

An urgent problem in the teaching and assessment of the humanities is the diversity of perception and assimilation by students of the content of disciplines in accordance with their intellectual development and worldview. The content of the disciplines of the humanities is a set of theories, positions, norms, knowledge from such areas of society that directly relate to the spiritual and social life of man and human communities, create conditions for comprehensive, harmonious disclosure of physical, spiritual and creative potential. Setting the goal of studying the discipline takes into account these features, and assessing the quality of learning material does not take into account the worldview and educational elements, the formation of which is identified as the purpose of learning a separate humanities course. One of the most effective tools to address this issue is to use formative assessment.

Key words: *assessment, formative assessment, formative assessment techniques, competence training, humanities.*

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PEDAGOGICAL CONDITIONS OF FOREIGN LANGUAGE COMMUNICATION COMPETENCE FORMATION OF MEDICAL STUDENTS ON THE BASIS OF MODULE TECHNOLOGY EDUCATION

The purpose of our study was to identify and scientifically justify a complex of pedagogical conditions for the formation of foreign language communicative competence of medical students in the process of teaching a foreign language based on module-rating technology. It was achieved on the basis of theoretical analysis and generalization of scientific and pedagogical literature and their own pedagogical experience as a teacher of a foreign language at a medical university. The effectiveness of the formation of a foreign language communicative competence will be ensured when creating specific pedagogical conditions. The analysis of the research made it possible to state that the pedagogical conditions are aimed at achieving the optimal level of information content and awareness of knowledge, high communication, at stimulating self-education in the professional sphere.

Key words: *pedagogical conditions, foreign language communicative competence, high medical school, module-rating technology of foreign language training.*

Introduction. In modern conditions of the development of society, a reorientation of the educational paradigm is taking place, which provides for the need to create a highly educated qualified specialist in the field of medicine, capable of effective interaction and exchange of experience with foreign colleagues, participation in international symposia, seminars and scientific conferences, development of the latest equipment, new drugs, which it is not possible without the development of foreign language communicative competence.

The inclusion of Ukraine in the Bologna process and entry into the common European educational area has led to a revision of the goals and results of teaching a foreign language in the higher professional education

system. According to modern requirements, a future doctor must have not only professional skills and abilities, but also an informational and moral culture, be ready for dialogue and cooperation, capable of making adequate decisions in a difficult situation.

The strategic goal is formation of a foreign language communicative competence, as an ability and readiness of a future specialist to build interpersonal and business communication and interaction with other people, and the desired result is the readiness and ability to use a foreign language as a means of intercultural knowledge and communication.

Professional training of future doctors includes theoretical and clinical training, which directly depends on the knowledge and skills formed in medical students when studying a cycle of theoretical disciplines. At the same time, teachers of clinical departments often face problems of an insufficiently high level of basic training of students, the reasons for which are poor preparation of future doctors for classes, a large amount of material being studied and a lack of time for its assimilation.

One of the ways to develop foreign language competence effectively among students of non-linguistic specialties is module training, various aspects of which are considered in the works of many Ukrainian and foreign scientists (Antonova, 2014; Vasilieva, 2009; Vygotskij, 2005; Fernandez, 2017). This determines the relevance of research aimed at developing effective technologies for the formation of foreign language communicative competence among students, taking into account the content of future professional activities.

Analysis of relevant research. Analysis of the psychological and pedagogical literature on the studied problem indicates the interest of scientists in the following aspects: conceptual foundations of general professional training of future specialists (S. Batyshev, M. Bakhtin, P. Galperin); professional training of future doctors (G. Abramova, V. Zaitseva, M. Kropachev); pedagogical conditions for the formation of the communicative competence of students (L. Vasilieva, L. Vygotsky, P. Halperin); scientific and methodological foundations for the formation of a foreign language communicative component of general professional training of future specialists (N. Antonova, E. Zviagintseva, I. Matveeva); psychological aspects of communication (B. Ananiev, T. Bohan, L. Vasilieva); linguo-didactic foundations of the formation of a foreign language professionally oriented competence (E. Akulova, G. Arkhipova, T. Baeva).

According to H. Brown, “the educational process with an emphasis on mastering a foreign language develops thinking, memory, speech ability, improves auditory, visual and motor sensations, improves speech prediction,

increases voluntary mastery of generalized methods of speech activity based on analysis and synthesis, comparison and generalization” (Brown, 2001, p. 25).

However, the content of modern education does not fully meet the needs of society in the labor market, it is not aimed at acquiring the necessary life competencies. It should change not only the content and structure, but also the methods and forms. Analysis of scientific literature shows that one of the ways to update the content of education and harmonize it with modern needs, integration into the global educational space is to focus curricula on the acquisition of key competences and creation of effective mechanisms for their implementation.

Aim of the study. As the analysis of the practical training of medical students shows, the insufficient level of formation of foreign language communication skills of future doctors complicates their international professional activities, exchange of experience, participation in international scientific and practical conferences and symposia. Therefore, medical universities are faced with the task of ensuring a high level of formation of a foreign language communicative competence of graduates, as one of the key components of general professional training of future doctors.

In this regard, the purpose of our study was to identify and scientifically justify a complex of pedagogical conditions for the formation of a foreign language communicative competence of medical students in the process of teaching a foreign language based on module-rating technology. This goal was achieved on the basis of theoretical analysis and generalization of scientific and pedagogical literature and their own pedagogical experience as a teacher of a foreign language at a medical university.

Research methods. The methodological basis of the study was formed by scientific approaches: competence-based (K. Abulkhanova-Slavskaya, O. Akulova); systemic activity (A. Asmolov, Y. Babansky); communicative (M. Griaznova, R. Milrud); personality-oriented (A. Asmolov, L. Zankov). The basic research methods are the following: theoretical: classification, systematization, generalization of scientific and theoretical material for the analysis of the state of the problem; generalization, theoretical modeling, systems-structural and systems-functional analysis to determine the essence, content, structure and functions of the foreign language communicative competence of future doctors; empirical: questioning, observation, testing, modeling of communicatively directed situations.

Results. Medical students are considered competent if they successfully solve the following tasks in a foreign language:

1) find the necessary information in a foreign language text without outside help;

2) understand medical instructions, articles, foreign language professionally directed medical texts from popular and perspective areas of the industry without outside help;

3) use of different tools that accelerate and clarify the understanding of a foreign language text (various electronic dictionaries, glossaries), have the skills to use bibliographic sources;

4) constantly improve the level of proficiency in a foreign language;

5) carry out a structured written presentation, resume in a foreign language;

6) carry on competent correspondence in a foreign language with colleagues, patients through software messengers, e-mail;

7) state facts in a foreign language clearly, understandably orally and in writing, competently and objectively orally present themselves, their skills, experience, goals, aspirations in a foreign language;

8) explain information to different audiences in a foreign language;

9) know Ukrainian and international business etiquette;

10) when communicating, they have socio-cultural knowledge about other countries and take it into account;

11) participate in project activities, planning, management, project evaluation using a foreign language;

12) engage in continuous professional self-education (Vasilieva, 2009, p. 173).

However, as practical experience shows, in the process of professional training of future doctors in the formation of their foreign language communicative competence, difficulties often occur: 1) a spontaneous reduction of academic hours; 2) a contradictory attitude towards the professional development and self-identification of students; 3) psychological maladjustment to educational activity, lack of formation of cognitive skills of students at the pre-university stage; 4) insufficient level of readiness for independent work, unformed information retrieval skills and a low level of expressive speech; 5) teacher's underestimation of individual characteristics of students, lack of pedagogical skills to show empathy and reflect on their activities; 6) inability to overcome their own social, psychological and communicative barriers in speech interaction; 7) an excess of psychophysiological stress during the assimilation of a significant array of various disciplines in the process of general professional training; 8) lack of practice of foreign language communication with native speakers.

In our opinion, in order to optimize the formation of a foreign language communicative competence of a future doctor, the academic process should

take into account the specifics of teaching a foreign language in non-linguistic specialties. The discipline “Foreign language” should be both communication-oriented, practice-oriented and professionally oriented.

The first condition for the formation of foreign language communicative competence of medical students is to determine the structure of the goals of learning a foreign language, taking into account the essence and content of foreign language communicative competence and requirements of the State Educational Standard for its formation among graduates of medical universities (why should we teach?).

In accordance with the requirements of the Educational Standard for mastering educational discipline “Foreign language” we have formulated a comprehensive didactic goal – formation of a foreign language communicative competence in the field of professional communication. A student who has studied this discipline must be proficient in a foreign language communication competence, including such components as language competence, speech competence and sociocultural competence. The formation of each of these competences is defined by us as integrative goals of teaching this academic discipline.

In particular, the first integrative didactic goal of teaching the discipline is formation of linguistic competence, which presupposes possession of knowledge of the language system in the field of phonetics, grammar and vocabulary and the rules for operating linguistic means in the process of speech activity. Taking into account the content of this goal, we have formulated three particular didactic goals: formation of knowledge about the rules of pronunciation of words and whole sentences; formation of knowledge about grammatical rules and syntactic constructions; formation of knowledge of vocabulary units and lexical speech skills.

The second integrative didactic goal is formation of a speech competence, which involves the possession of communicative skills in four types of basic speech activities: writing, reading, listening, speaking. In accordance with its content, we have identified four particular didactic goals: formation of skills of introductory, search and studying types of reading, including reading profile texts; formation of skills in writing signs, content and form of written speech reproduction; formation of listening comprehension and understanding skills; formation of speech skills, allowing the student to use them at the level generally accepted in everyday communication.

The third integrative didactic goal is formation of socio-cultural competence, which implies knowledge of the socio-cultural specifics of the country of the target language, national and cultural characteristics of the

social and speech behavior of native speakers (customs, etiquette, social stereotypes, history and culture of the country) and ways to use them in the communication process. Taking into account the content of this goal, particular didactic goals were formulated: the development of nationally-specific models of behavior using the communication technique adopted in the given country; mastering the knowledge of lexical units related to socio-cultural semantics, and the ability to apply them in situations of intercultural communication (for example, greeting, address, farewell in oral and written speech); mastering knowledge of the linguistic characteristics of social strata, representatives of different generations, genders, social groups, dialects (background knowledge of realities, subject knowledge); mastering knowledge of the historical, cultural and ethnocultural background (customs, traditions).

The second pedagogical condition is the definition and structuring of the learning content of a foreign language into blocks, modules and private didactic units, the assimilation of which is necessary and sufficient for the formation of relevant competences and foreign language communicative competence in general (what to teach?). Taking into account the complex, integrative and private didactic goals of the content of a foreign language teaching is divided into three interrelated blocks: blocks of formation of linguistic, speech and socio-cultural competence. In turn, the content of each of the blocks is divided into modules, taking into account private didactic goals.

In the block “linguistic competence” modules of phonetics, grammar and vocabulary are defined. The phonetics module contains the following didactic units: vowel reading in stressed and unstressed position; possession of the intonation contours of the sentence, corresponding to its logical division; the ability to pronounce vowels and consonants in accordance with the standards of English speech; etc.

The module “grammar” contains the following didactic units: knowledge of grammar rules and syntactic constructions; mastery of basic grammatical constructions inherent in the written forms of communication in the sphere of medicine; possession of the basic grammatical structures inherent in oral forms of communication, etc. The vocabulary module contains the following didactic units: knowledge of vocabulary units and lexical speech skills; possession of a lexical minimum in the amount of 4000 educational lexical units of a general and terminological nature.

In the block “speech competence” we have identified such modules as listening, reading, speaking and writing. The module “reading” contains the following didactic units: skills of all kinds of reading; introductory reading skills

with elements of search reading; knowledge of the scientific style of medical literature; skills in medical text translation techniques; the ability to annotate and abstract medical text; knowledge of the basic principles of independent work with original literature.

The module “writing” contains the following didactic units: written fixation of information obtained from a foreign language text in the form of annotation, abstract. The listening module contains the following didactic units: comprehension and understanding speech skills. The module “speaking” contains didactic units: mastery of typical speech formulas necessary for participation in intercultural professional communication in a foreign language; the ability to participate in a conversation in a foreign language on topics related to medical education and health care in Ukraine and in the country of the target language (answer and ask questions, make a monologue statement).

In the block “socio-cultural competence” the socio-psychological, linguistic, sociolinguistic and cultural modules are defined. The socio-psychological module is aimed at mastering models of behavior with the use of communication techniques adopted in the given country. Its content includes the following didactic units: knowledge of national and cultural differences in behavior, manners of communication between Ukrainians and representatives of other foreign cultures; the ability to correlate international words with the native language; knowledge and compliance with the rules of speech etiquette; knowledge of the essence of concepts, the meaning of which is different in different languages; the ability to help foreign guests in everyday situations; knowledge of monetary units, measures of weight, length, time, road signs. The linguistic and cultural module contains the following didactic units: knowledge of lexical units related to socio-cultural semantics; the ability to apply this knowledge in situations of intercultural communication (for example, greeting, addressing, saying goodbye in oral and written speech).

The third pedagogical condition is the transformation of the content of education into the system of educational tasks for the organization of educational and cognitive activity of students, aimed at its assimilation. In accordance with the professional orientation, the content of the academic discipline “Foreign language” for students of medical faculty is structured into different sections: Medicine in Ancient Civilization. Anatomy. Physiology. Microbiology. Pathology. Diseases. Environmental Medicine. Education in Different Countries. Health Service in Different Countries, etc.

The information content of these sections is presented in the training assignments as a means of organizing educational and cognitive activities of

students. In particular, when studying the grammar module, such tasks are used as filling in the gaps, making sentences, choosing equivalents to words, finishing a sentence, rephrasing sentences, using a specific grammatical structure, etc. When studying the vocabulary module students perform tasks such as filling in the blanks, choosing the correct option, choosing a definition for a word from the list, choosing synonyms and antonyms, etc.

For module “reading” exercises such as reading words with explanation of the reading rule, complete a sentence, answer questions about the text, read with information extraction, interpret the text, highlight the main content of the text are used. To study the socio-psychological module, video lessons are used, the composition writing and presenting video presentations; linguistic and cultural – online lesson, travel lesson, excursion lesson; sociolinguistic – role playing, organizing a press conference, dialogue using sign language; tasks of communication gap activity (search for missing information), dramatization, use of authentic audio and video materials.

The fourth pedagogical condition is the use of information and communication technologies for the organization of educational and cognitive activities of students on the implementation of educational tasks, for operational, current, intermediate and final rating quality control of mastering the content of didactic units.

To study the phonetics module, such exercises as: repetition of sounds for speaker, module “grammar” – tasks from sites that offer exercises to consolidate the studied topic, module “vocabulary”: repetition after the speaker of words from texts on topics: work, profession, education, human anatomy. To study the module “reading” at the initial stage, adapted books are offered, then – the original texts, the module “writing”, an online translator with exercises to consolidate a certain topic, tasks to translate words, choose the correct answer, fill in the gaps in translation of texts and dialogues, the module “listening” – sites with audiobooks for reading in your free time after the speaker based on the text, the speaking module – texts are offered that you can not only listen to, but also take part in a conversation, listen to the radio, watch films in a foreign language with subtitles turned on, and at an advanced stage with subtitles turned off (Brown, 2001; Ediger, 2010).

The fifth pedagogical condition is the intensification of speech communication of students based on the use of interactive forms of learning and a collective way of training with the dominant role of peer learning in pairs. For mastering a foreign language communicative competence, speech practice is necessary. Therefore, the structure of the classes should be close to the real

communication situation, and the methods and techniques should provide students with the opportunity for verbal interaction.

Therefore, the collective way of teaching creates organizational conditions for the intensification of verbal communication using a foreign language, the formation of students' speech skills. Interactive forms of learning include: "brainstorming", round table (debates and discussion), role and business games, case-study (situational analysis), etc. Interactive forms of learning imply constant interactive moderation, the participants of which are in the mode of continuous dialogue, conversation. They create optimal organizational conditions for the active use of a foreign language as a means of speech communication.

The sixth pedagogical condition is the individualization of goals, content and the process of teaching students through the development of individual educational routes, taking into account the initial level of each foreign language communicative competence. When defining and implementing individual educational routes, each student chooses which modules, in what sequence, and at what pace. The choice of an individual educational route is determined by the student's level of readiness for learning, as well as his need. The correction of the individual educational route is carried out by the teacher, who also sets the deadlines and time for working on the module.

The place of the teacher in the educational process plays an important role in the formation of the foreign language communicative competence of future doctors: from the translator of knowledge and methods of activity to the designer of the individual trajectory of the student's intellectual, professional and personal development. In innovative teaching, foreign language teachers must perform, first of all, the functions of a mentor, consultant, facilitator, trainer. In this case, all participants in the educational process interact with each other, exchange information, jointly solve problems, simulate situations, evaluate the actions of colleagues and their own behavior, immerse themselves in a real atmosphere of cooperation with a discussion of topical problems of professional area.

Moreover, the use of the competence-based approach in the study of a foreign language puts forward in the first place not the student's awareness, but his ability to solve problems effectively. Therefore, innovative technologies for the formation of a foreign language communicative competence of a future doctor should be oriented towards practice, and as a result, the teacher's task is to form the student's skills for practical actions, solving professional problems, including using knowledge of a foreign language.

Conclusions. Thus, the analysis of the research made it possible to state that the pedagogical conditions are aimed at achieving the optimal level of

information content and awareness of knowledge, high communication, at stimulating self-education in the professional sphere. The effectiveness of the formation of a foreign language communicative competence will be ensured when creating specific pedagogical conditions: determination of the structure of the goals of learning a foreign language; the definition and structuring of the learning content of a foreign language into blocks, modules and private didactic units; the transformation of the content of education into the system of educational tasks for the organization of educational and cognitive activity of students; the use of information and communication technologies for the organization of educational and cognitive activities of students; the intensification of speech communication of students based on the use of interactive forms of learning; the individualization of goals, content and the process of teaching students.

The conducted research does not exhaust all aspects of the scientific problem touched upon. Features of the formation of foreign language communicative competence of future doctors with the prospect of developing an appropriate methodology can be the subject of further scientific research in this direction, namely, in the development of a system for continuous improvement of the level of knowledge of foreign languages of doctors.

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РЕЗЮМЕ

Стрельчук Яна. Педагогические условия иноязычной коммуникативной компетентности у студентов-медиков на основе модульной технологии обучения.

Целью нашего исследования было выявление и научное обоснование комплекса педагогических условий формирования иноязычной коммуникативной компетентности студентов-медиков в процессе обучения иностранному языку на основе модульно-рейтинговой технологии. Это было достигнуто на основе теоретического анализа и

обобщения научно-педагогической литературы и собственного педагогического опыта преподавателя иностранного языка в медицинском университете. Эффективность формирования иноязычной коммуникативной компетентности будет обеспечиваться при создании конкретных педагогических условий. Анализ проведенного исследования позволил констатировать, что педагогические условия направлены на достижение оптимального уровня информативности и осведомленности о знаниях, коммуникативности, на стимулирование самообразования в профессиональной сфере.

Ключевые слова: педагогические условия, коммуникативная компетентность по иностранному языку, высшая медицинская школа, модульно-рейтинговая технология обучения иностранным языкам.

АНОТАЦІЯ

Стрельчук Яна. Педагогічні умови формування іншомовної комунікативної компетенції у студентів-медиків на основі модульної технології навчання.

Метою нашого дослідження було виявлення та наукове обґрунтування комплексу педагогічних умов формування іншомовної комунікативної компетентності студентів-медиків у процесі навчання іноземних мов на основі модульно-рейтингової технології. Це було досягнуто на основі теоретичного аналізу та висвітлення науково-педагогічної літератури та власного педагогічного досвіду викладача іноземної мови в медичному університеті. Основними методами дослідження є наступні: теоретичні: класифікація, систематизація, узагальнення науково-теоретичного матеріалу для аналізу стану проблеми; узагальнення, теоретичне моделювання, системно-структурний та системно-функціональний аналіз для визначення сутності, змісту, структури та функцій іншомовної комунікативної компетентності майбутніх лікарів; емпіричні: опитування, спостереження, тестування, моделювання комунікативно спрямованих ситуацій. До основних педагогічних умов належать: розробка структури цілей навчання іноземної мови з урахуванням сутності та змісту іншомовної комунікативної компетентності та вимог стандартів освіти до її сформованості у випускників медичних ЗВО; структурування змісту навчання іноземної мови на блоки, модулі і приватні дидактичні одиниці; трансформація змісту навчання в систему навчальних завдань; організації навчально-пізнавальної діяльності студентів із застосуванням інформаційних і комунікаційних технологій; інтенсифікація мовного спілкування студентів на основі використання інтерактивних форм навчання та колективного способу навчання; індивідуалізація цілей, змісту і процесу навчання студентів через розробку індивідуальних освітніх маршрутів. Аналіз перевіреного дослідження дозволив констатувати, що педагогічні умови спрямовані на досягнення оптимального рівня інформативності та освітленості знань, комунікативності, стимулювання самоосвіти в професійній сфері. Проведені дослідження не вичерпують усіх аспектів даної наукової проблеми. Особливості формування іншомовної комунікативної компетентності майбутніх лікарів із перспективою розробки відповідної методології можуть бути предметом подальших наукових досліджень у цьому напрямі, а саме, під час розробки системи постійного підвищення рівня знань іноземної мови лікарів.

Ключові слова: педагогічні умови, комунікативна компетентність іноземних мов, вища медична школа, модульно-рейтингова технологія навчання іноземних мов.