

Issues Of Forming Professional Competence In A Foreign Language Of Medical Students

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Abstract: This article deals with issues on forming foreign language professional competence of medical students. It also discusses the importance of professional competence in foreign language and organizing English lessons using materials adapted to the level in foreign languages and needs of learners. There are information about several kinds of activities which can be carried out for developing foreign language professional competence of medical students.

Keywords: Professional competence in foreign language, medical students, adapting materials, teaching English, simulation tasks, motivation, self -confidence, communicative tasks.

Introduction: One of the most effective ways to develop the medical field is to form professional competence in a foreign language among medical students, because by using a foreign language in professional activities, medical personnel can exchange experience with foreign countries and become aware of medical innovations in the world. For this, it is necessary to focus on the formation of professional competence in a foreign language among students of medical universities.

English language teaching materials for the formation of professional competence in a foreign language of medical students should be selected in accordance with the level of English knowledge of the students. Based on this definition, we believe that teaching English, taking into account the needs and interests of students, will be effective.

According to P.I. Obratsov and O.Yu. Ivanova, the next condition ensuring the effectiveness of teaching is the readiness of teachers and students to practically apply the model of professionally oriented teaching of a foreign language in the educational process.

The main factor in determining the effectiveness of the process of professionally oriented teaching of a foreign

language is, first of all, the personality of the teacher, distinguished by high professional skills [1;116]. Organizing professionally oriented foreign language lessons and conducting them meaningfully requires a lot of effort and time from the teacher.

Professionally oriented foreign language teaching is currently recognized as a priority area of education renewal. It is necessary to take a fresh look at the educational process and foreign language teaching in general.

Communication in a foreign language is becoming an important component of the professional activities of specialists. The analysis of pedagogical scientific and methodological research has shown that there are countless methodological directions and technologies for teaching a foreign language. The goal of teaching foreign languages in non-linguistic universities is to achieve a sufficient level for the practical use of a foreign language in future professional activities [2:124]. If medical students can use a foreign language in their future professional activities, this is a guarantee of their professional development.

Based on the problems encountered in foreign language classes, it can be concluded that English literature

should be selected according to the needs of students and their specialization, English lessons should be enriched with assignments that include the four language skills, feedback should be received from students at the end of the lessons and lessons should be adapted accordingly, students should be divided into groups according to their language proficiency level, and simulation tasks, role plays, team works are considered to be effective for developing professional competence of medical students. English teachers should be invited to participate in frequent experience exchange of ESP teachers or seminar trainings of foreign specialists.

In the formation of professional competence in a foreign language, it is important to create texts from medical students' specialized disciplines, make them easy and understandable, use various interactive exercises, authentic materials, exercises that help increase students' vocabulary, motivate them, decorate them with phrases in the texts, tasks focused on medical terminology, and teach English using audio and video materials.

There are several options for foreign language teachers to conduct such lessons:

- before introducing students to the text, they can start with pictures related to the topic of the lesson, questions, tasks such as guessing the topic of the text;
- it is important to use dialogues, role-playing games, simulation exercises, tasks such as writing a medical history, and making a diagnosis in English to form skills in the topics of the lesson that will be necessary for the students' future profession;
- it is necessary to conduct control exercises that check the increase in students' vocabulary in each topic.

Performing such exercises increases the interest of medical students in learning English and provides motivation.

The tasks of the selected topics for students may not be interesting to all groups, since this situation is related to their level of language proficiency. Therefore, it is advisable for the teacher to regularly feel the students' active and passive, attention to the lesson, and improvise the lesson process, adapting it to their condition.

As Frolova N.A. and Aleshchanova I.V. state, we see

professionally oriented communicative training as a cyclical phenomenon, including: assessment of the course and its participants → needs analysis → course objectives → course planning → selection and development of material → course delivery, → final assessment of the course. The teacher should pay special attention here to setting SMART (Specific, Measurable, Achievable, Reasonable, Time bound) goals for a foreign language learner. "Specific", i.e. not "I want to know a foreign language", but at least "I want to learn, for example, to write e-mails correctly and express my thoughts in them correctly in a foreign language". "Measurable" - organization of control work corresponding to the level of knowledge. "Achievable", for example, it is unrealistic to master the C1 level in one month of lessons, "Reasonable", where we need to return to the question "Why do I need this?" and "What will happen when I get it?". "Time bound", i.e. not just "I want to learn", but "I want to learn it by a specific time".

Experience shows that a professionally oriented foreign language course should not be focused on learning language structures "from A to Z". For it, detachment from a specific professional field, disproportion of breadth and cost is unacceptable. It is necessary to rationally determine the situations of action, focus on "Necessary" and "Have". Two main modules are proposed for implementation in the learning process: Module 1. "Focus on overcoming difficulties in everyday communication" (shop, bank, restaurant, small talk, first days in the organization). Module 2. "Professionally oriented language" (telephone calls, writing e-mails, social contacts, writing reports, negotiations, presentations). In this regard, it is necessary to establish feedback between the teacher-trainer and students, systematically summarize the results, and also search for effective technologies. Encouraging students to communicate in a foreign language in the classroom often seems simple and involves giving everyone the opportunity to express themselves and participate in the general conversation. However, this problem is not easy to solve in practice [3:4].

As Kuznetsov Z et al state: "However, despite a number of potential benefits and the active development of this field, such training comes with some drawbacks. The main drawback is a lack of context. It is important to develop systems that take into account specific medical

situations, patient interactions, and specific terminology" [4;42]. By using simulation tasks for English lessons of medical students, it is most likely to be useful to prepare them for interacting with patients or foreigners in English.

We have attempted to describe simulation as one of the methods of language immersion aimed to the development of communicative speech among students of medical specialties. We conclude that language immersion contributes to the formation of stable speech skills and a deeper mastery of professional vocabulary [5;523]. While doing communicative tasks students feel self-confidence and motivation for learning English. Especially working in a team or groups, learners develop leadership and cooperation skills which are essential for their future career.

Applying simulation tasks which make students make communication in teaching English to medical students for formation of foreign language professional competence demonstrates an upsurge in medical learners' English knowledge which is necessary for their professional development.

Professional competence is one of the most important factors in teaching English to students studying in higher medical education institutions - such activities as telephone calls, writing e-mails, social contacts, writing reports, negotiations, presentations should serve to increase their professional worldview.

Thus, the formation of professional competence in a foreign language for medical students is directly related to the professional skills of the teacher, the purpose and conditions of the lesson. Determining the level of English knowledge of students and teaching them with adapted educational materials and regularly monitoring students' knowledge is a way for future specialists to open the door to the information field, communicative freedom and profession.

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