

I. I. Vorona

ORCID <https://orcid.org/0000-0002-4038-5836>

ResearcherID Q-4691-2016

H. I. Klishch

ORCID <https://orcid.org/0000-0002-1074-1772>

Scopus Author ID 57202834170

H. Ya. Kitura

ORCID <https://orcid.org/0000-0001-7271-6364>

ResearcherID Q-5784-2016

I. Horbachevsky Ternopil National Medical University

THE IMPORTANCE OF INNOVATIVE METHODS OF A PROFESSIONAL FOREIGN LANGUAGE TEACHING IN THE FORMATION OF COMMUNICATIVE COMPETENCE IN STUDENTS OF HIGHER MEDICAL EDUCATIONAL INSTITUTIONS

I. I. Ворона, Г. І. Кліщ, Г. Я. Кітура

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

РОЛЬ ІННОВАЦІЙНИХ МЕТОДІВ ВИКЛАДАННЯ ІНОЗЕМНОЇ МОВИ ФАХОВОГО СПРЯМУВАННЯ ПРИ ФОРМУВАННІ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ У СТУДЕНТІВ МЕДИЧНИХ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ

Abstract. The article deals with grounding of the innovative methods use for a professional foreign language teaching in the formation of foreign language communicative competence in students of higher medical educational institutions. The essence of the innovative methods use for a professional foreign language teaching is found out, and the role of methods as an important component of the future medic's communicative competence is considered. The need of innovative methods use for a professional foreign language teaching and also the formation of foreign language communicative competence in students of higher medical educational institutions are emphasized. English communicative approach to medical students' professional competence is an integral aspect of professionally oriented study at the higher medical educational institution, and is formed through mastering the characteristic tendency to improve the communicative orientation of the educational process and to assimilate it with the real process of communication. Attention is focused on the need to analyse the educational, scientifically based innovative methods use as a fundamental basis for mastering the professional foreign language teaching in the formation of foreign language communicative competence in students of higher medical educational institutions. The issues of theoretic content for the innovative methods use for a professional foreign language teaching, selection of methods for educational material mastering, and development of communicative component in the process of students' understanding of English language skills are under consideration. Main components of the innovative methods for a professional foreign language teaching are characterized; science-based classification of the innovative methods needed for the formation of foreign language communication is considered. Both theoretical and methodological aspects of communicative approach to learn English language educational material in English for Specific Purposes (ESP) are covered. Innovative methods of the foreign languages learning contribute to solve problems of a communicative, cognitive and educational nature, develop communication skills and abilities; establish emotional contact with students of students of higher medical educational institutions; teach them to work in a team and take into account the opinions of colleagues. High-quality foreign language training of medical students in classes of English for Specific Purposes is impossible without the use of innovative teaching methods that develop the ability to give an assessment, express an opinion, train attention, memory and thinking.

Key words: competence; communicative; approach; foreign language communicative competence; English for Specific Purposes; medical terminology.

Анотація. Стаття присвячена обґрунтуванню використання інноваційних методів викладання іноземної мови фахового спрямування при формуванні іншомовної комунікативної компетентності у студентів медичних закладів вищої освіти. З'ясовано суть використання інноваційних методів викладання іноземної мови фахового спрямування, що є важливою складовою формування комунікативної компетентності майбутнього працівника охорони здоров'я. Наголошується на необхідності використання іннова-

ційних методів викладання іноземної мови фахового спрямування для формування іншомовної комунікативної компетентності у студентів медичних закладів вищої освіти. Англомовний комунікативний підхід фахової компетентності студента-медика є невід'ємним аспектом професійно орієнтованого навчання у медичному закладі вищої освіти, оскільки формується характерна тенденція до посилення комунікативної спрямованості навчального процесу, його наближення до реального процесу спілкування. Увага акцентується на необхідності аналізу науково обґрунтованого використання інноваційних методів викладання іноземної мови фахового спрямування при формуванні іншомовної комунікативної компетентності у студентів медичних закладів вищої освіти як фундаментальної основи засвоєння англійської мови за професійним спрямуванням. Розглядаються теоретичні питання використання інноваційних методів викладання іноземної мови фахового спрямування, відбору методів для засвоєння навчального матеріалу, розвитку комунікативної складової в процесі оволодіння студентами англомовними вміннями. Охарактеризовано основні складові використання інноваційних методів викладання іноземної мови фахового спрямування для студентів-медиків, розглянуто науково обґрунтовану класифікацію інноваційних методів, необхідних для формування англомовної комунікації. Висвітлено теоретичні та методологічні аспекти комунікативного підходу для засвоєння навчального матеріалу з англійської мови за професійним спрямуванням. Інноваційні методи навчання іноземних мов сприяють вирішенню проблем комунікативного, пізнавального та виховного характеру, розвивають уміння і навички спілкування; встановлюють емоційний контакт із здобувачами вищої освіти; навчають їх працювати в команді та зважати на думки і висловлювання інших. Якісна іншомовна підготовка студентів-медиків на заняттях англійської мови за професійним спрямуванням неможлива без використання інноваційних методів навчання, які розвивають можливість давати оцінку, висловлювати думку, тренують увагу, пам'ять, розвивають мислення.

Ключові слова: компетентність; комунікативний; підхід; іншомовна комунікативна компетенція; англійська мова за професійним спрямуванням; медична термінологія.

Introduction. In the conditions of formation and development of the information society in Ukraine, there is a need to improve the quality of education. The result of modern education should not be a system of knowledge, abilities and skills, but the ability of the future specialists to act in specific situations, the ability to apply their knowledge in practice and communicate with European colleagues. Therefore, the system of European requirements for learning foreign languages is widely used in Ukraine today. Knowledge of foreign languages is a mandatory component in the formation of a highly educated personality. Special attention should be paid to the study of foreign languages by medical students, because it is impossible to imagine modern society without highly developed medicine. Unfortunately, the complicated curriculum and the emphasis on clinical disciplines do not allow assigning an appropriate number of hours to study professional foreign languages for medical students. It should be noted that the importance of a foreign language is determined not only by the comprehensive development of the personality, but also by the law of Ukraine, which states that medical students take licensed exams in the foreign language [8]. A characteristic tendency to strengthen the communicative component of the educational process is being formed. In this connection, the implementation of the competence approach in the study of the professional foreign language becomes especially relevant [10].

Studying the professional foreign language in higher medical institutions is an important aspect of the formation of the students' professional level and is the next link in the study of the foreign language after high school in the process of continuous learning.

At the current stage, the study of the professional foreign language in higher medical institutions is aimed at the development of integrated speech skills and is consistent with the goals and content of the specialties of students. The final result of foreign language communicative competence of students must meet future professional needs, expectations of a society and labour market requirements. The development of communicative competence occurs in accordance with the ability of students to learn, their subject knowledge and previous experience, and is carried out within the situational context related to training and specialization [7, p. 7].

The purpose of teaching professional foreign languages in higher medical institutions is to form professional foreign-language communicative competence among students by developing and improving all types of speech activity: reading, speaking, writing and listening. One of the obstacles that stands in the way of successful mastering of the professional foreign language in higher medical institutions is the insufficient and sometimes low motivation of students to learn the language [7]. That is why innovative methods of teaching foreign languages are of particular interest. The application of innovative methodological approaches in practice contributes to the introduction and improvement of new methods of teaching, increases the effectiveness of the educational process and the level of students' knowledge.

The urgency of the problem of applying innovative methods in the modern context of teaching foreign languages is confirmed by many experimental and theoretical studies, which is reflected in the works of I. Bohdanova, B. Blum, O. Brahynets, D. Bruner, H. Heis, O. Maslova, V. Matirko, Yu. Tkachenko, N. Karpova,

E. Mykhailova, V. Polyakova, O. Sydorenko, Yu. Surmin, L. Burge, P. Juler, F. Lockwood, J. Mezirow, A. Morgan, S. Nipper, D. Rosler, D. Schön, J. Taylor and others. However, the role of innovative methods of teaching the professional foreign language for the formation of foreign language professional communicative competence of medical students has not yet been sufficiently analyzed, which makes our research relevant.

The aim – to define the role of innovative methods of teaching the professional foreign language in the formation of foreign-language communicative competence in higher medical institutions.

Theoretical framework. Innovative methods of teaching foreign languages contribute to solving problems of communicative, cognitive and educational nature, develop communication skills; establish emotional contact with students; teach them to work in a team and take into account the opinions and statements of others [5]. As experience shows, the use of these teaching methods relieves the nervous tension of students, changes the form of activity, draws attention to the main issues of the lesson. The application of innovative methodological approaches in practice provides an opportunity for foreign language teachers to introduce and improve new methods of teaching, increase the efficiency of the educational process and the level of students' knowledge [12]. The professional foreign language study in higher education acquires practical significance, and the communicative function of language plays a major role in the process of expressing feelings, judgments and assimilation of information, knowledge presented in any form. An analysis of the practice of teaching English in a higher medical institution showed that textbooks and methodological developments used in the learning process still do not sufficiently take into account the role and importance of the motivational sphere of students, the measure and nature of the relationship of motivational readiness for learning. Therefore, the actual problem is the study of the motivational sphere of students, the development of ways and methods of its correction. The leading motives for studying professional English by students of higher medical institutions are the motives of professional achievement, communicative, cognitive and external motives. The means of their formation is the methodology of teaching and the content of English as an academic discipline. The innovative status of the professional foreign language teacher in the system of normative learning, namely the status of an active regulator of the teaching process, gives him/her free-

dom of action in methodological and didactic activities and in all his/her initiatives. All didactic initiatives are concentrated around the personality of the student. Democratization of bilateral relations "student-teacher" aims not only at the freedom of decisions on the part of students, but also at the responsibility of the teacher in the process of checking the knowledge acquired by the students. The teacher must create a motivational environment adequate for learning the professional foreign language.

High-quality foreign language training of medical students is not possible without the use of innovative teaching methods. The most important among them is the subject work in training, the application of information and telecommunication technologies, studying using foreign language training computer programs, distance technologies in teaching foreign languages, use of Internet resources, creating presentations in the PowerPoint application, game technologies, an interactive approach to studying individual professional situations called Case Study, portfolio technologies, brainstorming, situational analysis, learning the foreign language in a computer environment, the latest test technologies [9].

Brainstorming is a popular method of putting forward creative ideas in the process of solving a scientific or technical problem, the sessions of which stimulate creative thinking. The main components of brainstorming are the method of collectivization of students and the discursive component, which helps students to remove psychological barriers and develop creative abilities. The content of the pedagogical technology consists in fixing the material of the course or class, since this technology is an element of generalization of the acquired knowledge. Brainstorming breaks the language barrier and promotes the complex development of creative ideas [5]. However, the use of brainstorming in professional foreign language classes in higher medical institutions is not always successful due to certain difficulties: firstly, the effectiveness of the "brainstorming" method decreases if there is a strong person in the group who dominates others, if the qualifications of the participants are insufficient or if there are too many of them; secondly, it is the teacher's lack of specific knowledge on subjects that are not part of his specialty. These factors can slow down the brainstorming process.

The game form of the lesson provides conditions for the integrated use of knowledge of students in their professional activities, improvement of their speech and better knowledge of a foreign language as a means

of professional communication and the subject of study [11]. An effective method of solving difficulties in mastering lexical material and increasing the motivation of students in foreign language classes is a role-play game that models various aspects of the students' professional activity. Role-play games can be carried out in the final classes and while studying a separate topic. In teaching foreign speaking, role-playing is primarily the speech activity of students, during which they play a variety of social and interpersonal roles, while implementing both verbal and non-verbal means of communication (gestures, poses, facial expressions, eye contact, etc.) [2]. In addition to the written above, one of the advantages of the role-play method is their proximity to the conditions of real activity and the opportunity for students not only to find a solution to a certain problem, but also to feel the result of the decision. This is achieved due to the fact that in each role-play game there is a fully developed algorithm (block diagram) of information receipt and decision-making (built on the stages of analytical activity); there is a simulation model of the object, many opportunities to influence the model and students must choose an action in order to achieve the best result. Role-play games contribute to the formation of professional foreign language communicative competence and activate foreign language training.

Project method is considered one of the creative innovative teaching methods. This method allows you to develop a creative research atmosphere and is characterized by high communicativity. As theorists of the methodology of project activity note, "project is an activity to transform existing reality on the basis of one's own plan" [1]. O. Ponomariova notes that during the implementation of projects, students are divided into groups, independently perform tasks, plan work, critically evaluate their achievements, take responsibility for the implementation of the main goals, make decisions, interact with their groupmates, help each other, seek information, put forward hypotheses and evaluate their results and achievements [6]. It should be noted that the method of projects is appropriate for the formation of independence and confidence of students. The project method is a technology that allows you to create pedagogical situations on different foundations and on the basis of different subject content. A necessary aspect of the project method is the preparatory stage – the independent work of students in the analysis and selection of material and its presentation in the audience. Together with the formation of foreign-language communicative competence, this

type of activity contributes to the development of a number of other competencies, in particular linguistic, sociocultural and subject. The practical significance of the project method is to systematize the language competence of students [2].

Innovative teaching methods include the storyline method. This method is based on combining the planned educational content with the interests and ideas of students. We are talking about creative planning, selection of hypotheses, experiences, systematization and presentation of work. The projected story also contains elements of drama and role-playing. Students ask their questions and find answers to them [1]. The storyline method is an educational technique in which students perform work on educational material that is ordered in the form of stations. When studying at stations, students have the opportunity to choose regarding the distribution of time, the sequence of tasks and the social form used (individual work, pair work). Thus, students, using this method, learn to plan their time, learn self-esteem, analyze their own educational success, plan and conduct stages of work. Work on stations allows differentiation by abilities, interests of students, by the degree of complexity of the task.

One of the innovative methods that gained popularity in the UK, USA, Germany, Denmark and other countries was the case study (case-method, method of analyzing situations), developed by English scientists M. Schever, F. Edey and K. Yates. The essence of the method is to use specific cases (situations, stories, texts of which are called "case") for joint analysis, discussion or development of decisions by students in a certain section of the discipline [4]. Students are given a set of educational materials enclosed in a folder (case) and invited to familiarize themselves with the submitted materials, after this, it is necessary to comprehend the meaning and essence of the problem, which does not have an unambiguous solution, and offer their solution using the available professional knowledge and skills. Having become acquainted with the content of the case, students are invited to express their opinion first in the form of a monological statement, and then take part in the discussion (dialogical form of communication), during which the optimal solution to the proposed situation should be found. The organization of problem-based learning aimed at finding a collective solution and its subsequent discussion and protection during the discussion contributes to the development of speech-thinking processes and their implementation in the speech communication of participants in classes within the framework of a business game [1].

The case-method is useful in that it allows students to independently organize the process of assimilation of the material; they enable you to work with different sources of information and provide contextual learning.

Among the developed new methods of teaching the professional foreign language, you can single out the method of presentation. Using multimedia presentations as one of the techniques of the audiovisual method is a way of joining students to educational activities. It allows the teacher to be creative, to avoid a formal approach to the lesson. The basis of any presentation is to facilitate the process of perception and memorization with the help of bright images [3]. The presentation can show the most important points of the topic, the selection of tables, tasks, illustrations. The use of presentations allows you to achieve the optimal pace of work for students, increase the level of using visual methods during training, study more material, increase cognitive interest, and achieve the effect of quick feedback. Presentations provide an opportunity to use various audiovisual tools to enrich and motivate learning, visual and dynamic presentation of the material [5]. The use of multimedia presentations during studying has several advantages. One of the main is an interesting presentation of visual information on the screen. Another advantage is the ability to present the correct answers after completing the task to the students in written form. You can invite students to write down some facts, phrases, sentences, based on the visibility that simplifies the process of correct writing for many them. Another positive result of using presentations is the fast pace of classes, the interest of students and the effectiveness of training. In order to ensure a variety of activities in the in the process of studying the professional foreign language, a combination of various active teaching methods is useful. So, on the basis of the presentation, lively discussions can develop, and it seems useful to combine the presentation with a role-play game in the distribution of certain roles before it. It is advisable to combine the method of projects, the final stage of which is the presentation of the main results of the research in the presentation format. Traditional video and flash presentations can be the result of using the case method. The use of various types of presentations in the teaching of professional foreign languages

makes it possible to increase motivation, intensify and individualize the educational process, activate all types of memory, create real and imaginary communication situations, ensure interdisciplinary connections, master and further use of high-tech information means of learning by the students [9].

Conclusions and Prospects for Research. Thus, it can be noted that the use of innovative teaching methods contributes to the effectiveness of studying the professional foreign languages in higher medical institutions. The use of innovative methods ensures the interactivity of learning, creates a special foreign language environment, which increases the motivation for learning and improves the quality of learning. The effectiveness of communicatively directed teaching of foreign languages in higher medical institutions depends on the desire and ability of teachers to take advantage of the positive experience of domestic and foreign scientists and practitioners regarding the humanistic approach to learning, understanding the need to abandon authoritarian and scholastic methods.

The use of modern methods expands and diversifies the program of studying the professional foreign language in higher medical institutions, provides access to various authentic materials, encourages students to study foreign languages, expands their motivation for learning, providing the opportunity to work at a pace convenient for them, thus contributing to the individualization of learning and effective mastery of the professional foreign language. Innovative technologies involve the use of not only innovative methods, but also an innovative system of organization of education in the country as a whole, as well as the introduction of adequate requirements for the training of a modern specialist, the creation of conditions for the development of self-awareness, increasing self-esteem by each student. Methods of teaching professional foreign languages, which are based on a humanistic approach, help to reveal the creative potential of students and contribute to the development and self-improvement of the educational and communicative process.

We see the prospects for further study in the introduction of methods, optimal approaches to distance and mixed learning, and the definition of their methodological and technological component.

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