

LEARNER/TEACHER PARTS IN POSTGRADUATE MEDICAL EDUCATION

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Nowadays, learner-centered teaching is proved to be more effective, and in various fields of education it shifts the focus of activity from teacher to learners. It concerns the third educational scientific level of medical education, i.e., the postgraduate course for a Philosophy Doctor degree in Medicine, as well.

Wide-ranging postgraduate programs in medical university include English as a foreign language course. This course differs from the so-called 'General English'. English for specific purposes program is compiled by the foreign languages department of the medical university. Such course supposes the own educational scientific program of the university in the chosen specialty, and fulfillment of the own scientific research completed by each PhD postgraduate student.

Psychological and pedagogical features of postgraduate teaching in medical universities and interpersonal relations present numerous challenges for the higher medical education. The above mentioned course is designed for postgraduates searching a Philosophy Doctor degree, who are adult learners, motivated, and responsible for their education and training. English for specific purposes course provides the learners with those speaking, writing, listening and reading skills, vocabulary and grammar, which are necessary exceptionally for them in their target situation.

The principles of the admitted learner-centered teaching include the idea that the content of instruction is relevant to the PhD students' needs, wants and lacks, and is based on their experience and knowledge.

The parts of the learners and trainers have been changed, compared to those in the previous stages of the methodology history, which were traditional for the foreign languages training: teacher mostly informing and controlling, and learner mostly reproducing the given material.

By all means, now, before the training course, the needs analysis is made obligatorily. During the course of studies, which lasts a year and a half, teachers constantly assess teaching and learning in relation to learners' needs; teachers catch the issues and themes emerging in the classwork from their learners.

Unique learning needs determine the content of the course, variety of learning styles and activities. Teacher devotes more active roles in the classroom to the learners; the volume of their classroom and independent work grows. It even covers making choices about content of the syllabus and classroom activities, which is allowed to be done by the learners. PhD medical postgraduates acquire strategies that help them in learning foreign language in the classroom and out of it, hoping no help of a teacher.

This English for specific purposes course enhances the postgraduates' knowledge and skills, gives them confidence to apply foreign language in their own professional and scientific practice in target situations.

The share of self-study and autonomy of the learner increases. English for specific purposes for PhD postgraduate medical students is aimed at gaining general competencies – strategy of life-long learning, methods of productive learning, cognitive abilities, basics of elocution, etc. cognitive abilities. It is very important to motivate the learners to improve their English as it serves them as a medium for improvement of their professional level. English becomes the aid to raise professional volume in medicine, to reach the necessary level of the world's standards.

Thus, English-medium ability for self-study, bibliographic search, processing of scientific metric bases, etc. may be achieved successfully on this stage of postgraduate medical education. The course of English for specific purposes for PhD medical postgraduates supposes attaining and deepening the complex of knowledge, skills and foreign language competencies sufficient for processing and analyzing research information available in the world's data bases, professional communication with colleagues from abroad, participation in international scientific research projects and conferences. Target professional situation for the foreign language use grounds more autonomous and self-responsible part of the English for specific purposes learners.

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