

УДК 378=111:37.091.321:37.016:616/618
DOI 10.11603/me.2414-5998.2019.1.9558

T. S. Zayikina, N. G. Ryndina, G. Yu. Titova

Kharkiv National Medical University

CURRENT CHALLENGES DURING THE TEACHING OF CLINICAL DISCIPLINES TO ENGLISH-SPEAKING FOREIGN STUDENTS AND THE WAYS TO SOLVE THEM

Т. С. Заїкіна, Н. Г. Риндіна, Г. Ю. Титова

Харківський національний медичний університет

СУЧАСНІ ВИКЛИКИ ПРИ ВИКЛАДАННІ КЛІНІЧНИХ ДИСЦИПЛІН АНГЛОМОВНИМ ІНОЗЕМНИМ СТУДЕНТАМ ТА ШЛЯХИ ЇХ ПОДОЛАННЯ

The aim of the work – to analyze the current challenges during teaching of clinical disciplines to English-speaking foreign students and offer the ways to solve them.

The main body. It was demonstrated that crucial challenges for the acquisition of medical education by English-speaking foreigners are language barrier, insufficient use of new pedagogical techniques and innovative technologies of distance learning by teachers, a low level of practical skills proficiency.

We consider effective ways to overcome these problems by the introduction of a language test for foreign students, by financial encouragement of the teachers with proved high level of language training, creation of the university clinics, and involvement of international online platforms in the studying of basic and clinical disciplines at medical universities.

Conclusion. Implementation of the approaches mentioned above will contribute to improving of higher medical education, the formation of a positive image of Ukrainian universities all over the world and definitely allows raising revenues.

Key words: teaching of clinical disciplines; English-speaking students; distant education; general language exam; online-platforms.

Мета роботи – проаналізувати існуючі труднощі при викладанні клінічних дисциплін англomовним іноземним студентам та розробити можливі шляхи їх вирішення.

Основна частина. У статті продемонстровано, що головними проблемами при здобутті медичної освіти англomовними іноземцями на сьогодні залишаються мовний бар'єр, недостатнє володіння викладачами сучасними педагогічними методиками, інноваційними технологіями дистанційного навчання, доволі низький рівень володіння практичними навичками при спілкуванні та проведенні діагностичних процедур хворим.

Дієвими шляхами подолання цих проблем ми вважаємо якнайшвидше впровадження єдиного мовного іспиту для студентів-іноземців, фінансове заохочення викладачів з високим рівнем мовної підготовки, розвиток університетських клінік, залучення міжнародних онлайн-платформ із викладання базових та клінічних дисциплін у медичних вишах.

Висновок. Імплементация вищезазначених підходів сприятиме підвищенню якості вищої медичної освіти, формуванню позитивного іміджу вітчизняних вишів в очах іноземних абітурієнтів та, безумовно, збільшенню фінансових надходжень.

Ключові слова: викладання клінічних дисциплін; англomовні студенти; дистанційне навчання; єдиний мовний іспит; онлайн-платформи.

Introduction. Current worldwide trends contribute to intense growth of the global market of the educational services. According to UNESCO data, this market includes more than 140 countries and its income is approximately 100 billions dollars in a year [1].

Ukraine's contribution in global export of educational products is about 1.5 %. According to Ministry of Education and Science data approximately 70 thousands of students are getting higher education currently. More

than 25 thousands of foreigners (35 %) are learning medical specialties. Main advantages are low cost of studying and living, fundamental theoretical training and positive reputation of leading institutions [2]. Educational export growth is extremely beneficial from economic and educational points of view. After all, the struggle for a foreign student encourages Ukrainian universities to improve the training of specialists considering modern requirements.

The aim of the work – to analyze current challenges during teaching of clinical disciplines to English-

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speaking foreign students and offer the ways to solve them.

The main body. Qualification of graduates of medical universities depends on many factors such as teacher's professionalism, sufficiency of the educational process, motivational component, use of modern learning technologies, implementation of the objective system of knowledge control, encouragement of teacher's work, student's research work organization as an essential part of the educational process, participation in the modernization of methodological provision of the educational processes [3].

It is necessary to elaborate on the issue of training teachers to teach foreign students in higher educational institutions. The most important problem is a lack of programs in Ukrainian universities that would take into account the requirements of health systems of the countries where students are from. At the same time, the level of English language proficiency and the quality of English language teaching remain rather low. An important prerequisite for raising of the language skills is a financial encouragement of teachers to obtain an international certificate, which confirms needed level of proficiency in a foreign language.

However, lack of students' language proficiency also causes appearance of a language barrier. In our opinion, the way to solve this problem is to conduct an international exam, analogous to the teaching staff, at the stage of selection of students for admission to higher education. It must be admitted that the financial component, namely the reluctance of the university to "refuse" a solvent even with a very poor knowledge of English, still limits the implementation of this approach. According to the decision of the Ministry of Education and Science of Ukraine, starting from next year a united language exam for foreign students will be introduced. Positive results will allow the first-year students to continue their studying.

Realizing a key role of a teacher in ensuring of an appropriate medical education, we must admit that there are no specially trained personnel for pedagogical activity. Because the quality of graduates depends on the teacher's capability to combine medical and teaching aspects of their professional activity.

Mostly, universities hire teachers who have only special medical education but do not have the basics

of pedagogical skills. It leads to "limited" use of new pedagogical approaches in their professional life. Considering all mentioned before, it is extremely important for them to get pedagogical education by passing courses or obtaining a second higher pedagogical education in specialized universities.

An important issue of the university's training of a foreign medical student is a low level of practical skills proficiency, insufficient development of the communicative component during working with a patient. It is necessary to separate main problems that hinder it. One of the reasons is an insufficiency of a direct contact with patients in clinics. In this context, it is important to create university clinics, where students could have free access to modern diagnostic techniques, daily interaction with patients of different nosologies according to the subject of the class.

Undoubtedly, independent work with the patient has much more advantages than work under the direction of a teacher, however, the language barrier limits the possibility of acquiring practical skills when communicating with the patient face to face. Therefore, because of the limited or impossible provision of thematic patients to English-speaking students, new teaching methods can be introduced. For instance, one of the students acts as a patient, and others as doctors should interview the patient, recommend him a list of diagnostic methods and prescribe treatment.

The use of modern forms of distance learning will allow not only to diversify the educational process, but also to attract a large number of foreign students from all over the world who want to obtain theoretical training distantly. Nowadays, the educational services market offers a great number of online platforms, such as "draw it to know it", mastering-platform, which, in addition to the traditional model of training, are successfully used in highly developed countries. It should be noted that this approach justifies itself at the final exams.

Conclusion. Taking all these facts into account we should admit real necessity to improve the quality of not only theoretical, but also practical training, that is going to be a key to graduating of highly qualified health care specialists and to improvement of the reputation of medical universities all over the world.

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Received 05.11.18

E-mail address for correspondence: zaikina_tatyana@ukr.net