



Asesorías y Tutorías para la Investigación Científica en la Educación Puig-Salabarría S.C.
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RFC: ATI120618V12

Revista Dilemas Contemporáneos: Educación, Política y Valores.

<http://www.dilemascontemporaneoseducacionpoliticayvalores.com/>

Año: VII

Número: Edición Especial

Artículo no.:76

Período: Noviembre, 2019.

TÍTULO: Actualización de la formación en idiomas extranjeros de los estudiantes de las escuelas superiores sobre la base de la integración interdisciplinaria internacional.

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RESUMEN: El artículo se centra en el problema del crecimiento del estatus social de un idioma extranjero y la importancia de actualizar la formación en idiomas extranjeros de los estudiantes en las escuelas superiores sobre la base de la integración interdisciplinaria internacional. En el artículo se revela que la capacitación en idiomas extranjeros de estudiantes universitarios de medicina se está volviendo especialmente relevante; en primer lugar, un número significativo de futuros médicos que reciben educación en Ucrania son ciudadanos de otros países; en segundo lugar, el examen de calificación KROK será realizado por estudiantes de medicina (nacionales como extranjeros) en inglés. Se concluye, que para la integración interdisciplinaria internacional, se desarrollan y conducen cursos de dominio pedagógico para maestros de especialidades no pedagógicas.

PALABRAS CLAVES: lengua extranjera, integración interdisciplinaria, dominio pedagógico, estudiantes de medicina.

TITLE: Updating of foreign language training of students in higher schools on the basis of international interdisciplinary integration.

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ABSTRACT: The article is focused on the problem of the growth of social status of a foreign language and the significance of updating the foreign language training of students in higher schools on the basis of international interdisciplinary integration. It is revealed in the article that foreign language training of medical university students is becoming especially relevant, namely: firstly, a significant number of future physicians receiving education in Ukraine are citizens from other countries; secondly, the KROK qualification exam will be taken by medical students (both domestic and foreign) in the English language. It is concluded that for the abovementioned international interdisciplinary integration, courses of pedagogical mastery for teachers of non-pedagogical specialties are developed and conducted.

KEY WORDS: foreign language, interdisciplinary integration, pedagogical mastery, medical students.

INTRODUCTION.

Activization of international integration and globalization processes that take place in the twenty-first century in the modern world encourage the reviewing of intercultural interaction and interconnections among the representatives of different countries in many spheres (political, economic, social, medical, educational, etc.). The establishment of new communicative contacts leads to the growth of the social status of the foreign language and the renewal of foreign language training of future specialists.

The main tasks of the renewal of higher education are reflected in the National Doctrine of the Development of Education of Ukraine in the XXI century, the National Strategy for the Development of Education in Ukraine for the period up to 2021, the Laws of Ukraine "On Education", "On Higher Education", the Decree of the President of Ukraine "Year of the English Language in Ukraine", as well as in the UNESCO Regulations, the European Guidelines for Language Education and the International Organization on Cooperation and Development of Education, with a special focus on foreign language training of students.

The Standard of Higher Education of Ukraine states that the teaching of a foreign language involves teaching communication in a foreign language in the unity of cognitive, regulatory, value-oriented and ethical functions. The communicative goal is directed, first of all, to the practical result of mastering the foreign language, it reflects the peculiarities of the educational process (Standard of higher education, 2009).

Increased attention to the study of foreign languages is due to the fact that modern society is characterized as polylingual and multicultural. Therefore, the main characteristics of the modern social, cultural, professional and psychologically adapted, fully developed personality is the mastery of a foreign language, not only on the level of knowledge, but also the ability to use the acquired knowledge in communication. It is appropriate in this context to mention C. de Lopez's view that a

foreign language is "... much more than a list of words and a set of grammatical rules, and learning a language is not just a system of linguistic rules, but the art of communication" (Lopez, 1991).

Therefore, in today's conditions of renewal of the educational paradigm in Ukraine, the study and the usage of a foreign language are becoming more and more important not only by specialists whose professional activities are based on the foreign language communication (foreign language teachers, translators), but also the foreign language teaching of students of other specialties (in our research - this is the professional training of future doctors). The urgency of teaching a foreign language to students of medical universities concerns the fact that a significant number of future doctors who receive education in Ukraine are citizens from other countries. For example, at Ternopil National Medical University named after I. Horbachevskyi (hereinafter - TNMU) study students from almost 80 countries of the world and their number is constantly increasing (Fig. 1).

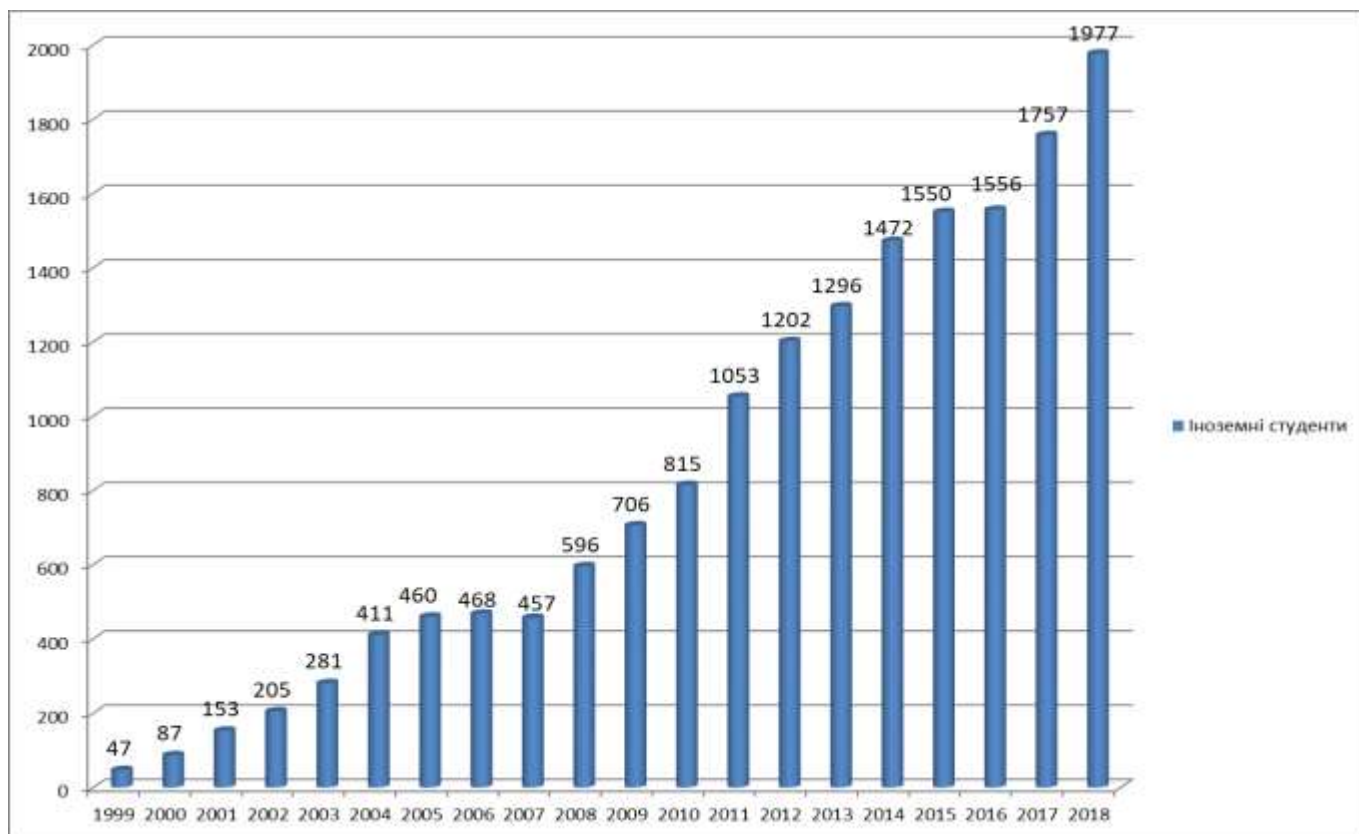


Fig. 1. Dynamics of the number of foreign students in TNMU

In addition, since 2019, in the medical institutions of higher education of Ukraine, the KROK qualification exam will be taken in a foreign language. Thus, not only the problem of purposeful professional teaching but also the foreign language training of medical students is being updated in order to train future specialists to communicate in the future professional field using a foreign language.

For this purpose, in the educational process of higher education, pedagogical technologies are widely applied, based on the enhanced interpersonal cooperation - interaction. The comprehensive use by teachers of several interrelated interactive forms and methods of teaching in a foreign language creates a professional and simulational, communicatively rich foreign-language educational environment in the form of educational trainings.

Instructors of the higher medical school, being competent specialists in their field, cannot always achieve the triple goal: to combine in the professional training of medical students the study of disciplines purely in the specialty, to teach material on professional disciplines in a foreign language, and to implement innovative pedagogical methods on a high level of pedagogical mastery and technologies that have a communicative orientation (professional and situational interactions, business games, educational trainings, etc.). The very use of interdisciplinary integration in the process of studying professional disciplines in a foreign language with the usage of interactive orientation pedagogical technologies is the basis for updating the professional training of students in non-philological specialties, the future physicians in particular.

DEVELOPMENT.

Theoretical bases of the study.

In accordance with the European Recommendations on linguistic education for the promotion of plurilingualism (multilingualism) (General European recommendations on language education,

2003), the problem of increasing the level of readiness of an instructor who teaches students a foreign language to an effective pedagogical communication aimed at those who are studying to form professional and intercultural education has been actualized. The strategic significance of English in self-education of the students of socio-humanitarian specialties for fundamentalization of university education was revealed by (Melnychuk, Rebukha, Zavgorodnia, Bloschynskiy, 2018). The professional training of specialists with the use of modern educational and informational-communication technologies were studied in the work of Bloschynskiy (2017).

As a linguistic personality (the native speaker of a particular language characterized by the ability to foreign language activities (Trotsenko, 2008) in the context of our study we consider an instructor being ready to produce special educational texts of professional content in a foreign language to reflect the essence and specificity of the work of a specialist in the medical field (doctor, dentist, pharmacist, nurse). Thereby, an instructor appears to become a generalized image of the bearer of cultural and linguistic, communicative and activity values, knowledge, attitudes and behavioral reactions related to intellectual abilities of a person, ethical norms of behavior, rules of etiquette, linguistic methods of world's awareness, the depth of reflection and assessment of reality, the peculiarities of linguistic and nonverbal means of communication usage (Zuyenko, 2014). Thus, in the structure of the linguistic personality of a medical university instructor, who teaches students a foreign language, the following levels have been determined:

1. Verbal and semantic level, associated with the language units necessary for making up a grammatically correct statement in a foreign language. Most instructors of medical universities, working in the departments of anatomy, physiology, biochemistry, surgery, etc., do not have a special foreign language training on a higher education level (with the exception of foreign language teachers). Typically, the acquisition of an appropriate level occurs in the process of studying in specialized secondary schools with advanced curriculum in foreign languages, at

foreign language courses, doing postgraduate studies, and is determined when the future scholars take a candidate's foreign language examination, setting levels A, B, C of foreign language proficiency in the period of teaching professional activity. Thus, at TNMU the number of teaching staff who speak a foreign language at the level of teaching activity should reach 60% of the total number of instructors, which is determined by the requirements of the university.

2. The cognitive level, the units of which are the basic concepts used by instructors of medical universities in the study of special subjects of professional content (anatomy, physiology, genetics, surgery, dentistry, pharmacy, etc.). Here we can trace the main aspect of interdisciplinary integration - the translation of instructors the content of professionally oriented disciplines into the English language. In addition, students of medical universities also study the discipline "Foreign Language for Professional Purpose", which expands the professional foreign thesaurus of future physicians.

3. The praxeological level in the structure of the linguistic personality of the instructor of the medical university reflects the readiness of scientific and pedagogical staff to organizing the most effective training of medical students. The modernization of the professional training of future doctors requires not only the acquisition of medical knowledge and skills by students, the understanding of professional information in a foreign language, but also the usage of modern pedagogical technologies of communicative and interactive orientation by instructors. In this context, significant scientific developments have been achieved by L. Bachman, where instructor's readiness to pedagogical activity is identified with communicative competency and is considered in the context of communicative language skills, which cover a range of competences: *language / linguistic* (the ability to speak a foreign language only on the basis of the acquired knowledge, the understanding of language as a system); *discursive* (cohesion), consistency (coherence), organization (pattern) of language); *pragmatic* (the ability to convey communicative content

(message) in accordance with the social context); spoken (fluency) (the ability to speak coherently, without strain, at a natural pace, without prolonged pauses searching for linguistic forms); *social and linguistic* (the ability to choose language forms); *strategic* (the ability to use communication strategies to compensate for the lack of knowledge in a real language environment); *linguistic and thoughtful* (cognitive) (readiness to create a communicative content as a result of linguistic activity: the interaction of problem, knowledge and research) (Bachman, 1990).

Most of these competences are formed by future instructors of a foreign language in the process of studying at a pedagogical university where they study the basics of pedagogical skills, pedagogical technologies, the basis of which is the communicative interaction of subjects of the educational process. Indeed, the main requirement of humanistic oriented higher education is the organization of interpersonal professional communication, in which it is important to take into account the type of linguistic and cultural field (communicative environment in which communicants have mastered the system of language, pragmatic, social and cultural competences) (Zelenska, 2012).

A survey of 100 instructors at TNMU named after I. Horbachevskiyi (who do not have special pedagogical education) has shown that 67% do not have the proper level of pedagogical skills, 82% do not know the methods of using innovative pedagogical technologies, but 91% expressed a desire to modernize the study of professional disciplines at a medical university to activate and motivate students for professional development.

Methodology.

The aim of the article is to consider the ways of updating the professional training of future doctors in a foreign language on the basis of interdisciplinary integration.

The capacity of teachers of medical university to use cross subject integration in the context of implementation of communicative and interactive pedagogical technologies while teaching professional disciplines in foreign language to students of medicine requires the broadening of their

pedagogical skills. From this respect, I. Horbachevskyi Ternopil National Medical University provides the course of pedagogical skills. In the period from 2018-2019 3 sessions had been held with about 200 participants.

Teachers of non-pedagogical education had an opportunity to learn the methods of using innovative technologies of interactive direction, to apply new methods of activation of communicative interaction of medicine students at the classes of professional sphere conducted in foreign language, in order to use obtained experience in their professional activity.

The course has been organized by Doctor of Pedagogy Iryna Melnychuk (who has acquainted teachers with fundamental issues of pedagogical skills and methods of implementation of modern pedagogical technologies in medical education (Melnychuk, 2016) and Nadia Fedchyshyn (who drew the attention to peculiarities of foreign communication of teachers of medical university (Fedchyshyn and others, 2019). During two-week classes (3 hours each) course participants had meetings with highly qualified teachers from other educational establishments of Ternopil: Doctors of Pedagogy, professors Olexandra Yankovych, Olga Soroka, Anatoliy Vykhursch, Philosophy Doctors Maria Boiko, Oksana Koval, Lilia Rebukha, Maria Brygadyr and others. They presented the results of their own researches concerning the problems of professional burnout, formation of skills of verbal and non-verbal pedagogical communication, modern methods of lecturing and conducting practical classes, basics of management of education, personal and professional development in terms of educational training, use of communicative techniques in foreign language, etc.

Special attention was paid to the fact that the teachers in practical classes were able to realize the idea of pedagogical communication (information sharing, cognition, providing educational influence (Kan-Kalyk, 1987) and to test their own skills and step-by-step (according to V. Kan-Kalyk) organization of foreign language pedagogical communication with medical students:

1) Prognostic stage - modeling by the teacher of future communication with students, which requires integration of the content of professional disciplines, foreign language and choice of optimal pedagogical methods and technologies. From this reason, teachers in the courses of pedagogical skills were acquainted with the method of using interactions (methods "Press", "Take a position", "Complete the idea", etc.), with the features of the development program for training.

2) Stage of communicative attack, when the direct contact of the teacher with students takes place through the use of rhetorical questions to support communication purposefully. Doing the course of pedagogical mastery, teachers provided examples of possible questions in foreign language in the context of studying medical disciplines. Interdisciplinary integration was pursued not only in such a context as: professional discipline - foreign language - pedagogy, but also traced the connection among several disciplines that future physicians study; for example, students study the blood composition in the context of its biochemical analysis (discipline "Biochemistry"), physiological processes in the human body ("Physiology"), anatomical composition of the circulatory system ("Anatomy"). Future physicians learn the basic conceptual terminology apparatus in the process of studying the discipline "Foreign language of professional direction", which actualizes the in-depth knowledge of a foreign language.

3) Stage of management of communication – is the most difficult, since a teacher is to analyze peculiarities of interaction with students, their success and possible failures in organized communication, to perform the correction of personal actions and actions of students. The analysis of fragments of English lessons conducted by native speakers indicates that there is a great number of language motivation units in their language aimed at approving students' activities. E.g. That's it. That's quite right. You've got the idea. Good (great, excellent job). Marvelous! Magnificent! Terrific! Fantastic! Great stuff! Fairly good. In his practical J. Harmer determines, that estimation of students' academic activity can be more clear, which allows students to observe the diversity of

lexical (vocabulary) and grammatical arrangement of language (Harmer, 1998). For example: There is no wrong with your answer. What you said was perfectly all right. That's just what I was looking for. I could not have given a better answer myself. You improved a lot.

4) Stage of analysis of organized communication interaction provides a thorough analysis of the planned and achieved results of communication (Kan-Kalyk, 1987).

In such a way, doing the course of pedagogical mastery teachers' attention was drawn to the ability to correct students' mistakes in foreign language utterances. The following steps were taken into account (by J. Harmer): fixation of mistake in the student's statement and making a hint that it had been made; direct assistance to the student to take the necessary steps to correct the mistake. Special techniques were presented where the author suggests to inform students about mistakes or incorrect statements (Harmer, 1998):

1) To suggest students to repeat the expression. Among appropriate approaches of pedagogical skills here are: interrogative intonation in combination with the expression of amazement on teacher's face, that demonstrate students some inaccuracies in the reply, as well as phrases like: Once again, please. Say it again. Say it once more. Let's try it again. In foreign language communication of the teacher with the student, it is appropriate to give the student a chance to correct the mistakes in expression independently: Teacher: Well, all right, but – I get up. Again. Students: I get up at half past six. Teacher: Good (Baker, 2000).

2) Echo utterance that replicates the previous citation is an effective way of detecting mistakes, since the focus is on the part where the mistake was made; for example: «Flight 309 GO to Paris?», or to pronounce just that part of the statement where the mistake was made (e.g. Not «go». Listen, «goes»).

3) Corrective statements and teacher questions that encourage students to think about why their statements are wrong. You cannot say that in English. You'll have to put it in a different way.

That's a clumsy way of putting it. That's not quite right. Do people think that's correct? Correct your mistake. Can you see where you've made a mistake? Can you see what you've said wrong? Think about it (Gardner, 2000).

4) Use of non-verbal communication techniques: the expression of the teacher's face or gestures in some situations is sufficient for the student to realize the incorrectness of his / her expression.

Testing of models of pedagogical interaction in the process of teaching medical students in a foreign language proves the expediency of interdisciplinary integration in the work of a teacher of a medical university which is intended to combine in its pedagogical activity the knowledge of the disciplines of professional direction, foreign language teaching and pedagogy for the use of innovative communicative-interactive technologies at the level of pedagogical mastery.

CONCLUSIONS.

After conducting courses of pedagogical skills for teachers in I. Horbachevskiy Ternopil National Medical University, the effectiveness of the use of pedagogical innovations in the courses in professional disciplines in foreign language has been analyzed. A survey was conducted among 58 teachers who attended the designated courses.

Among the total number, 42 teachers (which makes 72.41%) were found having updated and supplemented the methodological support for the study of foreign language courses by means of adapted interactive exercises presented at the course; 52 teachers (89.66%) expressed their desire to continue taking part in pedagogical skills. Among basic areas of professional and pedagogical improvement teachers of TNMU who participated in the survey, identified:

- The broadening of the base of interactive and communicative tasks, which can be applied in foreign language communication with students on professional topic (54 teachers, which make 93,1%).

- Getting acquainted with modern pedagogical technologies that can be adapted to the training of future medical professionals in foreign language (46 teachers, which makes 79,31 %).
- Invitation of leading specialists in pedagogy, psychology, foreign language from other higher education institutions to conduct some classes in the course of improving pedagogical skills at TNMU (55 teachers, 94,83 %).
- Working out of educational and methodical complex with the bank of interactive-communicative tasks and tasks in Ukrainian and English for all who wish to increase their own level of pedagogical skills (49 teachers, 84,48 %).

Thus, updating of foreign language training of students in higher schools on the basis of international interdisciplinary integration, based on the example of I. Horbachevskyi Ternopil National Medical University, was focused on the preparation of teachers in courses of pedagogical excellence in pedagogical innovations.

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RECIBIDO: 14 de octubre del 2019.

APROBADO: 23 de octubre del 2019.