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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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