

CURRENT CHALLENGES IN ESP FOR MEDICAL UNIVERSITY STUDENTS

Globalization of the scientific and specialized fields and education as well have fundamentally influenced the educational paradigm, which is now being updated in accordance with current educational, methodological and didactic ideas about the pedagogical process in a non-linguistic university, in particular in a medical university.

Teaching foreign language for specific purposes also reflects the major contemporary challenges and trends of university education. Student-centered learning has become a leading approach to teaching subject matter, including English for Specific Purposes (ESP). Studying the students' needs according to the target situation of their future specialty, the level of study and the form of training determine the content and competence characteristics. These features serve the basis for the modern programs of studies, and therefore impact the work of the ESP teacher.

For the medical university, the requirements that students face for intermediate control in taking the Unified State Qualification Exam (ЄДКІ), which includes a subtest in English, as well as a Foreign language (English) exam for specific purposes, are relevant. One of the most important is the competence in solving the problems of choosing the answer in English within the studied disciplines (histology, anatomy, physiology, pathological physiology, medical biology, etc.). The 3-rd year students must show the skills in analyzing such tasks which present the case details and requires the answer in a multiple choice test.

The ESP training includes preparing the students to be ready to identify the important details in the frame of the tests. These tests include identifying determinants of a patient (*"A 68-year-old man"*), situation description (*"comes to his physician"*), his/her complaints (*"complaints of severe fatigue and altered sensations in his extremities"*), details of his/her past history (*"Past medical history is remarkable for chronic gastritis. He drinks alcohol almost every day"*), family

history, physical examination data (“*His heart has a regular rate and rhythm, his lungs are clear to auscultation bilaterally*”), vital signs (“*His blood pressure is 130/80 mm Hg, heart rate is 95/min, respiratory rate - 14/min and temperature of 37.1oC*”), the examinations undergone (“*Neurologic examination*”, “*Laboratory investigation – blood test*”), the results of the tests (“*loss of touch and vibration sense in both upper and lower limbs*”, “*hemoglobin of 80 g/L, Mean Corpuscular Volume (MCV) of 115 fL (the reference range is 80-100 fL) and White Blood Cells (WBC) of $3.0 \cdot 10^9/L$* ”) and their assessment. The student is trained to understand the question clearly because it is very important not to be mistaken and to answer a correctly understood question (“*Which of the following is the most likely diagnosis? A. Vitamin B12 deficiency B. Iron deficiency C. Vitamin C deficiency D. Vitamin A deficiency E. –*”).

Any inaccuracy, including a misunderstood question, can lead to an incorrect result, and thus, a wrong answer from the multiple choice test could be selected. The process of teaching has been changed recently, reflecting the situation in real life. It has been adapting to the present-day demands, including such as internationalization and globalization of the life, education, professional activity.

Preparation to a qualification exam for doctors (who recently have been given an extended exam that includes questions in English) involves revising grammar, expanding vocabulary, training in analyzing texts of small genres, which incorporate medical histories, case description, etc.

Training medical students to practice in analyzing the structure of the texts of these minor genres and their typical components should contribute to gaining competence in quick orientation in this material while testing that is very important due to the limited time for thinking over the answer at the exam.

References

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- 2. Hutchinson T., Waters A. English for Specific Purposes: A Learning-centered approach. Cambridge, 1987. 183 p.*