentions [5, p. 34].

First of all, communicative competence includes acquiring lexical competence, an indispensable condition for comprehensive communication. Teachers of higher educational institutions, scientists, methodologists study the role of communicative mechanisms in receptive and productive types of speech activity, develop types of exercises and compile concise professional vocabularies. However, effective solution of the problem is possible only if new methods of teaching professional lexical material are constantly searched for and introduced.

Conclusions and Prospects for Research. Analysis of the feasibility of communicative tasks for development of foreign language professional competence of students during classes of ESP in medical universities confirms that proficiency of professional English is impossible without perfect mastering of lexical structures. Development of speech and mental activity is facilitated by the tasks for lexical competence. A communicative orientation of ESP contributes to optimization of educational process, training of future doctors, and provides for international professional speech activities.

Analysis of scientific sources and actual issue of training non-linguistic students for the future professional activity allows to conclude that formation of professional foreign language communicative competence of the students of non-linguistic specialities requires sticking to the goals and training plans,

namely: training system should be aimed at meeting practical needs; training of future specialists is to be complex, both theoretical and practical.

Interdisciplinary interaction of teachers and close correlation between the content and approaches to teaching theoretical, professional subjects, and the subject “English for Specific Purposes” provide a basis for effective teaching foreign languages. In the process of teacher-controlled learning activity students gain necessary knowledge, acquire skills and abilities in professional activity, develop creativity, etc. Modelling of professionally oriented communicative situations has been found to be an organizational and pedagogical factor that encourages to professional activity and positively affects their desire to be fluent in a foreign language. This approach includes the choice of effective methods of the educational process,

students’ personal qualities, their interests, and plans for the future taken into consideration.

English language communicative competence is supposed to provide for the University graduates an opportunity to work fully not only with national, but world information sources; to get acquainted with new technologies and trends in a particular field; to establish contacts with foreign partners and, ultimately, will contribute to prompt adaptation in the world professional society and successful activity in it.

Evidently, the above mentioned theoretical and practical aspects of forming professionally oriented English language communication in future medics are not complete and comprehensive, many issues of introduction and improvement of professional communication aspects into the higher education system still requiring further research both in theoretical and practical fields.

List of literature

1. Знанецька О. М. Проблеми мотивації навчання іноземної мови у вищій школі / О. М. Знанецька, В. Е. Райлянова // Вісник Запорізького національного університету. – 2012. – № 2 (18). – С. 87–92.

2. Кемінь Г. Формування у студентів вищих навчальних закладів комунікативної компетенції на заняттях англійської мови / Г. Кемінь, І. Волошанська // Молодь і ринок. – 2014. – № 6 (113). – С. 48–50.

3. Лукаш Ю. М. Основні аспекти формування професійно-комунікативної компетентності студентів-медиків у процесі вивчення соціально-гуманітарних дисциплін / Ю. М. Лукаш // Вісник Університету імені Альфреда Нобеля. Серія «Педагогіка і психологія». – 2018. – № 1. – С. 150–156.

4. Allen J. B. English in physical science (English in Focus Series) / J. B. Allen, H. G. Widdowson. – Oxford : Oxford University Press, 1974. – 186 p.

5. Fedchyshyn N. O. Distance learning of future doctors in foreign language: challenges of time [Electronic resource] /

N. O. Fedchyshyn, N. I. Yelahina, O. H. Permiakova // Медична освіта. – 2020. – № 2 (87). – С. 33–39. DOI <https://doi.org/10.11603/me.2414-5998.2020.2.11144>.

6. Fiorito L. Teaching English for specific purposes [Electronic resource] / L. Fiorito. – 2005. – Access mode : <http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html>.

7. Hutchinson T. English for Specific Purposes: A learner-centered approach / T. Hutchinson, A. Waters. – Cambridge : Cambridge University Press, 1987. – 286 p.

8. Kitura H. Ya. Communicative exercises as a component of foreign language professional competence of future doctors / H. Ya. Kitura, I. I. Vorona, N. Ya. Kovtun // Медична освіта. – 2020. – № 4 (89). – С. 85–90.

9. Prokop I. A. Formation of English professionally oriented communication in the context of future doctors’ functional competence / I. A. Prokop, H. Ya. Kitura // Медична освіта. – 2022. – № 3.

References

1. Znanetska, O.M., & Railianova, V.E. (2012). Problemy motyvatsii navchannia inozemnoi movy u vyshchii shkoli [Problems of motivation of foreign language studing at higher school]. *Visnyk Zaporizkoho natsionalnoho universytetu – Bulletin of the Zaporizhzhya National University*, 2(18), 87-92 [in Ukrainian].

2. Kemin, H., & Voloshanska, I. (2014). Formuvannia u studentiv vyshchikh navchalnykh zakladiv komunikativnoi kompetentsii na zaniattiakh anhliiskoi movy [Formation of communicative competence in students of higher educational institutions in English classes]. *Molod i rynek – Youth and market*, 6(113), 48-50 [in Ukrainian].

3. Lukash, Yu.M. (2018). Osnovni aspekty formuvannia profesiino-komunikativnoi kompetentnosti studentiv-medykiv u protsesi vyvchennia sotsialno-humanitarnykh dystsyplin [Main aspects of formation of professional and communicative competence of medical students in the process of studying social and humanitarian disciplines]. *Visnyk Universytetu imeni Alfreda Nobelia. Seriya «Pedagogika i psykholohiia» – Bulletin of the Alfred Nobel University. Series “Pedagogy and Psychology”*, 1 [in Ukrainian].

4. Allen, J.B., & Widdowson, H.G. (1974). *English in physical science (English in Focus Series)*. Oxford: Oxford University Press.

5. Fedchyshyn, N.O., Yelahina, N.I., & Permiakova, O.H. (2020). Distance learning of future doctors in foreign language: challenges of time. *Medychna osvita – Medical Education*, 2(87), 33-39.

6. Fiorito, L. (2005). Teaching English for specific purposes. Retrieved from : <http://www.usingenglish.com/teachers/articles/teaching-english-for-specific-purposes-esp.html>.

7. Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learner-centered approach*. Cambridge: Cambridge University Press.

8. Kitura, H.Ya., Vorona, I.I., & Kovtun, N.Ya. (2020). Communicative exercises as a component of foreign language professional competence. *Medychna osvita – Medical Education*, 4(89), 85-90.

9. Prokop, I.A., & Kitura, H.Ya. (2022). Formation of English professionally oriented communication in the context of future doctors' functional competence. *Medychna osvita – Medical Education*, 3.

Received 13.12.22
Recommended 22.12.22

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