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CHALLENGES AND OPPORTUNITIES IN TEACHING PROFESSIONAL ENGLISH TO MEDICAL STUDENTS: A COMPREHENSIVE APPROACH IN THE ERA OF DISTANCE LEARNING

Summary. *Given the urgent need to master foreign languages, in particular English, the importance of their study is growing. However, mastering any language is associated with difficulties that arise at various stages of this process. Also, due to the large number of methods and techniques of learning foreign languages, inherent difficulties may arise. In addition to this range of problems, we will also consider questions that arise during the study of professional English by students of medical higher education institutions. Despite the similarity with problems of the general level, the specificity of the material and the scope of its application play a big role at the profile level. The transition to a distance learning format, caused first by the pandemic, and now by the war, also provoked psychological as well as long-term organizational problems.*

Key words: *medical institutions of higher education, teaching English, grammatical structure, conversational practice, professional language.*

In today's conditions, higher education pedagogy is at the stage of rethinking conceptual approaches to training a new generation of specialists. The desire for progress in the educational process led to the emergence of new and improvement of existing pedagogical technologies, the further development of which is connected with the implementation of the modern concept of higher medical education. The organization of professionally oriented activities of students should contribute to the development of clinical thinking skills in the future doctor, that is, to be able to identify the main logical connections of those categories and processes that are necessary for the successful implementation of professional activities.

Analysis of recent research and publications. The formation of language competence of students during foreign language learning at universities is devoted to the research of many authors, and the following issues as: the selection and content of educational material during foreign language learning were studied and highlighted (I.L. Beam, M.L. Weisburd, N.D. Galskova); psychological and pedagogical conditions of learning a foreign language and the development of language activity (O.L. Berdychevskiy, B.V. Belyaev, P.Ya. Halperin); formation of foreign language professional competence and development of methodical approaches, foreign language learning technologies (V.F. Aitov, D.V. Tolpa, O.M. Leontiev, A.O. Verbytskyi, E.I. Passov, G.A. Kytayhorodska)

Presenting main material. Since the beginning of distance learning, the issue of language learning has become more relevant than ever. It is worth starting with the fact that the language requires constant improvement. It is necessary to work hard with lexical and grammatical components, audio materials, and constant conversational practice is of great importance as well. Even though many opportunities have opened up, the problem of understanding and perceiving the language does not disappear.

The first two problems (grammar and lexical minimum) are faced by approximately 85% of those who study English. No special conditions are required to learn grammar, often a good enough textbook and the availability of teacher's advice, as well as the necessary amount of time for mastering. In the case of vocabulary and its practical use, a much greater number of problems arise. This topic is especially relevant for doctors, because

specialized vocabulary is the key to professional growth. Unfortunately, the frequency of using learned words during learning is not that high. Without the need and opportunity for constant use of specialized terminology, part of the words that were once studied, unfortunately, are forgotten. And at the moment when they are needed again, they will have to be studied again.

In our opinion, the best method of replenishing and consolidating the lexical base is reading literature, in our case specialized scientific articles or textbooks, manuals, etc. published in English.

The next problem that can occur when communicating in a foreign language, for example, during a discussion with colleagues, participation in foreign educational platforms or simply discussing general topics, is the problem of comprehension. We should admit, it is quite difficult to communicate with native speakers without the appropriate level of training, especially if such a need arises infrequently. These problems arise due to differences in the pace of speech, emphasis, and overall clarity of what is being said. However, this skill is very necessary, because in emergency situations (quite normal in medical practice), attention should be paid to the problem, and not to trying to understand what fellow speakers said.

During distance learning in higher education institutions, there is almost no time left for listening and speaking practice (due to lack of time, correction of students' mistakes and recommendations). And also, taking into account the unstable power grid and the presence of threats of missile strikes, which sometimes leads to an unplanned end of the lesson.

As in the case of vocabulary, the most effective method to improve language comprehension is constant contact with it. It does not necessarily have to be meetings with people in real time. They may well be replaced by previously recorded meetings, podcasts, webinars, etc. In addition, just like reading, it helps to expand the vocabulary. To learn a foreign language, there are many different methods that help solve the listed problems. A part only needs the desire of the student, but the other part can be quite expensive. However, for each of the methods, as a rule, it is possible to find a full or partial replacement.

Returning to the study of the grammatical component of the language, the necessary actions are quite simple. It is enough just to pay attention to grammar tasks. However, the simple performance of the tasks may seem quite boring to the pupil/student, although this method is quite effective. Applications for language learning (including grammatical structure) are gaining popularity these days. By combining training and game form, for example, in the form of receiving conditional points, gaining a place in the rating of the success of performing a particular task, the program encourages people to perform new and new tasks every day. And unlike the learning method familiar to everyone from school, people motivate themselves to complete a task for various reasons (either the desire to see themselves on the first place in the rating, or the desire to see the number of days during which they successfully completed the task, etc.). It is this combination of classical learning methods and incentive systems, however small, that leads to success. However, with this method, the pace may not be very high, because some people need to get the necessary minimum in a short time, for example, to pass for a certificate. An equally popular method will help here – additional classes in specialized institutions or at home, in a group or 390 individual form. Whatever the advantages of the applications, the teacher's recommendations will have a much greater effect. Even considering the impossibility of participating in such classes face-to-face, due to the war and the epidemic, there is still the possibility of distance learning.

During the last century, the case method has firmly taken root in the educational process of most of the world's leading universities as one of the main methods of training specialists in various fields. Understanding that most professional sources are published in English, and including from 2018-2019. The inclusion of a subtest in English as part of the licensing integrated exams "Step 1" in order to ensure proper control of the level of competence of students in professional English, as well as to promote its study during the mastery of fundamental disciplines, forces us to reconsider the approaches to teaching the discipline in medical higher education institutions of Ukraine [2].

The case method allows taking into account the students' professional training, interests, developed style of thinking and behavior, which makes it possible to widely use it for teaching a foreign language in a professional direction. One of the main tasks of a teacher who uses the case method is to involve students in analysis, discussion and problem solving. For this, it is very important to fulfill two conditions: the case material must be of professional interest to the students and provide for the possibility of the student's personal contribution to his education and to the education of his "team". Interesting material and the possibility of applying professional knowledge motivates to participate in the discussion. The desire to solve the problem prompts students not just to read the case, but to carefully study it, master the facts and details.

During such study, new vocabulary, idioms, and new syntactic structures are mastered, which are repeatedly found in the text. In addition, the need to speak in front of group members and justify their opinion in a foreign language forces students to carefully prepare and logically structure their statements. Professional knowledge and confidence in the ability to positively solve the problem facing the group is an additional incentive for mastering communicative skills in a foreign language. Testing one's communicative abilities during the discussion gives each participant the opportunity to identify their weaknesses and stimulates the desire to work on improving knowledge of a foreign language [1].

Therefore, the use of the case method allows students to understand real situations of professional activity, actualize a certain set of knowledge that must be mastered when solving a certain problem and increases the level of mastering of English medical terminology, improves the skills of professional reading and analysis of information in English (comprehensive language training of future doctors). However, it is not universal and is effective only in combination with other methods of teaching English in a professional direction.

Despite the general idea, individual and group classes have their differences, which result in certain pros and cons. One of the first, previously mentioned criteria that people pay attention to is learning speed. In this aspect, individual classes are superior to group classes. All the teacher's attention is focused directly on the student, as a result of which both the student's time and the teacher's time are saved, which makes it possible to study more material in the same period of time compared to group classes. However, in the individual format of classes, the implementation of an equally necessary skill – conversational practice – is not so successful.

In our opinion, the best development of conversational practice still occurs in a group of people gathered at approximately the same level. This is especially evident in groups of teenagers or young people. Having common interests, topics for discussion and the desire to learn a foreign language, a combination of goals is possible, the learning process will be much more interesting for students. In addition, it is possible to integrate game forms of learning in collective groups, which is especially effective when teaching children foreign languages. Also, it is quite possible to implement it in the conditions of medical educational institutions. Where, having the opportunity to simulate various clinical situations, you can analyze them, while simultaneously practicing from the specialized direction of a foreign language.

Unfortunately, in the conditions of usual groups according to which higher education students are divided, it is not always possible to implement such a method due to the significant difference in the levels of students (those who studied in specialized schools and those who did not). And regardless of the emphasis on students with different levels, one or the other will either lag behind even more, not keeping up with the learning pace of others, or, on the contrary, not fully realize their potential, as a result of too quickly mastering the program offered to students with a lower level. These differences in levels are mitigated with the help of individual tasks selected for each level, which is not always possible. While students with a higher level will discuss the topic more confidently and quickly, students with a lower one will not have enough time for parallel discussion and learning of the material heard from other students. In this situation, it can be assumed that organized self-education in a group can solve the situation. For example, higher-level students will focus on explaining unclear material when discussing material with lower-level students. However, this method is mainly extra-auditory, and therefore risks becoming optional and may be completely displaced and therefore unrealistic in implementation.

Summarizing the above-mentioned main aspects of learning foreign languages in various forms of education, the following conclusions can be drawn:

1) Learning a language is a persistent and long-term process that requires a responsible attitude from both students and teachers. In addition, it requires constant repetition and consolidation to avoid forgetting the material covered.

2) Any language skills can be improved, and there is a wide choice of opportunities and methods, taking into account the available time, abilities, budget and interests of the student.

3) Despite the circumstances that arose due to the coronavirus pandemic, and later with the war, the distance learning format really took a step forward.

Thanks to the many resources created, it has become even more useful and informative. However, given the problems with the power grid, as well as possible threats to life due to the missile hazard, even this method may not always be effective.

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В. Мікаєлян, І. Сімонова. Виклики та можливості викладання професійної англійської мови студентам-медикам: комплексний підхід в епоху дистанційного навчання. – Стаття.

Анотація. Враховуючи нагальну потребу в оволодінні іноземними мовами, зокрема англійською, актуальність їх вивчення зростає. Однак оволодіння будь-якою мовою пов'язане з труднощами, які виникають на різних етапах цього процесу. Також через велику кількість методів і прийомів вивчення іноземних мов можуть виникнути невід'ємні труднощі. Крім цього кола проблем, ми також розглянемо питання, які виникають під час вивчення професійної англійської мови студентами медичних вищих навчальних закладів. Незважаючи на схожість із задачами загального рівня, на профільному рівні велику роль відіграє специфіка матеріалу та сфера його застосування. Перехід на дистанційний формат навчання, викликаний спочатку пандемією, а тепер війною, також спровокував психологічні та довготривалі організаційні проблеми.

Ключові слова: медичні заклади вищої освіти, викладання англійської мови, граматична будова, розмовна практика, професійна мова.

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ІНТУЇТИВНІ ДІЇ СТУДЕНТІВ ЩОДО СТАБІЛІЗАЦІЇ СВОГО ЕМОЦІЙНОГО СТАНУ В ПЕРШІ 10-14 ДНІВ ВІЙНИ В УКРАЇНІ

Анотація. В статті розглянуті важливі питання впливу негативних психічних станів та реакцій людського організму на стресові кризові обставини. Показано, як змінювались емоції, емоційні стани студентів, які проживають в містах в яких відбуваються воєнні дії впродовж 14 днів з початку війни. Що вони робили для нормалізації свого психологічного здоров'я. Також торкнулись питання важливості міждисциплінарних відносин у викладанні та навчанні, в теперішній кризовій екстремальній ситуації. На прикладі викладання програми з навчального предмету «Основи здоров'я», показані міждисциплінарні зв'язки та важливість такого викладання.

Ключові слова: міждисциплінарне викладання, кризова ситуація, негативні психічні стани, домедична психологічна допомога, перша психологічна допомога, врівноваження емоційного стану, негативні емоції, психологічне здоров'я.

Зараз, коли йде війна зі злом, і злом є країна агресор, яка вирішила несподівано напасти на людей вважавших її близьким другом, навчання та викладання у закладах вищої та середньої освіти, можна вважати соціальним подвигом. Навчання – це запорука майбутнього життя суспільства, це розвиток країни, а учні – це скарб, який потрібно приумножувати та оберігати. В таких важких сучасних умовах