FOREIGN LANGUAGE PROFESSIONAL COMPETENCE INPOSTGRADUATE MEDICAL EDUCATIONOlga PetrovaKharkiv National Medical University, Україна
AbstractThe communication deals with formation of English as a foreign language competence in
postgraduate medical education. Professional foreign language competence is formed by
involving targeted work on language skills which are necessary for the search and analysis of
scientific information from authentic international sources, and oral and written professional
communication, based on the real needs of medical PhD postgraduates.
Keywords: Foreign language professional competence, language needs analysis, medical PhD
postgraduates, really useful tasks.
INTRODUCTIONOne of the important tasks of the third (educational-scientific) level of
higher medical education is formation of foreign language professional
competence in the course of English for specific purposes, which is studied by
post-graduates of the medical university. Its main purpose is to form foreign
language communicative competence of the PhD postgraduates, enabling them to
use English as a means of professional intercultural communication. In addition,
the main goal is to create a professional foreign language competence that will
allow the medical professionals to use English as a medium for life-long
professional growth.
The Foreign Languages department of Kharkiv National Medical University
has been developing a research "Language needs analysis of PhD medical
postgraduates", that is targeted at effective studying English by medical
postgraduates.
METHODOLOGYMultidimensional work which considers the methodology of English for
specific purposes (ESP) grounded by the famous scholars T. Dudley-Evans, M. J.
St John, D. Hymes, R. West, et al. [ 1; 2 ], and thus the language needs of PhD
~ 206 ~
postgraduates concerning their use of English in professional communication, is
carried out. Within the analysis of the needs, the postgraduates’ necessities, lacks
and wants were studied by interviewing the involved groups: postgraduates,
teachers, translators and scientific administration of the university. Such surveys
were conducted before the beginning of the course, and in the process of work as
a reaction to the course of studies, as well. The method of pedagogical
observation and analysis in assessing the ability of postgraduates to use foreign
language as a means of forming commitment for professional and scientific
activity is also used. Current testing provides with diagnosing and correction of
the academic activities.
ACHIEVEMENTSThe course of professional foreign language, which is taught for PhD
students, aims at forming a personality of a scientist who can independently use
English as a foreign language to accomplish scientific and professional tasks.
Modern didactic approaches are based on anthropological paradigm, which
means orientation on the personality, that develops in the process of productive
foreign language activities, acquisition of communicative competence (as it is
suggested in the Common European Framework of Reference for Languages) [2].
The PhD postgraduates are taught to form foreign-language professional
communication skills in their professional activities, taking into account different
communication situations which are assessed as real in their everyday practice.
Based on the analysis of the needs of medical PhD postgraduates, an ESP
program was compiled. The subject covers both aspects of terminology in the
field of medicine and topics related to actual and prospect clinical work, clinical
research, international scientific conferences, scientific publications, scientific
projects, presentation materials concerning medical PhD postgraduate education
at the University and defending PhD thesis. During the course, postgraduates
learn to search and select the necessary references in international databases and
catalogues of libraries according to their real research tasks. They are involved in
acquiring different types of reading to obtain the necessary scientific information
~ 207 ~
from authentic English sources to understand professionals speaking English,
writing CV, abstracts of an article, making presentation, or poster presentation in
English, applying for a grant, participation in an international conference,
publication of an article, discussing scientific research, writing case history and
case report form, etc. The level of proficiency in English (entry Intermediate B1)
allows to focus on the content of the subject and presenting material, linguistic
features of the genres of professional communication in the field of medicine
which correspond to the situations of real professional communication.
CONCLUSIONSFormation of the foreign language professional competrence in postgraduate
medical education can be enhanced by involving targeted work on skills which
are necessary for the search and analysis of scientific information from
international sources in English, and oral and written professional
communication, based on the real needs of medical PhD postgraduates.
REFERENCES1. Dudley-Evans, T., and St John, M. J. (1998). Developments in English for SpecificPurposes: A Multidisciplinary Approach. Cambridge: Cambridge University Press.
2. Council of Europe. Common European Framework of Reference for Languages: Learning,Teaching, Assessment. (2001). Cambridge: Cambridge University Press