

ESP METHODOLOGY: INTERNATIONAL LEVEL OF TEACHING FOREIGN LANGUAGE

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Introduction. The modern world proves that the internationalization of medical education and science has reached the world level. The available online sources of information have shown a global rise of international students seeking medical education [1; 2]. We know that the most significant aspects: general and special English proficiency, financial profit and competitiveness of universities motivating internationalization, English-medium educational services, institutional partnerships abroad, quality of training programs, support of the student mobility concerning medical education, international curricula, English for specific purposes (ESP) for university-specific specialties, etc. [1-3].

The purpose of the work is to elucidate the features of the ESP approach in light of the internationalization of education.

Results. Teaching the foreign language in a non-linguistic university suggests English for Specific Purposes in the very field of the students. Nowadays the advances in teaching foreign languages have been becoming standards for those involved in medical university programs.

We realized that these ideas regarding either ESP teachers' or the learner's role in medical university have taken them fully [3; 4]. It happened and largely because these trainers are being consistently and persistently educated at the seminars, webinars, online training, etc. by the ESP experts involving globally the world ESP community. The idea of English for specific purposes was not so historically recently expressed and supported by J. Swales, T. Dudley-Evans, M.J. St John, T. Hutchinson, A. Waters, J. Richards, P. Strevens, et al. [4]. It finds daily confirmation and proves its practical effectiveness. ESP is the technology of our time in teaching medical students a foreign language [1-4]. Attention should be focused on teaching strategies, linguistic development of teachers, application of new technologies. Naturally, the teachers taking part in ESP training must be on the level

in methods of teaching. Raising the teachers' competence is a necessity for professional communities of ESP teachers, centered around the worldwide educational, methodological, and publishing centers such as Oxford University Press, Pearson, Cambridge University Press, MacMillan.

The requirements of the specialties which are acquired by undergraduates differentiate the teachers of a foreign language by these specific areas. ESP presumes teaching of foreign language regarding a specific profession, curriculum, genre-based methodology, language, and communication skills. Thus, we can state that specific purpose determines everything concerning learning English in medical education.

The ESP approach is aimed at achieving the interests of the learners and so reflects the appropriate learning material in their field. This is what motivates students more.

The steps which are necessary to be done before starting any field-specific course – Medicine, Dentistry, Pathology, Physiotherapy, etc., assume the needs of the prospective learners who must be involved in designing an ESP curriculum.

The ESP approach is based on academic and real-life task-based language needs, i.e., the practical needs of the learners. Such a concept explains everything in teaching a foreign language to medical students. The practical need to pass an international test component of the State exam determines the content of the learning material which is revealed to be common in the medical tests; critical thinking, and realizing the meaning of the new, unfamiliar medical terminology through the word part analysis strategy; practical orientation to the language skills and competence in medical examination of the patients explains the topicality of the questioning in the stimulated doctor-patient consultation aiming at filling in the case history, etc.

Keeping in mind that the patients and medical professionals may interpret or perceive medical terminology differently, may determine so, everyday language and medical terminology/combining forms are applied for explaining the obscure meaning of medical terminology of Latin and Greek origin. Authentic online, video, audio resources develop ESP communication skills. Global background to English-medium education made the medical university professors become competitive and

master the language of international education, getting the world's standards, capabilities of curriculum to improve the level of teaching via ESP approach.

Conclusions. The expanded role of English and increased standards impact highly the education in medical universities which can fully participate at the international level. Teaching staff of the medical university should be competent in the level of English language proficiency for English-medium teaching their disciplines, using the appropriate teachers' pedagogical strategies. Target situation, needs analysis, genre selection are considered in designing the curriculum in the chosen field, and profile of the medical university education. Such an approach integrates multicultural dimensions in internationalized medical education to improve its quality and train graduates to be on a level in their medical practice in a globalized space.

References:

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