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Важливою складовою вивчення англійської мови в межах курсу PhD є навчання письму. Навички письма на цьому рівні передбачають застосування на практиці знань з різних жанрів. Навчання письма пов'язано з оволодінням іншими іншомовними мовленнєвими навичками та комунікативною компетентністю.

Ключові слова: письмо, навчання англійської мови, післядипломна освіта

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Важной составной частью изучения английского языка на протяжении курса PhD есть обучение письму. Навики письма на этом уровне предусматривают использование на практике знаний по разным жанрам. Обучение письму связано с овладением другими иноязычными речевыми навыками и коммуникативной компетентностью.

Ключевые слова: письмо, обучение английскому языку, последипломное образование

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Writing is an important part of training English within the PhD course. Writing skills at this level suppose practical usage of various genres. Teaching writing is connected with mastering other foreign speech skills and communicative competence.

Key words: writing, training course of English, postgraduate education

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WRITING AS A PART OF POSTGRADUATE TRAINING ENGLISH

Development and mastering skills in academic writing while postgraduate medical training English as a foreign language is a valuable component of creativity formation in personality of a medical specialist. Life-long training supposes attainment of appropriate level of independent progressing in professional knowledge, availability to novel special information via language skills improvement, in particular, academic writing. (John M. Swales & Christine B. Feak M. Swan, A. Falk, A. Oshima, A. Hogue, E. Abrams, K. Duffin, etc.) [1-5].

Problems of successful training writing in PhD course of studies is of a topical interest due to significance for the trainees' prospects. On completion of this course the graduates are to be ready to receive actively new research and education information in the field and to communicate in their field via English medium, in particular, in written form.

Current programs for the third education-research university level envisage ESP syllabus which intends to make appropriate communicative speech competence for PhD students. These basics and issues were studied in numerous papers (D.

Hymes, M. Canale, M. Swain, H. Widowson, H.D. Brown, J. Harmer, etc.) [1-11] and are still a subject of interest today.

Training English while PhD course is the highest for a specialist level. It is grounded on pre-university and university skills gained in English speech practice. English usage, as it was stated in numerous research papers, depends on specific speech activity needs of the trainees which determine objectives of the mentioned course of English.

As it was stated in literature sources (M. Canale, M. Swain) [3], language focus of such course differs considerably from pre-university and even university courses. Specific objectives of this education level determine its specific speech skills. And it should be emphasized, that writing skills are of dominant attention for PhD students. Becoming scholars in their academic communities requires from them a definite level of professional English competence, and from the point of view of PhD training, it outlines specific aims and strategies (D. Hymes, S. H. Widowson, S. Fleishman, K.N. Nvogu) [6; 8].

Information and research explosion, which we evidence now, determines the priority of life-long training and being well-informed in the specific field advances, as well as ability to communicate with colleagues on the issues in the professional area. Renovation of professional level is impossible currently without certain English fluency and proficiency, including writing skills.

Writing skills at this level are presupposed to involve understanding of genre features of academic and professional English. Consulting with international level references is of great value for modern expert who has to be aware of the up-to-date level in his field, which is fixed mostly in English as it is a well-known medium of international communication, including written sources.

It should be considered that currently medical volume is annually 10-15 per cent refreshed, and obviously, if a scholar waits for the formal translation and announcing introduction, his level becomes out-of-date, making automatically his research reasonless. It means that attainment the proper English competence for research and professional development meets the needs of PhD students.

Search for the ways to optimize teaching foreign language to the specialists, in particular, PhD students within postgraduate medical training is of linguo-methodical interest. Material for English training course at this stage mostly may be defined as really useful for professional activity of an expert, including his work with authentic scientific research literature, processing information obtained from the Internet resources, publication of own considerations, communication with foreign colleagues, participating in international conferences, etc. (D. Hymes, S. H. Widowson, J.M. Swales, M. Swan, C. B. Feak, A. Falk) [2; 3; 6; 7; 11].

J.M. Swales [10], for example, involves strategies helping to teach postgraduates to outline academic genre basic features concerning the purpose of the paper, its structure, discourse peculiarities, linguistic (vocabulary and grammar) elements, etc. which should show the learners techniques how to write summaries, abstracts, reviews, essays and thus reach their communicative rhetorical objectives.

The authors consider that it is very important, while training medical experts foreign language, to teach them analytical and synthetic speech skills in professional area. That means skills to analyse authentic English literature in the field with purpose to accumulate information which is necessary to be used in professional and academic activity. Synthetic activity supposes ability to develop own research works including articles, reports, reviews, synopses, abstracts, etc. [1; 5-10].

Steady improvement of writing and professional skills through acquiring academic genres is a condition of progress in such English course. Task-based methodology aimed at genre knowledge and group discussions are preferred.

It is necessary to make the classes comprehensive; that is determined by interrelation of such skills as writing abstract, synopsis, summary, essay as well as manipulating with professional medical terminology and usage of special medical terminology microsystems (S.Fleishman, K.Nvogu) [6; 8].

Teaching foreign scientific speaking skills is one of significant aspects of postgraduate medical education, and thus, language phenomena synthesizing and classification are the real purpose which trainee is driven to by his trainer. It pertains, in particular, to the problems of selection medical terms which are stored in active

and passive vocabulary, determination of special professional vocabulary which is necessary to communicate and render special information.

Teaching writing in English for postgraduates includes teaching writing academic essay as it is one of the most common assignments in academic process. It supposes explaining what a good essay needs, its purpose and structure comprehension, practising algorithms of its development, mastering its design in the trainee's special field.

The purpose of academic essay is close, somewhere, to medicine, especially evidence based medicine. Academic essay has a principal purpose to persuade readers of an idea based on evidence. Firstly, the question should be defined and an academic essay should answer this question or complete the formulated task.

The main types of academic essay are defined as descriptive (which describes a subject, person, place, event), expository (which explains a concept), argumentative (which presents an argument through reasoning and the use of evidence). Writing a first draft includes presentation of introduction, body and conclusion [1; 4; 7; 9].

Although essay writing is not a linear process, practising academic essays includes acquirement of basic steps in writing an essay, i.e. definition of topic, key words, plan, analyzing the question, writing a first draft and improvement it with logical reasoning and presenting evidence pro and contra. As usual, the following parts are distinguished: understanding the essay question, preparing for writing the essay, writing the essay, finalizing the essay.

Essay shows how well the trainee has understood the topic material, reflects volume of extra work put into researching the essay topic, demonstrates applied force in analysing, selecting and commenting on the material used. The postgraduates are taught to express in English their understanding of subject, make research and analysis. It could be realized only with good writing skills in English.

The process of writing a good essay supposes many steps and detailed work in foreign language, in particular, in this specific genre.

To answer the topical question of the essay it is necessary to present facts, organise ideas, points of view, discuss them, develop logical succession of

arguments, build canvas of thesis statement and argument. One of points in teaching writing is teaching to take notes from the own readings.

Relevant examples are required, supporting the evidence and facts from credible academic and research sources. It should be emphasized that only authentic sources are allowed to be used for support. Some techniques for developing essay such as notetaking stage, rereading, rearrangement, substitution, introducing, summarizing, concluding, improvement in location of the specific information, etc. should be mastered by the learners. Skills in editing and redrafting essay till the final draft are necessary.

Writing a list of references is of great attention because they must meet all formal requirements. At the end of academic writing the references should be completed and citations finalized. Reference which is a list of materials that were used or referred to could be entitled according to the requirements or conventions: reference, list of reference, bibliography, or works cited.

Efficiency in assimilation foreign scientific and professional speech directly relates to the optimal choice of topics for classroom activity, including professional texts, selected typical structure components which are distinctive features of statements specific for scientific style in proper medical field, estimation of volume of special texts to use them in classroom and for independent work.

It should be clear that at the described stage is very important to present high qualified and specialized in medical topics foreign language that allows the teacher to manage equally and on sufficient level different tasks in medical texts of a narrow specific field.

Self-study is of greatest value in this English course. Intellectual and creative properties of specialists are being trained through the whole course of English. Such is indeed the essential part of English as a foreign language training at postgraduate level. The third education-research university level is a very demanding period and requires efficient training in foreign language that reaches the highest for non-linguistic education stage. Amount for hours devoted to independent work should be prolonged according to the needs of the course during which self-study functions as

training and testing tool. Nevertheless, training includes preparatory work for simulating this activity. It aims to give the trainees algorithm of independent information processing and usage of sources.

System of tests is significant in rational guiding the training process of foreign scientific speech skills. It assesses degree of communicative competence. The tests are aimed to assess material in proper system of tasks and in limits of available academic hours.

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