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Integrated approach to classroom work in the foreign language forspecific purposesThe concept of higher education in non-language universities involves foreign  
language training as a necessary condition for the formation of professionalism of a  
modern specialist. It is the proficiency of a foreign language that increases the quality  
of acquiring world information in the specialty, allowing the specialists to  
communicate freely with foreign colleagues for a professional purpose. Future  
development is associated with high-quality foreign language training of  
professionals, which ultimately will contribute to the successful integration of  
Ukraine into the European culture and communication space [ 2 ].  
Teaching a foreign language at a non-language university is carried out within  
numerous subjects in relation to different specialties, types of training and levels of  
education. Foreign language training is integrated in the medical university and is one  
of the components of multidisciplinary training of professionally qualified specialists,  
a means of forming a foreign language professional competence of specialists.  
The logic of learning in the non-language university, that means providing  
education in a particular professional field, requires the necessary condition – the link  
between the disciplines studied [ 4 ]. The interdisciplinary connections at the medical  
university are aimed at formation of professional competence, creating integral  
professional picture of world perception of the students.  
University subject "English for specific purposes" is integrated into the general  
educational process, aimed at achieving the result – training of a professionally  
qualified personality in the field of health care.  
It is integrated in the process of professional training and determines the  
specific purpose of the subjects in the foreign language training complex.  
Foreign language for specific purposes at the medical university demonstrates  
mainly perspective interdisciplinary connections, as the foreign language is studied  
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predominantly in the first and second year, in parallel with professional subjects  
(preclinical subjects – microbiology, anatomy, histology, physiology, etc. ) or before  
them (clinical subjects – therapy, surgery, neurology, infectious diseases,  
dermatology, etc.).  
A great attention in this aspect is given to English medical terminology, both  
general and specific, depending on the profile of education, which is one of the main  
components of professional foreign language. Knowledge of English improves the  
level of professional knowledge and allows to improve the professional level, in the  
course during the university years, and at a later stage, by updating professional level  
in accordance with the world's achievements in the one’s specialty.  
Integration of the discipline “Professional foreign language” with the  
professional disciplines that are the part of syllabi at the university, allows to form a  
foreign language component within the professional competence in the fields of  
preclinical and clinical subects.  
Actually, foreign language competence includes, among others, both general  
language and professional language components. Integration of the subject  
“Professional foreign language” with professional disciplines is getting more value in  
connection with the implementation of the Unified State Qualification Exam for  
medical university students, which includes a foreign language component.  
In the course of “Professional foreign language”, students learn the algorithm  
of analysis which is used for English medical terms in English world [ 1, 4 ].  
The most effective way to study English medical terminology in the world  
teaching theory and practice is to achieve understanding of the word structure and the  
meanings of the combining forms (e.g., hepato – liver, gastro – stomach, entero –intestine, stomato – mouth, itis – inflammation, oma – tumor, radio – ray, etc.), and  
to acquire the strategy of constructing medical terms and, vice versa, dividing terms  
into structural significant components.  
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To reproduce English terminological systems of the target branches (humananatomy, physiology, pharmacology, microbiology, medical biology, etc.), the  
manuals, created at the department, include analyzing of the texts taken from  
authentic medical and popular science sources on medical issues.  
Interactive ebook on the language of medicine written by D. E. Chabner [ 3 ] is  
available online. Additional materials, interactive exercises help students learn  
English medical terminology. English terminological competence of the doctor is  
important for the general professional communicative competence.  
Teachers constantly improve teaching methods, find new approaches for  
presenting linguistic material, taking into account the peculiarities of the specialty  
chosen by the students. Learning a professional foreign language becomes more  
effective if it is professionally directed in accordance with the specific needs of the  
future specialty of the student’s communication.  
Thus, foreign language for specific purposes as a subject is included in  
optimization of interdisciplinary integration at the medical university. The  
fundamentals of terminology in the language of medicine are integrated in the whole  
university course of studies and contributes to the formation of students’ professional  
competences, the development of clinical thinking.  
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