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TÍTULO: Aspectos gramaticales de la enseñanza del estilo científico de los residentes extranjeros en la Facultad Preparatoria.

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RESUMEN: El artículo está dedicado a aspectos gramaticales en la enseñanza de residentes extranjeros del estilo científico del habla, ya que la formación de la competencia lingüística es imposible sin un conocimiento sistemático de la gramática. Enseñar a los residentes el ruso como idioma extranjero como idioma de instrucción tiene características distintivas que se describen en el artículo. El enfoque principal se hace en la enseñanza del estilo científico del habla como base para la capacitación en idiomas de alta calidad. El artículo discute las características morfológicas, sintácticas y de formación de palabras y las construcciones gramaticales de textos médicos científicos. Se analizan formas de dominar la terminología médica en ruso como la base de una comunicación profesional exitosa. Se dan recomendaciones sobre sistematización y generalización del material lingüístico.

PALABRAS CLAVES: Ruso como lengua extranjera, lengua para propósitos especiales, aspectos gramaticales de la enseñanza, estilo científico del habla, competencia comunicativa.

TITLE: Grammatical aspects of teaching the scientific style of foreign residents at the Preparatory Faculty.

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ABSTRACT: The article is devoted to the grammatical aspects in the teaching of foreign residents the scientific style of speech, since the formation of the language competence is impossible without systematic knowledge of grammar. Teaching residents Russian as a foreign language as the language of instruction has distinctive features that are described in the article. The main focus is made on teaching scientific style of speech as the basis for high-quality language training. The article discusses the morphological, syntactic and word-formation features of words and grammatical constructions of scientific medical texts. The ways of mastering medical terminology in Russian as the basis of successful professional communication are analyzed. Recommendations on systematization and generalization of the language material are given.

KEY WORDS: Russian as foreign language, language for special purposes, grammatical aspects of teaching, scientific style of speech, communicative competence.

INTRODUCTION.

The period of globalization is characterized by the expansion and strengthening of international cooperation between universities, and by the active integration of science and education.

Many universities all over the world accept international students. In this regard, the effectiveness of teaching foreign languages at pre-university stage to foreign students as the languages of instruction remains an important and relevant issue. In particular, the effectiveness of teaching

Russian as a foreign language to foreign medical students and residents in the international Universities of the Russian Federation.

The training of foreign residents has distinctive features. The challenges foreign residents face in the Russian educational environment are caused by the specific characteristics of foreign post-graduates as the target audience. For the short time, they have to grasp the basic grammar and vocabulary for everyday communication as well as professional vocabulary necessary for the communication with the colleagues in Russia (Kunovski, Bragina, & Myers, 2019).

By the beginning of their training at the pre-university faculty, foreign residents already have the established professionally-communicative competence, which includes motivational, ethical and social components; that allows to connect the residents' competence with their future medical activity, and make the professional activity aspects actual.

In this regard, the priority task of training foreign residents at the pre-university faculty of Russian universities is the formation of communicative competence in the Russian language as the language of instruction. It includes linguistic, speech, sociocultural, subject and professional competences, and the formation of professional communication skills. The formation of this competence allows foreign residents to successfully apply knowledge, skills in the educational field during their further study in residency and internships in various medical institutions, and also provides the opportunity for successful oral and written communication in various communication situations.

The globalization of science provides for the active introduction of modern technologies in the educational process. The fundamental principles of the Russian science in the field of teaching Russian as a foreign language are the theory of activity of A.N.Leontiev, the methods of teaching Russian as a foreign language by E.I. Motina and V.N. Wagner.

Using the fundamental principles, modern methodologists continue to develop a system of educational activity that provides for the phased formation of speech skills both in Russian as a foreign language and the scientific style of speech.

Teaching the scientific style of speech plays an important role in the process of teaching Russian as a foreign language because first of all Russian for foreign students and residents is a means of mastering the chosen specialty. In this regard, at the initial stage, residents should lay the foundations of the scientific style of speech in general and with a focus on the profile of further education, in particular.

From the standpoint of the practical methodology of teaching Russian as a foreign language and scientific style of speech, a harmonious combination of the principle complexity and the principle of aspect is the real basis for the quality language training, which is necessary for foreign residents to receive special education at the medical faculty. The process of acquiring second-culture communicative competence in this area is difficult. It involves learning to recognize patterns invisible to reflection in normal practice (Erickson & Rittenberg, 1987).

DEVELOPMENT.

Methodology.

The given research is within the framework of interdisciplinary research paradigm. The following theoretical approaches and research methods were used: the method of theoretical integrated analysis (the study of the papers on the given problem); the comparative method (the analytical comparison of the content of different manuals for teaching Russian as a foreign language to foreign residents); the pedagogical observation method (studying the experience of teaching foreign post-graduates during pre-university language course at RUDN University).

Results.

The article deals with the problem of teaching Russian as a foreign language to foreign residents coming to study in Russia. The author of the article considers the paper to be important as the number of foreign residents getting higher professional education in Russian universities is growing.

The formation and development of foreign language communicative competence in the process of teaching Russian as a foreign language is associated with the need to master all the components that make up its structure: grammatical, sociolinguistic, discursive and strategic competence. The implementation of this learning goal has a direct impact on the content of training and the choice of educational technologies that contribute to improving the effectiveness of teaching Russian as a foreign language and scientific style of speech.

Russian grammar plays a special role in the formation of the language competence of foreign residents, since without the knowledge of the rules of word formation, morphology and syntax, it is impossible to understand the system of the Russian language and be an active participant in the communicative process. L.V. Shcherba noted that grammar is the very linguistic activity that governs our speech (Shcherba, 1974).

In 1974, W.T. Littlewood mentioned in relation to learning a foreign language for general purposes the following: foreign language performance in the classroom is generally evaluated according to its grammatical accuracy. This procedure conflicts with the actual prerequisites of communication and with the acquisition of language in natural situations, as well as imposing objectives which many learners cannot approach.

More could be achieved with a communication-based approach, moving the emphasis away from structural practice towards the exploitation or creation of situations in which language can perform a function as bearer of messages (Littlewood, 1974: 35). We could agree to it but only to some

extent. If we speak about learning foreign language for special purposes, grammar accuracy could play crucial role. When a learner has to express the ideas precisely independently to his or her language proficiency level, we judge the linguistic production according to its approximation to the grammar norm in this case.

The grammatical aspects of teaching the scientific style of speech include the morphological, syntactic and word-building features of words, phrases and grammatical constructions used in various scientific texts on medical topics.

The materials that contain the lexico-grammatical units of the language of the future specialty, as well as the texts and dialogues make the foreign resident see the prospects for using the studied forms in professional activities. Studying a scientific language in the first semester the residents read medical dialogs in which personal data and questions related to patient complaints are presented. The language material introduced into the task system contains lexical units that are typical for professional communication between medical specialists.

“The formation of lexical and grammatical skills and abilities involves the development of:

- The basic logical-semantic schemes, strategies and models for constructing communicative units (macrotext, microtext, sentence-utterances, dialogical unity).
- Mechanisms to ensure their semantic and formal correctness.
- Mechanisms to ensure that units correspond to the main goals, communication conditions and communicative attitudes of the speaker” (Kurilenko, 2018: 5).

One of the aspects of learning the Russian language is the mastery of the written speech, which is especially important for residents in connection with their further training in medical institutions and the need to fill out medical records, collect anamnesis and write case histories.

When teaching written language in the second semester, as one of the forms, writing of statements corresponding to medical topics is used. This form of work helps to familiarize the foreign residents with new information and develop their skills in the use of vocabulary, studied on the scientific style of speech classes.

When studying the grammatical norms of the Russian language and practicing lexical and grammatical skills, the scientific style of speech teacher pays special attention to the features of word formation. In practical classes, productive word-formation models used in the medical field are considered. These models include the following:

1. Deverbal substantive formed by joining suffixes –ени, –ани: введение – вводить / ввести, заболевание – болеть / заболеть, заражение – заражать / заразить, исследование – исследовать, лечение – лечить / вылечить, назначение – назначать / назначить, направление – направлять / направить, обострение – обострять / обострить, переливание – переливать / перелить, повышение – повышать / повысить.

2. Deverbal substantive formed by joining suffixes –аци: регистрация – регистрировать, ампутация – ампутировать, госпитализация – госпитализировать, деформация – деформировать.

3. Deverbal substantive formed by joining suffixes –ость: (не)переносимость – переносить / перенести, заболеваемость – заболеть / заболеть, беременность – беременеть / забеременеть.

4. Deverbal substantive with a zero suffix formed by the method of truncating the stem: анализ – анализировать / проанализировать, вдох – вдыхать / вдохнуть, выбор – выбирать / выбрать, выдох – выдыхать / выдохнуть, запись – записывать / записать, отёк – отекает, подбор – подбирать / подобрать, подъём – поднимать / поднять, прием – принимать / принять, уход – ухаживать, учет – учитывать / учесть.

5. Complex words formed by the addition of two stems or two words:

Addition of two stems.	Addition of two words.
рациональная антибиотикотерапия	воздушно-капельный путь
единовременный приём	медико-социальная комиссия
общедоступная информация	лечебно-профилактическое учреждение
самообслуживание в поликлинике	клинико-гематологический синдром
ограниченная трудоспособность	предсердно-желудочковая блокада
пищеводный рефлюкс	нервно-мышечное поражение
желчнокаменная болезнь	поперечно-полосатая мускулатура
мочепускающий канал	

The introduction of new word-building models is inextricably linked with the explanation of the morphological categories of the Russian language (gender, number, case of the nominal parts of speech; type, time, transitive / intransitive of verb forms) and types of syntactic connection in the phrase (concord, government); for example, explaining the word-building chain: заражение – заражать / заразить the teacher draws the attention of residents to the fact that the noun заражение has the form of a neuter gender, singular, nominative case and can be used both in coordination with the adjective and in the government of another noun (общее заражение крови, заражение организма), and the verbs заражать (imperfect form) and заразить (perfect form) control the accusative case (заразить друга) and the instrumental case (заразить вирусом).

Knowledge of the parts of the Russian language speech, understanding derivational processes and the ability to form word-building chains allows residents to determine the grammar class of words and highlight word-building affixes by the end of the first semester of training at the preparatory faculty.

Here is an example from a number of similar tasks:

Task 1. Define the grammatical class of the following words and name word-building affixes:

- 1) артерия – артериальная кровь
- 2) голова – головной мозг
- 3) нерв – нервная ткань – нервозный человек
- 4) боль – больное горло – болезненный вид
- 5) пища – пищевод – пищеварительная система
- 6) кровь – кровеносный сосуд – кровавый след
- 7) желудок – желудочный – поджелудочный.

A special role in teaching foreign residents the scientific style of speech and preparing for passing a medical test for admission to the residency is given to the explanation of medical terminology in Russian, which is the lexical basis of successful professional communication. The task of the scientific style of speech teacher is to explain the medical term in the context of its semantic uniqueness and relevance to the field of professional communication and at the same time in connection with the general language system of the Russian language. To solve this problem, a conceptual method is appropriate, which can be effectively used for practical purposes of teaching Russian as a foreign language and the development of special manuals for teaching language for special purposes.

Medical terminology is a collection of words and phrases used by specialists to refer to scientific concepts in the medicine and healthcare field. Medical terminology is in direct connection with the structure of science itself, but in contrast to the words of General vocabulary, which meanings correspond to common concepts, the meanings of the terms are scientific concepts.

In order to teach the language for special purposes, it is reasonable to determine the structural type of the term, its place in the specialty block and correlation with other terms and general scientific words. Terms can be opposed to various reasons, for example:

- By origin - local and general disease.
- According to the clinical course - acute and chronic disease.
- On a genetic basis – genetic (inherited) disease and non-inherited disease.

This contrast is lexically expressed by the presence in the structure of adjective terms, acquiring in the terminological field a peculiar property of antonymicity, because of which antonymic terms arise: local anesthetic - general anesthetic; acute bronchitis - chronic bronchitis.

When studying medical terminology, special attention should be paid to the specifics of the word-building capabilities of the Russian language, which are revealed in the structure and form of terms. The place of each term in the system is indicated by an affix, for which a strictly defined meaning is assigned in medical terminology. Due to this fact, the choice of a particular lexeme is determined by its semantic content. So, nouns ending in –ология have the meaning of “science” (epidemiology, neurology, cytology), the word-building formant –олог is used to designate professions (epidemiologist, narcologist, urologist), and the affix –чек characterizes the category of relative adjectives (epidemic, practical theoretical).

Imagine a semantic interpretation of cognates with different affixes:

Epidemic is the spread of an infectious disease among people, which progress in time and space, significantly exceeding the incidence rate usually recorded in a given territory.

Epidemiology is a general medical science that studies the patterns of occurrence and spread of various etiologies diseases. The aim of epidemiology is to develop preventive measures

An epidemiologist is a doctor who counteracts mass infections (epidemics, pandemics), organizes treatment and prevention of the epidemic spread.

The epidemic process is a continuous interaction at the species and population levels that are heterogeneous by evolutionary conjugate signs of the relationship between the pathogen parasite and the human body in necessary and sufficient social and natural conditions.

The systematic development of word-building affixes during the scientific style of speech classes is instructional in their quick memorization and productive use in professional communication; for example:

- Affix –оз in the name of the disease means that there are organic disorders: психоз, невроз, лейкоцитоз, моноцитоз, некроз (psychosis, neurosis, leukocytosis, monocytosis, necrosis, etc.).
- Affix –ит in the name of the disease means that there are functional disorders: плеврит, стоматит, отит, ларингит, фарингит, бронхит, трахеит (pleurisy, stomatitis, otitis media, laryngitis, pharyngitis, bronchitis, tracheitis, etc.).

Frequently, the term acquires an additional semantic meaning and clarification of the concept, if it used with the adjective: anemia - iron deficiency anemia - nephrogenic anemia, etc. Compare:

Anemia is a pathological condition characterized by a decrease in hemoglobin concentration and predominantly the number of red blood cells per unit volume of blood.

Iron deficiency anemia is a hematological syndrome characterized by impaired hemoglobin synthesis due to iron deficiency and manifested by anemia and sideropenia.

Nephrogenic anemia is a decrease in the number of red blood cells and the level of blood hemoglobin in kidney disease.

Medical terms united by formal-semantic relations can consist of both free and non-free phrases.

There is no strictly obligatory connection between the components of free phrases, each of them can enter into bilateral relations and give many combinations: endemic fluorosis, erosive fluorosis. Non-free phrases are more stable. As part of these phrases, one word may not be a term, but may be a commonly used word devoid of scientific connotation: acute trauma, hard tissue, marble disease.

When assimilating new grammatical material and medical terminology in Russian, resident doctors not only remember new terms in a foreign language, but also learn to understand the existing language connections between them and use these concepts when listening, speaking, reading and writing.

An important aspect of studying the scientific style of speech is the formation and development of skills for the correct construction of grammatical structures with a view to their further use in scientific and professional activities. That is why, from the first days of residents' training at the preparatory faculty, it is necessary to introduce typical distributors for scientific-style speech models and their basic modifications, based on the principle of consistency in which grammatical models are presented from simple to complex, for example:

1. **что – это что:** Розеолезная сыпь – это характерный симптом брюшного тифа;
2. **что является чем:** Розеолезная сыпь является характерным симптомом брюшного тифа;
3. **к чему относится что:** К характерному симптому брюшного тифа относится розеолезная сыпь.

In the grammatical construction 1, the subject and predicate are expressed in the form of the nominative case, in construction 2 the object is used in the form of the instrumental case, and in construction 3 - in the form of the dative case, and intransitive (reflexive) verbs are also used.

Studying grammatical constructions, it is necessary to focus the residents' attention on the fact that the same thought can be expressed by different models, using different morphological forms of parts of speech:

- ❖ **для чего характерно что:** Для милиарного туберкулеза характерно острое течение заболевания.
- ❖ **что характерно для чего:** Острое течение заболевания характерно для милиарного туберкулеза.

- ❖ **что характеризуется чем:** Милиарный туберкулез характеризуется острым течением заболевания;
- ❖ **что характеризует что:** Острое течение заболевания характеризует милиарный туберкулез.

These constructions use the predicative adverb **характерно** + the genitive case, the transitive verb **характеризует** + the accusative case of the object, the intransitive (reflexive) verb **характеризуется** + the instrumental case.

Having studied the grammatical topic “Active and passive constructions in the Russian language” in the second semester, residents can transform models of the scientific style of speech. For example, the active construction **к чему относят что** is transformed into the passive one **к чему относится что** (К наиболее характерным жалобам пациентов с хронической сердечной недостаточностью относят одышку. – К наиболее характерным жалобам пациентов с хронической сердечной недостаточностью относится одышка).

The process of teaching grammar involves not only the development of simple grammatical skills, but also their active production in speech activity with the goal of developing professional communication skills. A.A. Leontyev wrote that the formation of foreign language speech activity should be a refinement of its individual structural components by their subsequent integration into an integrated system of activity. This integration is associated with a gradual transition from the conscious execution of individual operations to their full automation (Leontyev, 2006).

According to the traditional principles of teaching Russian as a foreign language, the following stages of work on grammar are distinguished: presentation of grammatical material, primary and secondary consolidation, the use of grammatical constructions in monological and dialogical speech, various forms of intermediate and final control.

Foreign residents often lack linguistic competence in the field of their native language, which entails the unpreparedness of residents to perceive the complex grammatical phenomena of the Russian language. To overcome these difficulties, it is necessary to systematically and consistently carry out work on the systematization and generalization of linguistic material, which includes not only the streamlining of already known linguistic information, but also an explanation of the rules as a result of the generalization, as well as practice aimed at the conscious assimilation of the phenomena of grammar.

The generalization of grammatical material is based on one of the main principles of the methodology, i.e. the principle of continuity in learning, which allows students to switch to language competence: from conscious use to automatic one, when theoretical knowledge of grammar is translated into practical language skills.

The systematization of the studied material is the most important condition for learning grammar. The practice of conducting special repetitive lessons and control in the form of tutorial tests conducted at the preparatory faculty helps to streamline the knowledge gained by residents in classes in a disparate form to form productive and receptive skills.

CONCLUSIONS.

The grammatical aspects of teaching the scientific style of speech play an important role not only in the successful development of this academic discipline, but also in the formation of the communicative and academic-professional competence of foreign residents at the preparatory faculty.

The thematic and conceptual organization of the educational process in the discipline “Scientific style of speech” allows to motivate speech activity, and activates the use of special concepts by foreign residents in communication with the supervisor and patients.

Foreign post-graduate students are adults who often have work experience and a set of professional terms in their native language. Terminological system of their native language and the Russian language vary considerably, and these stereotypes are overcome with difficulty precisely because of its sustainability and maximum tightness. Therefore, when teaching foreign residents Russian as a foreign language at the postgraduate stage, it is necessary to create such conditions, choose such tactics of communication and make such a pedagogical trajectory, which, taking into account the usual methods of teaching, would help them to acquire the skills and abilities of new social communication.

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