**SYSTEM OF EXERCISES FOR GAINING COMMUNICATIVE**

**COMPETENCE**

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Communicative competence is aimed at mastering an authentic language. But what determines this process? It is the input that a course-book contains. And this input ''should foster meaningful communicative use of the language in appropriate contexts'' [3:78]. In a course-book design we should anticipate the learners' needs and match them with a course-book content. Speaking maybe is the most crucial of all four types of speech activities and many if not most our learners are primarily interested in acquiring an ability to speak. Designing a language course-book has several components and one of them deals with the materials : ''For a teacher designing a course, materials development means creating, choosing or adapting and organizing materials and activities so that students can achieve the objectives that will help them reach the goals of the course’' [3:150]. There are certain types of tasks that efficient teachers should rely on. This should include learner-oriented activities, gap filling and problem solving. According to K. Bailey, activities ’’involving information gaps can be used at all levels of instruction to create communicative needs and motivate interaction’’ [1:129]. Sometimes the lessons are overwhelmed with rote, mechanical drills that center mainly on a form. We do not reject the importance of drills, especially at the beginner level, but what is important is a meaningful practice: '' ...it appears that contextualized, appropriate, meaningful communication in the second language seems to be the best possible practice the second language learner could engage in'' [3:77].

S.J. Nikolayeva, O.B. Bigych, S.V. Haponova, O.P. Petraschuk, N.K. Skliarenko and other Ukrainian methodologists distinguish three types of exercises according to the principle of communicativity: communicative (or speech) tasks, relatively-communicative (or relatively-speech) tasks and non-communicative (or language) tasks [1: 66]. In communicative activities a learner realizes the speech act in a foreign language he/she is acquiring. The main characteristics of relatively- speech tasks is the presence of a speech instruction and real-life situation. In non-communicative tasks the focus is only on the form [1: 67].

We suggest the following basic three-typed system of exercises for medical students of the intermediate level in dealing with the topic ’’Surgery’’. Our objective is to prepare students for different dialogic and monologic activities in which different social roles and partners are involved ( a nurse, a porter, surgeon-trainees, etc).

**Non-communicative tasks are:**

Task I. Make up questions using the given words (patient’s questions to the nurse before the operation of appendectomy) :1. *Will / anesthetic / act ? 2. Do / give patients / pain relief? 3. Have I / a scar? 4. Have I / sign / the consent form? 5. How / I feel / after the operation? 6. Who / show me to the theater?7.How / the procedure / call?*

Task II. Fill in the gaps. The verbs are given. Your task is to write down the nouns.

The column of verbs includes: *assess, incise, cut, grip, insert, assist, involve, operate, heal, prevent, bleed, clamp and drape.*  The answers are: *assessment, incision, cutting/cut, gripping/grip, insertion, assistance, involvement, operation, healing, prevention, bleeding, clamp and drapery.*

**Relatively-speech tasks are:**

Task III.Listen to the nurse talking to a patient before her operation and tick the things the patient is worried about: his clothes and money, test results, hysterectomy, laparotomy, dermatoplasty, colostomy, endoscopy, thoracocentesis, vasectomy, cystoscopy, oesophagostomy, scarring, pain during and after the operation, MRSA, having the wrong operation done, etc.

Task IV. Ask the nurse to explain to the patient what a surgeon is going to do in a real-life operation step by step using the given pictures and expressions.

Task V. Using a dictionary try to clarify what these devices and instruments are used for: *drapes, forceps, swab, retractors, scalpel, clamp, suction, diathermy plates, staples, etc.* and use them describing a surgeon’s work.

**Communicative tasks are:**

Task VI.Someone you love is near death from his condition and the only procedure that could save him is appendectomy. Try to persuade him that this operation is safe.

Task VII. You and student A are student trainees in a medical clinic. Call student A and tell him about the patient who is afraid of appendectomy and worries a lot. Then listen to student A’s piece of advice.

Task VIII. After the accident a 47-year-woman fell into a coma. Her husband wants the doctor to remove her feeding tube. But her children are against such a decision. Discuss the situation.

Task IX. You and your group mate are surgeon trainees in a medical clinic. Describe the patient’s medical history and suggested diagnosis to her and conclude which surgical procedure is needed.

The following conclusion can be drawn from the present study that this system of exercises can be used effectively while working on the topic ’’Surgery’’ with medical students.

This research will serve as a base for future studies concerning task and course-book design for a student medical community.

**References**

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