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**ESP: Intercultural Communication Skills in Medical University Education**

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Within the context of the today's world, the competitiveness of graduates at national and international levels is closely connected with foreign language proficiency in professional field. Intercultural communication competence has become a core component of the medical university education. Furthermore, an English subtest was introduced in KROK testing of the medical students. This fact, among others, increases the importance of subjects related to the study of English by future doctors. The teaching community has outlined the most important features for the foreign languages at non-linguistic universities (T. Hutchinson, A. Waters, P. Strevens, T. Dudley-Evans, M. St John, P. Robinson, J. C. Richards, T. S. Rodgers, et al.).

It has been concluded as well that professional competence includes foreign language professional competence that is objectively based on the present-day realities determined by the current level of the world development in any field of human activity.

Thus, professional orientation of the foreign language course in the nonlinguistic universities is connected with the strong need for the graduates and future experts to be kept up-to-date in the professional area including intercultural communication skills.

Internationalization of higher medical education is dictated by dramatic rise of intercultural exchange which is observed in medicine and other related fields. The formulated academic and educational integration within the European Union, adds urgency to the mentioned issue.

The English teaching methodology at a medical university is based on generally accepted positions which include proper options of English for specific purposes (ESP). The ESP pedagogical concept (T. Dudley-Evans, M. St John, 84

T. Hutchinson, et al.) [2; 4; 6-8] was put forward in the English as a foreign language teaching community in the previous century and has substantially established in the teaching community throughout the world.

Medical university serves a proper site to implement ESP methodology for Medicine. It was rightly noticed by the founders of the theory, that ESP uses the subject it serves, it relates in design to these disciplines [2].

The quality of providing modern professional knowledge in medicine focuses medical education in university. Among others, the knowledge about the world's achievements in the chosen professional field is of special value for the future physicians and is impossible to be gained without a good command of English. This aspect adds more importance to the disciplines connected with ESP in medicine.

The formal documents manifest CEFR level B1 English proficiency as an entrance requirement for medical students. Thus, ESP program in medical university is elaborated for intermediate level students. It is necessary to admit the basic knowledge of the system of language grounded on the previous levels of proficiency. ESP (Medicine) is focused on specific needs which are topical for the medical

graduates. Syllabuses show how the diversity of disciplines reflects the variety of purposes which are set for the students. The curricula of the degrees in different faculties (Medicine, Dentistry, Nursing, Physiotherapy, Medical and Laboratory Technologies, etc.) include various in duration and content courses for the first-fourth year medical students either as obligatory or optional subjects.

The teaching strategies meet the students' needs. It results in a methodological shift in higher medical education courses of English. The content of the courses meets the needs corresponding to the real professional activity of future specialists, but not just sets out the rules of grammar, vocabulary and terminology glossaries, simple dialogues about visits to the doctor's and conversations about illnesses.

Thus, the benefits appear which are associated with engaging in integrated language learning in the course of higher medical education. This idea is grounded by the concept of Content and Language Integrated Learning (CLIL) [1; 3; 5] which was put forward in nineties of the 20<sup>th</sup> century by D. Marsh as an idea of basing English

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language learning into an integrated education course with a profile subject, "to study subject while learning a foreign language" [5]. The higher education perspectives on CLIL gave opportunity to a somewhat rise in student's motivation as for learning foreign language in non-linguistic universities. Such targeted course provides ways towards the cross-cultural awareness, consideration of requirements determined by globalization, development and improvement of language competencies, professional development.

Implementing CLIL methods in classes allows some innovative approaches to make the lessons more engaging and motivated for students, taking them closer to the future practical perspectives in the chosen profession. Getting acquainted with specific features and structure of discourse in medical English, various genre peculiarities (case history, case presentation, lab referral, etc.) helps the students to attain the required level of foreign language professional competence within the medical university education.

The internationalization of life requires proper language skills. The medical university educational system responds to these needs, including teaching foreign language using elements of the CLIL methodology (integration of foreign language teaching and other teaching disciplines). Authentic textbooks should be used selectively and could be compiled considering the demands of the curriculum to satisfy the needs of students as learners of English.

Understanding the culture of the studied language helps to form sociocultural competence. The development of English in higher medical education creates opportunities for professional progress, promotes growth and quality of medical universities.

Taking these aspects into account when teaching English at a medical university increases students' chances to achieve competence in intercultural exchange, implementing content and language integration, orienting foreign language professional level to intercultural communication skills.

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