

3. Saarbrücker Fremdsprachentagung

Fremdsprachenvermittlung zwischen Anspruch und Wirklichkeit: Ansätze - Methoden - Ziele

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O.V. Vasylieva & D.V Vasylyev

Features of Linguistic and Communicative Components in Teaching Foreign Students at Ukrainian Medical Universities

The problem of full higher education in preparing qualified specialists is an urgent task of medical schools, not only in Ukraine but in many other countries. Over the last few years, the number of foreign students enrolled at the English medium of *Kharkiv National Medical University* (KhNMU) has significantly increased (by 2500 students from 80 countries). Most of them are representatives of Asian and African countries where English is not the native language. This fact has led not only to increasing requirements for linguistic and pedagogical teacher training, but to the necessity of acquiring intercultural communication skills, based on the knowledge of the respective national cultures of foreign students, as well as their ethnic and social psychology.

The level of mastering new material greatly depends on the quality of foreign students' pre-university and language training. The situation is further complicated by the fact that starting from the first year (especially in the department of biology), students should memorize (and the first and foremost, understand) the meaning of numerous terms in Latin and Greek, which are important for medical and pharmaceutical terminology. Medical English terminology is the basic requirement for our first-year students. However, if students' English is weak, the university can organize additional classes in the department of foreign languages for them.

In order to provide a student with full education, foreign language teachers need to create an integrative methodical system of professional language training activities, including linguistic, intercultural, psycholinguistic and communicative components in order to form student's professional and communicative competence. It is advisable for teachers to develop student's profession-relevant skills (the ability to understand and clearly see his or her own linguistic tasks, the ability to plan conversation courses clearly, to elicit given speech acts) as well as skills that permit students to hold a dialogue (to ask specific questions that

would direct the answer of a patient to the framework established by the student and to ask clarifying questions in which the student uses vocabulary and lexical structures that are familiar to him or her).

At clinical departments, the process of learning is based on the principles of consistency, and at each level a form of a student's activities, similar to a medical doctor's activities, is created. The emphasis of educational process construction is directed to the individual monitoring of patients in the clinic, using various linguistic and pedagogical methods and international medical standards, as in educational processes, foreign students deal with Ukrainian patients and medical staff, but in the future, they should provide patients with qualified medical care around the world.

After graduating from KhNMU and obtaining the diploma of a doctor of medicine, foreign students are able to start their internship and clinical residency in the Kharkiv Medical Academy of Postgraduate Education in the specialty chosen. But at the same time, most students additionally learn German or French in order to be able to obtain further employment in Western Europe (e.g. Germany, Austria, France and Belgium).

Thus, a large number of foreign students with different mentalities, national and cultural traditions, different levels of general training and knowledge of English require special linguistic and communicative approaches. International integration, training abroad and an exchange of experiences with foreign colleagues can assist Ukrainian specialist teachers in this task.

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