РОЗВИТОК АКАДЕМІЧНОЇ КУЛЬТУРИ В МЕДИЧНІЙ ОСВІТІ

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LINGUISTIC AND DIDACTIC BASIS FOR THE DEVELOPMENT OF FUTURE DOCTORS' SPEAKING COMPETENCY

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ЛІНГВОДИДАКТИЧНІ ЗАСАДИ РОЗВИТКУ МОВЛЕННЄВОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ЛІКАРІВ

Abstract. The article defines the content of the concept of "future doctor's speech competence" as an integral quality of a medical student, which is manifested in the general ability and readiness to use language means, the laws of their functioning for the construction and understanding of speech utterances in the context of professional activity of doctors; the linguodidactic principles of development of future doctors' speech competence are substantiated. These include the laws of mother tongue acquisition that contribute to the intensive development of communicative and linguistic skills; general didactic and specific principles that determine the direction in the development of means of developing linguistic skills; forms, methods and techniques that correspond to the main forms of work in higher education; teaching aids, the use of which affects the effectiveness of the content of education. It is noted that the development of future doctors' speech competence can be carried out using the following methods of language teaching: oral presentation by the teacher (narration, explanation, lecture), conversation, work with a textbook, observation and analysis of language phenomena, exercise method, programmed learning and interactive methods. The following interactive learning methods have become valuable for the development of medical students' language competence: work in small groups, imitation, simulation, discussion, microphone, talk shows, rotating groups. All these methods combine into one whole the activities of the teacher and students, which are aimed at improving language knowledge, developing communicative and speech skills, allow to manage students' cognitive activity productively and realize educational, educational, developmental, motivational, control and correctional functions of learning in a higher education institution

Key words: future doctor's speech competence; linguodidactic principles; principles and methods of teaching.

Анотація. У статті визначено зміст поняття «мовленнєва компетентність майбутнього лікаря» як інтегральної якості студента-медика, що виявляється в загальній здатності й готовності до користування мовними засобами, закономірностями їх функціонування для побудови та розуміння мовленнєвого висловлювання в контексті професійної діяльності лікарів; обґрунтовано лінгводидактичні засади розвитку мовленнєвої компетентності майбутніх лікарів. З'ясовано, що в основі методики розвитку мовленнєвої компетентності майбутніх лікарів лежить комплекс чинників. До них належать закономірності засвоєння рідної мови, що сприяють інтенсивному розвиткові комунікативно-мовленнєвих умінь і навичок; загальнодидактичні та специфічні принципи, що визначають напрям в розробці засобів розвитку мовленнєвих умінь і навичок; форми, методи та прийоми, що відповідають основним формам роботи в закладі вищої освіти; засоби навчання, використання яких впливає на підвищення ефективності змісту навчання. Зазначено, що розвиток мовленнєвої компетентності майбутніх лікарів можна здійснювати за допомогою таких методів навчання мови, як: усний виклад викладача (розповідь, пояснення, лекція), бесіда, робота з підручником, спостереження й аналіз мовних явищ, метод вправ, програмоване навчання та інтерактивні методи. Цінними для формування мовленнєвої компетентності студентів-медиків стали методи інтерактивного навчання: робота в малих групах, імітація, симуляція, дискусія, мікрофон, ток-шоу, ротаційні трійки. Усі зазначені методи об'єднують в одне ціле діяльність викладача та студентів, яка спрямована на вдосконалення мовних знань, розвиток комунікативно-мовленнєвих умінь і навичок, дозволяють продуктивно керувати пізнавальною діяльністю студентів і реалізують освітню, виховну, розвивальну, мотиваційну, контрольно-корекційну функції навчання в умовах закладу вищої освіти.

Ключові слова: мовленнєва компетенція майбутнього лікаря; лінгводидактичні засади; принципи та методи навчання.

Introduction. The modern development of medical science, social and economic transformations and healthcare reforms necessitate systemic adjustments in the training of medical and pharmaceutical professionals. The standards of Higher medical and pharmaceutical education, the Concept of Medical Education Development are aimed at improving the quality of training and the level of practical skills of medical and pharmaceutical personnel [2].

One of the priorities of modern Higher education, including medical education, particularly in language teaching, is to develop skills of professional communication culture, the ability to use different linguistic means in accordance with the scope and purpose of expression, as well as the norms of literary language in professional communication. The communicative orientation of vocational education is gaining relevance. The practical orientation in language teaching should ensure the formation of the future specialist's speech competence, which is understood as an integral quality of a person, manifested in the ability and willingness to use language means, the laws of their functioning for the construction and understanding of speech utterances.

Modern linguistic and didactics aim to teach communication activities, to create such conditions in the classroom that would promote the desire to express oneself, interact with the interlocutor (listener, reader), and influence him [5, p. 21–22]. These tasks of communicative orientation of teaching are realized under the influence of the theoretical foundations of the mother tongue methodology, namely: content, forms, methods and means of teaching. As S. Karaman emphasizes, successful formation of speech skills is possible only with systematic and purposeful work, constant attention to all aspects of learning [5, p. 181].

The aim – to define the linguistic and didactic foundations of future doctors' speech competence; to define the essential characteristics of the concept of "future doctor's speech competence"; to theoretically substantiate the methods of teaching professional language to medical students.

Theoretical framework. The intensive development of students' speech skills has certain regularities, the consideration of which contributes to the effective organization of language teaching, helps the teacher to determine and implement the content of the development of students' speech competence and create appropriate methods. M. Pentiliuk understands the laws of learning and mastering the Mother Tongue as the relationship between linguistic theory and speech practice, the dependence of the consequences of learning and

mastering the language on the potential of the speech environment created in the learning process [5, p. 25].

Based on the analyzed definitions of the concept of "linguistic competence", we consider it as an integral quality of a person, which is manifested in the ability and willingness to use language means, the laws of their functioning for the construction and understanding of speech utterances [4].

The content, methods and teaching tools are realized in the forms of organization of the educational process. Forms are revealed through the ways in which the teacher interacts with students in solving the tasks of the educational process. They are displayed through various ways of managing activities, communication, and relationships. Thus, the form of organization of education in Higher education is a certain structural, organizational and managerial design of a training session, depending on its didactic goals, content and characteristics of the activities of subjects and objects of learning [6, p. 197].

General didactic principles stem from the psychology of learning in general and determine the general direction in the development of teaching aids used in teaching various subjects in higher education. They are reflected in the works of many linguists. These principles are related to the psychological foundations of learning and are aimed at activating students' intellectual work, teaching them to think rationally, develop memory and other cognitive abilities. The general didactic principles include the principles of scientificity, systematicity, continuity, perspective, connection of theory with practice, clarity, consciousness, and accessibility of presentation.

Today, Higher Education Institutions have a significant number of different forms of the educational process, transfer of scientific information and its assimilation, and the formation of a specialist. Let us focus on the characteristics of such forms as practical training and independent work of students [6].

Practical forms of organizing the educational process at Universities include practical classes. They are aimed at applying the acquired knowledge to solve practical problems in the process of joint activities with teachers. The main task of practical classes is to deepen, expand, and detail knowledge, and to promote the development of professional skills. This form of organizing the educational process develops students' scientific thinking and speech, and allows them to test their knowledge.

The methodology of conducting practical classes directs the teacher to ensure that all students are

engaged in intense creative work, searching for the right and accurate solutions. Each student should be given the opportunity to open up and show their abilities. The teacher plays the role of a consultant who observes the work of each student and provides timely, pedagogically justified assistance without depriving the student of independence and initiative [5].

Students' independent work is distinguished as a separate type of their learning activity, – independent activity-learning of the student is the research and teaching staff plans together with the student, but is performed by the student according to the tasks and under the methodological guidance and control of the research and teaching staff without their direct participation [6, p. 249]. In this case, the role of the teacher is reduced to defining specific tasks for the student, drawing up methodological recommendations, recommending manuals, and a list of necessary literature.

Independent work allows students to master the discipline, develop skills of independent work in educational, scientific, and professional activities, the ability to take responsibility, solve problems independently, and find constructive solutions. Independent work contributes to the deepening of knowledge and the formation of interest in cognitive activity.

Among the various types of out-of-class independent work in the process of developing language competence, there are work with textbooks and manuals, preparation for practical classes, and writing essays. All of these types contribute to the formation of skills to analyze phenomena and processes, to establish connections and relationships between them, to approach the issue from different angles, to reach the knowledge of essential features, to reveal the essence of phenomena and events deeply, to master the most important provisions of science independently.

A separate form of non-traditional learning is didactic games. There are different views on the definition of a didactic game. Some scientists consider it as a form of training, while others see it as an element of training, i. e. a separate method or technique. In our opinion, business games should be considered as a form that helps to model professional communication situations in the classroom and allows you to bring the learning environment closer to the real conditions of creating the need for knowledge and its practical application.

A special place in the process of developing future doctors' speech competence is given to teaching methods and techniques. Their choice is determined by the principles and forms in accordance with the purpose and patterns of learning. The effectiveness of the development of speech competence depends on the correct choice of teaching methods and their implementation. The choice of teaching methods depends on the material offered for study, the connection of the material to be studied with the previous and subsequent ones, the ratio of theoretical and practical elements in it, the level of general development of students and their language training. In the language teaching system, the structure of methods is determined by the content of the teaching material, goals, functions, quality of teacher and students' training, their psychological characteristics, availability of material and technical base, type and nature of interrelated activities of the teacher and students [7, p. 151].

Thus, in our opinion, the development of future doctors' language competence can be carried out using the following methods of language teaching: oral presentation by the teacher (narration, explanation, lecture), conversation, work with a textbook, observation and analysis of language phenomena, exercises, programmed learning and interactive methods.

The development of the ability to perceive other people's speech and create one's own statements is based on the method of oral presentation, which can be realized in the form of a story, explanation or lecture, the teacher presents educational information and ensures its perception, comprehension, and memorization by this method. The effectiveness of the oral presentation method depends on the conscious perception of information by students. Given the fact that the age period of students is characterized by a high level of thinking activity, we can assert that this method will be effective if the teacher uses various means of activating students' thinking. Practice shows that students are more productive when the material is visualized or presented with the help of technical means. The means of activating students' cognitive activity also play an important role. These include the use of facts from students' language practice, their future profession, comparing known facts with new ones, comparing them, observing the identification of known patterns in new connections, justifying certain provisions by students themselves, systematizing the facts used by the teacher, suggesting appropriate conclusions, and formulating rules.

If the material of the lesson is partially known to the students, it is advisable to use the conversation method. This method makes it possible to activate students' mental activity as much as possible. "The

conversation method provides an initial stage for the development of analytical and synthetic work, causes a conscious understanding of linguistic phenomena, and thus helps to avoid formalism in knowledge, which we have where the student does not know how to analyze phenomena, find connections between them and rise from a specific fact to generalization" [4, p. 67]. The conversation is based on students' operational activities, which are aimed at applying and reproducing the acquired knowledge and forming educational, linguistic, spelling and communication skills.

The conversation method makes it possible to involve all or most students in active participation, to find out the degree of readiness of each of them quickly, to regulate and direct their answers, correcting them [5, p. 72]. The value of this method lies in the fact that it teaches students to formulate their own opinion, "to be able to express in their own words, develops the ability to follow the unfolding of the material, to highlight the main thing in it" [4, p. 65].

The conversation method is based on questions and answers from the teacher and students, which are determined by the topic and purpose of the lesson. Methodologists believe that the outcome of a conversation depends on the teacher's skill in conducting a inreview. A properly constructed conversation implies a logically consistent sequence in asking questions; the teacher's ability to prevent deviations from the topic; compliance with all didactic requirements for asking and formulating questions addressed to students [5, p. 72]. An important point in organizing a conversation is the method of asking questions. Correctly asked questions contribute to better learning and help students navigate even complex material on their own. When studying language material, questions perform various functions: actualizing the material, aiming to establish new connections between language facts, revealing cause and effect relationships, helping to identify essential features of language facts and processes, and facilitating the formulation of concepts.

The effectiveness of the conversation is ensured not only by the system of questions, but also by the analysis of facts, didactic material specially selected by the teacher, students' ability to draw conclusions, systematize and generalize them [4, p. 65].

Students' independent learning of the program material is achieved through the method of working with a textbook. The effectiveness of this method depends on the students' ability to distinguish between the known and the new in the textbook, on their ability to read theoretical material, update it, and determine how it relates to the new material.

In Higher Medical Education Institutions, part of the language material is planned for self-study. Practice shows that students do not always know how to work productively with textbook material, do not have the skills to read and understand what they have read, to highlight the main points in the material, and to make reference notes.

Working with dictionaries poses a separate problem. In the process of developing medical students' speech competence, it is appropriate to use translation, spelling, orthographic, orthoepic dictionaries, dictionaries of synonyms and antonyms, and Ukrainian spelling. A dictionary can be used as a source of educational information, as a means of forming navigation skills in a complex information object or as a means of students' independent work with information presented in printed publications in the educational process [7, p. 64].

The development of skills and abilities to use additional literature, work with several sources, highlight the main points, compare and contrast, identify arguments for facts, and be able to systematize material occurs when writing essays. Students learn to work with the scientific style by processing information from journals, collections, and monographs.

Working with textbooks, dictionaries, and additional literature helps students to make independent judgments and be more convincing.

The method of exercises plays an important role in developing students' processes of perception, reproduction and creation of oral and written speech, its enrichment and bringing it into line with the norm. It provides students with the necessary practical language skills. According to researchers, exercises are sequential actions and operations that are performed repeatedly in order to acquire the necessary practical skills [7, p. 170].

There are several classifications of exercises according to different criteria in the language teaching methodology: by place (classroom, home), by subject (phonetic, lexical, stylistic, etc.), by didactic purpose (preparatory, introductory, training, final, control), by the degree of students' cognitive activity (receptive, reproductive), by the criterion of communicative (conditional communicative, non-communicative, communicative), by the form of speech (oral, written) [1, p. 32].

The didactic functions of exercises are the leading criterion for the classification of exercises, distinguishing

preparatory (propedeutic), introductory (motivational, cognitive), trial (warning, commentary, explanatory), training (according to a model, instruction, task), creative (reconstructive, constructive), and control exercises [6].

Along with traditional methods, taking into account innovative approaches, modern linguodidactics considers interactive methods of language teaching. For our study, it is rational to find out the main features of interactive language teaching methods and identify interactive technologies that are appropriate in the process of developing future doctors' language competence.

The effective development of speech competence is facilitated by constant, active interaction of students, the process of intensive, intersubjective communication between the teacher and students, characterized by a high degree of intensity of communication between its participants, their communication, and exchange of activities.

Interactive learning methods have become valuable for the development of medical students' speech competence: work in small groups, imitation, simulation, discussion, microphone, talk shows, rotating groups. They contribute to the development and improvement of speech skills, create an atmosphere of cooperation and interaction, and allow for more active use of elements of professional activity in Ukrainian language classes (for professional purposes).

All these methods combine into a single whole the activities of the teacher and students aimed at improving language knowledge, developing communicative and speech skills, allowing to manage students' cognitive activity productively and implementing educational, upbringing, developmental, motivational, control and correctional functions of learning in a higher education institution.

According to methodologists, the definition of methods depends on the set of techniques that make up their structure. A technique is an element of a method, a means of its implementation, a separate cognitive act in the structure of methods.

Visualization is used as an auxiliary means of teaching and to identify the most important properties of linguistic phenomena, their adequate reproduction, and accessibility in learning the material. In the process of developing speech skills in a medical higher education institution, it is more appropriate to use comparative tables that activate students' thinking and serve as material for solving cognitive tasks; tables of a generalized nature that allow to repeat previously studied material and systematize it; text tables allow to perform various types of creative tasks, analysis of language phenomena, intonation and semantic and stylistic observations. Samples of business documentation are a specific type of visualization while learning Ukrainian (for professional purposes).

At the present stage, technical teaching tools play an important role. In the process of improving communicative and speech skills, screen and sound teaching aids are of particular relevance.

Video as a teaching tool expands the possibilities of demonstrating live communication situations, broadens the understanding of the subject matter, stimulates interest in it, and attracts students' attention. Examples of such recordings include recordings of real-life situations of communication between a doctor and a patient or a patient's relatives. This allows students to see the need for a physician to have a good command of the language, to trace the patterns and peculiarities of the functioning of language in certain situations of communication within their future professional activities, and to familiarize themselves with the etiquette of professional communication. Video expands the idea of the subject of speech, stimulates interest in it, attracts attention [6, p. 51].

Computer technology provides significant opportunities, which increases the effectiveness of learning, makes it deeper, more diverse and meaningful [7, p. 160], since while working with a computer, active cognitive activity of students is organized, individual capabilities of each of them are taken into account. In the process of developing language competence, the computer is able to perform various operations, provide any information, reference material, program various types of exercises, problem-based tasks, questionnaires for testing and self-testing, etc.

The methodology of developing future doctors' speech competence is based on a set of factors. They include the patterns of mastering the native language, which contribute to the intensive development of communicative and linguistic skills; general didactic and specific principles that determine the direction in the development of means of developing linguistic skills; forms, methods and techniques that correspond to the main forms of work in higher education; teaching aids, the use of which affects the effectiveness of the learning content. The linguistic and didactic principles of the development of future doctors' speech competence can be demonstrated schematically (Fig. 1).

As you can see, the proposed figure demonstrates a set of linguodidactic factors that, in a certain
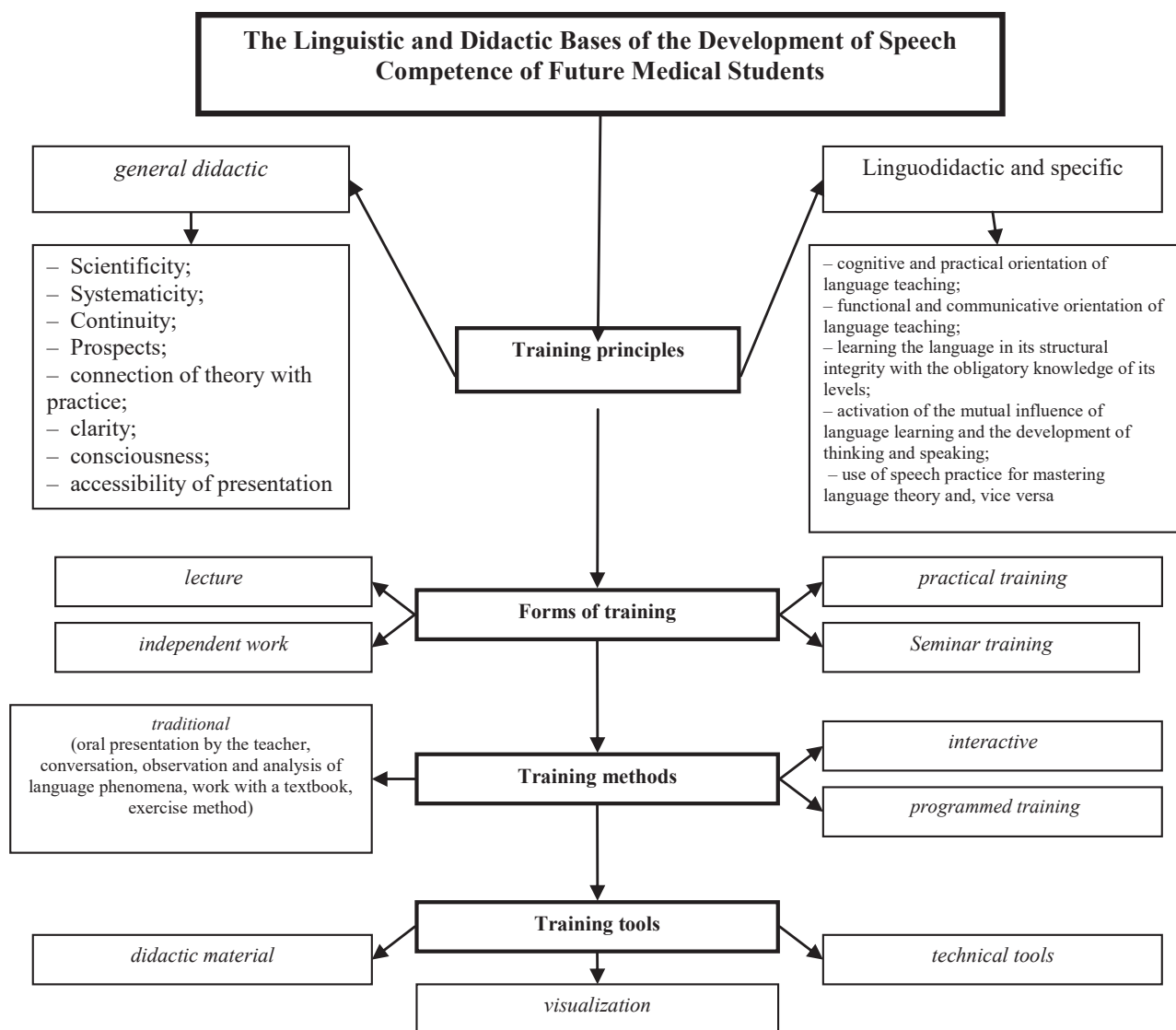
Fig. 1. Linguistic and didactic principles of development of speech competence of future doctors.

combination, determine the linguodidactic principles of developing future doctors' speech competence.

Conclusions and Prospects for Research. The definition of "future physician's speech competence" is based on the understanding of the role of speech in the professional activity of physicians. Based on the characteristics of speech in the professional activity of doctors described by medical ethics researchers, the speech competence of future doctors is understood as an integral quality of a medical student, which is manifested in the general ability and readiness to use language means, the laws of their functioning for the construction and understanding of speech utterances in the context of a doctor's professional activity.

On the basis of various classifications of teaching methods, the article identifies methods that allow stu-dents to improve their language knowledge, develop their communicative and speaking skills, allow them to effectively manage students' cognitive activity and implement educational, upbringing, developmental, motivational, control and correctional functions of teaching in a higher education institution. The choice of methods depends on the set of techniques that make up their composition. In the process of developing stu-dents' speech competence, we rely on the methods of students' thinking activity and on specific techniques. The best way to develop students' speech competence is to use didactic material, visualization and technical means in a thoughtful way. These linguistic and didac-tic principles contribute to the development of special skills and abilities specific to communication in the field of medicine.

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