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## **ОСОБЛИВОСТІ ЗМІСТУ НАВЧАННЯ ІНОЗЕМНІЙ МОВИ ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ У МЕДИЧНОМУ УНІВЕРСИТЕТІ**

*У статті розглядаються особливості навчання іноземній мові за професійним спрямуванням студентів медичного університету. Розкрито зміст поняття «Іноземна мова за професійним спрямуванням». Розглянуті методи та види вправ, які рекомендовано використовувати на різних етапах оволодіння медичною термінологією. Особлива увага приділяється міжпредметним зв'язкам та принципам, яких доцільно дотримуватись при відборі медичних текстів, що використовуватимуться на заняттях. Наголошено на важливості складання частотного словника відповідної спеціальності. У даному контексті описані рекомендації щодо складання частотного термінологічного словника.*

**Ключові слова:** іноземна мова, професійне спрямування, медичний університет, медична термінологія, методи навчання у вищій школі, професійні навички та вміння, міжпредметні зв'язки, частотний словник.

*В данной статье рассмотрены особенности обучения иностранному языку по профессиональной направленности студентов медицинского университетаю раскрыта суть понятия «Английский язык по профессиональной направленности». Рассмотрены методы и виды упражнений, которые рекомендуется использовать на разных этапах изучения медицинской терминологии. Особое внимание уделено межпредметным связям и принципам, которых целесообразно*

*придерживаться при отборе медицинских текстов, используемых на занятиях. Сделан акцент на важности составления частотного словаря по специальности. Даются рекомендации по составлению частотного терминологического словаря.*

**Ключевые слова:** *иностранный язык, профессиональная направленность, медицинский университет, медицинская терминология, методы обучения в высшей школе, профессиональные навыки и умения, межпредметные связи, частотный словарь.*

*The article deals with the peculiarities of teaching foreign language for professional purposes at the medical university. The concept "Foreign Language for Professional Purposes" is described. It is defined as a special system of linguistic means that are thematically integrated and relevant to the specialized field of human activity. Methods and types of lexical exercises, recommended to use at the lessons, are considered. They should help to master medical terminology. Special attention is paid to the interdisciplinary connections and principles for selection of medical texts. Medical texts are considered to be the sources of special vocabulary. The importance of the frequency terminological vocabulary is emphasized. To be objective, the frequency vocabulary should reflect the terms of the basic disciplines of the particular specialty (medicine, dentistry, pharmacy, etc.). Recommendations for designing the frequency vocabulary are given. The medical articles, used for vocabulary, should be focused on the the latest achievements in medicine and reflect professional interests of the students.*

**Key words:** *foreign language, professional purposes, medical university, medical terminology, teaching methods, professional abilities and skills, interdisciplinary connections, frequency vocabulary.*

In the modern world, which entered the third millennium, the development of Ukraine is defined in the general context of European integration with the focus on the fundamental values of Western culture: parliamentarism, human rights, liberalization, mobility and education at any level, etc. Changes in economical, political and social life have also been reflected in the demands for the future professionals of any field. It is possible to achieve a high professional level of a specialist provided the integrated knowledge of medicine, technology and at least one foreign language.

For many years, students at the medical universities have been taught to extract professionally meaningful information from the texts, when learning

English. However, modern foreign language programs for non-linguistic universities, in accordance with the requirements of the state standard of higher education, are aimed at teaching students active knowledge of foreign language as a second means of formulating the thought. That means that such professionals need «abilities and skills of professional translating the texts in a particular field of medicine, as well as the ability to use foreign language in situations, where there is a need for exchange written and oral communications with partners. In addition, foreign language, namely English, is now one of the components of the Integrated State Qualification Exam that medical students take in the third year.

This means that at the medical university, teaching a foreign language should focus on the types and fields of the future professional activity of the students. Implementation of interdisciplinary connections is becoming a key aspect of the English teacher's activity. In addition to mastering the terminological vocabulary and its use in various types of speech activity, the future specialist must obtain the certain communicative skills as well as skills to write papers, annotations, reports, etc. Necessary for his/her further professional activity.

In the post-Soviet space, the works of many scholars and methodologists are devoted to the problem of organizing professionally oriented English lessons. Thus, Samoilukevich I.V. focuses on the subject of the lesson, which is quite clearly expressed in professionally oriented dialogues and monologues. Borshchovetskaya V.D. offers the way of solving this problem from the standpoint of the cognitive approach to vocabulary learning [2]. Smirnova O.O. considers the problem of professional training of future specialists through the lens of socio-cultural competence formation. In turn, Kamayeva T.P. links the professionalization of foreign language lessons with the need to develop vocational and methodological skills of speech interaction and points to the need to solve methodical problems. But despite the achievements in solving the problem of teaching English at the non-linguistic universities, the problem of the effectiveness of foreign language training remains unsolved.

Foreign Language for Professional Purposes (FLPP) is an orderly language system that is used by representatives of a particular professional field to solve professional problems (Dubin F., Ostanin E., Ellis M., Johnson C., Hutchison T., Waters A., Dudley- Evans T.).

The aim of the article is to study peculiarities of the content of the foreign language (English) course at the medical university and determine the requirements for its selection.

For students of medical universities, the main communicative skill is the ability to extract professional knowledge from sources of scientific and medical information, to interpret them and to activate them mostly in oral speech. Therefore, the basic skills of communicative competence in professional

communication of medical students is their ability to obtain the necessary information from the professionally oriented texts (reading) and ability to use this information for solving certain communicative problems (speaking).

“Language for special purposes” (hereinafter referred to as LSP) is a special system of linguistic means that are thematically integrated and relevant to the specialized field of human activity. The term “language for special purposes” is used to define the language that has a certain conceptual orientation and is characterized by a number of linguistic means that limit and clarify the norms of everyday communication.

Language is not only an object of learning, but also a tool for professional skills development. The concept “professionally-oriented” is understood as a training that is designed according to the needs of students in learning the foreign language dictated by the features of their future profession or specialty [5, p. 22]. A professional orientation involves not only the content of learning materials, but also activities that form professional skills. Professional orientation of activity, in turn, requires, first, the integration of the discipline “Foreign language” with professional disciplines, and secondly - teaching the future specialist to use foreign language as a means of systematic improvement of professional knowledge, as well as a means of forming skills; thirdly, it involves the use of forms and methods of learning that can provide the formation of the necessary professional abilities and skills of the future specialist in the field of medicine. Therefore, the content of professionally-oriented learning the foreign language at the medical university should be focused on the latest achievements in the particular field of medical activity, in timely reflection of scientific achievements in the fields related to the professional interests of medical students and enable professional development. The elements of the future professional activity should be clearly presented in the educational process. A professionally-oriented approach to learning is aimed at developing the students’ ability to communicate in certain professional, business, scientific fields and situations, taking into account the peculiarities of professional thinking during the organization of motivational and research activities.

Taking into consideration the fact that vocational training in foreign language has been recognized today as a priority in the modernization of education, there is a need to take a fresh look at the process of studying FLPP at the medical university.

Methodology of professionally-oriented learning involves the following: taking into account the disciplines interconnections, focusing on the individual abilities of students, close interaction of theory and practice, control and correction of students’ classroom and independent work, etc. Work with professionally-oriented texts makes it possible to get involved in the future profession. Professional orientation in teaching different types of reading should be reflected

both in the subject area of the texts and in the nature of lexical exercises. In advanced reading English texts, a set of exercises should be directed to the ability to extract the necessary information from the text, to summarize it, to correlate certain semantic parts of the text, to make conclusions on the basis of the received information, to evaluate and interpret the content of the text. It is recommended to use tasks that reflect the real situations of professional activity of future medical specialists and develop the ability to transform information depending on the tasks set as well as to use knowledge in practice.

Analysis of the existing educational programs for non-linguistic educational institutions has revealed that the main focus in mastering FLPP is to achieve a level of communicative competence that enables to use FLPP in the particular field of professional activity. Medical texts are the sources of accumulation of the students' vocabulary, as well as the means of formation and development of their professional skills. Therefore, medical texts meet the information and cognitive needs of students, serve as a support for stimulating students' learning interaction on professional topics, supplement their professional knowledge of by means of reproducing and processing the information received, and they expand students' ability to communicate.

There is a need for cooperation of foreign language departments with the medical departments. The philology teacher designs the learning material according to the tasks of increasing the language competence of the students. Participation of the medical specialist contributes to the simultaneous growth of the professional competence of the English teacher. Possible inevitability of linguistic and professional progression (for example, simpler texts in linguistic sense and more advanced in the medical content, may be used at the beginning of the course) - may lead to the disturbance of the logic of discipline and misrepresentation of information [4].

The study of the literature on the problem of research suggests that the principle of interdisciplinary connections has a positive impact on the process of teaching FLPP, which is observed in the following:

1) Working with medical texts promotes the formation of conceptual apparatus, expands students' professional knowledge, increases their interest in the profession and motivation, develops the ability to use the results of work.

2) Extracting, processing and reproducing the information contained in the medical texts makes it possible to broaden the students' intellectual and professional horizons.

3) Implementation of the interdisciplinary connections in teaching the medical students FLPP improves the culture of thinking and activity of the psyche of students, namely their logic of thinking, ability to critical evaluation, prediction, etc.

4) Consideration of the interdisciplinary connections contributes to the

formation of such important qualities of the medical specialists as procedural and perspective motivation.

Thus, we see that the interdisciplinary connections should be considered as the fundamental principle of the selection of medical texts. This raises the question of learning material for FLPP in the field of professional communication. The subject area of the texts is also closely related to this problem.

All of the stated above emphasizes on the choice of appropriate methods of teaching FLPP that allow the students to master the language properly within a shortage of academic hours. The history of foreign language teaching has always been focused on finding the most rational teaching method. Each method has its own advantages and disadvantages and, under certain conditions, has its objective value. However, at all times, the methods used in the various educational institutions are most directly dependent on the social order of the society, which influences the aim and the content of foreign language learning.

To understand the medical text, it is necessary to master the techniques of its decoding. The whole work on developing language skills aims to bring the student's reading process closer to the process of language activity from the very beginning of learning: mastering the decoding techniques allows the students to shift their attention to the semantic treatment of the text being read. Due to the inability to correlate the meaning of the unknown lexical unit with the context, students have certain difficulties. Special exercises intended to work on the word meaning can be recommended as preparatory work to overcome these difficulties, e.g. reading word combinations. In addition, students should remember that often the same words and word-combinations can have different meanings in different contexts. In this case, it is advisable to translate the exercises.

The process of understanding the text is related to the processes of distraction from insignificant details and summarizing the key points. In order to do the task successfully while reading a text, the students need to realize that different words may have different semantic information in the sentence. Exercises requiring choosing one or another element of the sentence, as well as exercises requiring a sentence extension can solve this problem.

Exercise material used for development of students' language skills is based on the elements of the text, which contain both the lexical meaning and certain semantic relations. These are syntagmas and sentences; their decoding requires the use of almost all of the skills used by the student for perceptual text processing. Such exercises should be based only on the material, which the students have already known.

Consideration of scientific style vocabulary in the system determines the method of analysis, which is in stratification and distribution of vocabulary according to the "layers". It is established that the content of the scientific text can be

divided into three major sections: common, general scientific and terminological vocabulary [6].

Common vocabulary means the most commonly used words of the language and is its basis. This includes all auxiliary and connective words. Accordingly, general scientific vocabulary means the words by which phenomena and processes in different sciences can be described and characterized. Terminological vocabulary contains the terms of the particular field of knowledge. It doesn't exist without any referent.

Frequency medical vocabulary can be the basis for selection of the lexical minimum. Based on the frequency vocabulary data, different layers of lexis can be distinguished. The ratio of terminological and common vocabulary, the number of borrowings and words of Latin-Greek origin can be determined.

To make the frequency medical dictionary objective, it is advisable to design the model of the particular specialty [3, p. 9]. The specialty model contains the set of basic disciplines that make up a particular scientific field of knowledge, namely medicine, dentistry, pharmacy, etc.

Each field of scientific activity is divided into disciplines. Therefore, it is very important to set their percentage to determine the amount of material that needs to be analyzed in each of them for further objective presentation in the frequency vocabulary. V.K. Kolobayev recommends to hold the following requirements when designing the highly specialized frequency vocabulary [3]:

- the medical articles, which have been published mainly in the last 5 years, should be used for selection;
- the object of material to be analyzed should be determined accurately;
- the sources of at least 4 scientists or authors should be used;
- the texts should be divided into subtexts, 1000 words each;
- subtexts must be taken from different parts of the medical article (introduction, results, discussion, etc.), or paragraphs, sections of monographs.

The above stated requirements raise the question of sources from which it is advisable to select words for analysis, as well as parts and sections of scientific papers. In this context, special attention should be given to articles in specialized journals and collections of papers. The article makes it possible to briefly and reasonably reflect the essence of the problem, familiarize the student with the results of the work, stimulate further search and reinforce the priority of the researcher. From a linguistic point of view, the article reflects the most rapid changes that occur in the lexical system of the language. The article identifies the trends in a particular field of language functioning, and provides an opportunity to predict the further development of language for professional purposes.

Of course, it is impossible to fully disclose the essence of the problem in one article. Prospects for further research in this field are to determine the structure of

the course of medical English, to analyze the adequate methodological principles and technologies, which determine the structure of the entire course of studying FLPP at the medical university.

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**PECULIARITIES OF THE CONTENT OF TEACHING FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES AT THE MEDICAL UNIVERSITY**