



THEORETICAL FOUNDATIONS OF PEDAGOGY AND EDUCATION

Collective monograph

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THEORETICAL FOUNDATIONS OF PEDAGOGY AND EDUCATION

Collection of scientific articles published is the scientific and practical publication, which contains scientific articles of students, graduate students, Candidates and Doctors of Sciences, research workers and practitioners from Europe and Ukraine. The articles contain the study, reflecting the processes and changes in the structure of modern science.

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9.2 European and Ukrainian methodological backgrounds in forming language competence of international students

The notion of “methodology” (from the “method” and the Greek “metodos” - teaching) – is a system of certain rules, principles and operations applied in a particular field of activity (science, politics, art, etc.); the doctrine of this system, the general theory of the method (Konversky, 2010); a set of research techniques used in a particular science; the doctrine of methods of cognition and transformation of reality; doctrine of structure, logic, organization, methods and means of activity in any field of theory and practice (Goncharenko et al., 2000, p. 184).

Outlining the methodological principles in the study, we use the definition, which in particular proposed by Z. Kurliand: a rule that has emerged as a result of objectively meaningful experience; that is, the main / main provisions that determine the approach to the problem, and the method of obtaining empirical and scientific facts, and their analysis (Kurliand, 2001).

Scientific approaches to the professional training of international students of medical specialties of higher education institutions are reflected in analyzed research papers. In particular, the research work of N. Moskovchuk focused on the competence approach (Moskovchuk, 2019), O. Palchikova outlines the cross-cultural approach (Palchikova, 2016); S. Kostyuk's research analyzed competency, personality-oriented, communicative, intercultural approaches (S. Kostyuk, 2018); N. Avramenko highlights interdisciplinary, activity, personality-oriented, communicative, axiological, contextual and multicultural approaches to teaching Ukrainian as a foreign language (Avramenko, 2019); J. Ragrina defines professionally oriented, personality-oriented, communicative-activity approaches (Ragrina, 2017). The works of foreign researchers outline a reflexive approach, including audience observation, microlearning (Wallace, 1991). Reseacher from Slovak Republic, A. Hurajova, implement such approach as Content and Language Integrated Learning (CLIL), in which “content subjects are taught either through two different languages or through a single, foreign language thus giving non-native speakers an opportunity to acquire a foreign language through a

natural approach” (Hurajova, 2019). Researches from Croatia V. Bagarić and J. Mihaljević Djigunović analyze models of competence approach “this model has dominated the fields of second and foreign language acquisition and language testing for more than a decade” (V. Bagarić, J. Mihaljević Djigunović, 2007), presented by Canale and Swain (Canale, Swain, 1980).

Let’s outline the provisions of the main methodological approaches to the formation of Ukrainian-language professional competence of international students of medical specialties of higher education institutions: personal development, system, competence, communication, socio-cultural, text-oriented.

In our study, I. Bech's thesis about the importance to expand the range of practical involvement of the individual in education is dominated: “in a broader perception, we reach small and large homeland and state. For its effective social functioning, a person must have a number of moral and volitional qualities” (Bech, 2020).

Among the features of the personal development approach, J. Ragrina singles out the cooperation between teacher and student, their professional interaction, mutual understanding and mutual respect in order to reveal personal qualities, abilities of students as secondary professional language personality, taking into account sociocultural features of the country (Ragrina, 2017). Such features of the personal development approach allow to realize in research the basic provisions of medical ethics, in particular, education of humane attitude and respect for other people, and also respectful attitude to the profession.

We teach Ukrainian to international students taking into account age, speech, cultural characteristics, educational experience. Multicultural groups from different countries and with different levels of communication skills need to diversify classes with interactive methods, work with texts related to medical affairs, cover vocabulary within a specific topic and area of communication. Real conversational practice should be a priority. To ensure a positive emotional effect in learning the Ukrainian language, we consider it appropriate to involve your favorite songs, books, movies to practice master classes (Levenok, 2016).

The systematic approach is a methodological basis for considering the formation of Ukrainian-language professional competence of international medic students as a holistic competency-oriented educational process that takes place in the relationship of educational and cognitive, research, extracurricular components and promotes effective Ukrainian-language communication and teaching. environment of higher education institution. Each of the components of professional language training – educational, research, extracurricular – should be planned taking into account the principle of systematicity. The content of the discipline “Ukrainian as a foreign language” is structured taking into account the provisions of a systematic approach and interdisciplinary links with disciplines of professionally oriented cycle, enrich classes with interactive exercises based on the principle of learning “from simple to complex”. Pay attention, that not only sound education, but its alertness and dedication are most required too. Competence-oriented education of international students should be aimed at acquiring knowledge in conjunction with the ways of future professional activity, which will take place in various complex and often uncertain conditions.

The communicative and activity approach (presented in the works of E. Pasov, M. Pentylyuk), on which we rely in the educational process, allows mastering the Ukrainian language by international students of medical specialties “in action”, through “knowledge of the world” of professional vocabulary, through work with professionally oriented texts, involving students in various professionally oriented communicative situations, on the ground of cognitive approach. We take into account language acquisition in the process of communication (listening (listening and understanding), reading, speaking, writing)) and also we take into account the principle of communicative orientation of learning.

The application of the provisions of the socio-cultural approach (Z. Bakum, A. Hadowska, S. Kostyuk, O. Palchikova, etc.) helps to avoid socio-cultural problems of international students taking into account the psychological adaptation in the Ukrainian educational space.

Taking into account, we update such forms of work with foreign students as watching professional films, participating in student conferences, science days,

conducting field trips to museums, theaters, organizing educational round tables, workshops, creative evenings, meetings of leaders of fellow councils, which has a positive effect on the formation of a tolerant attitude towards native speakers, to another, new way of life, promotes intercultural interaction (Levenok, 2016). The use of text-oriented approach, notes L. Shyianiuk, makes it possible to study the functioning of different types of texts, speech styles in accordance with the communication situation, promotes the development of communicative skills, formation of Ukrainian language competence of students (Shyianiuk, 2018). We agree with the opinion of J. Rodchyn that the text “remains both a unit of study and the purpose of learning, which serves to form communicative skills and abilities of students. Moreover, the text functionally presents communicative informativeness, completeness, unity, content and multidimensionality” (Rodchyn, 2015, p.113-117). Texts that are important to offer to international students of medical specialties of higher education institutions in English at the level of A1, A2, B1 by type of speech activity (listening, reading, writing, speaking) must meet the requirements of the Standard “Ukrainian as a foreign language” and European guidelines of language education (Nikolaeva, 2013). The Standard defines the types of texts to read for each level, the amount of text. For example, level B1 texts must be authentic or minimally adapted; these are descriptive and narrative texts with elements of reflection, newspaper articles, short official documents related to the private, public, professional and educational spheres of life. At different stages of study, students also process texts of statements, medical histories, prescriptions, anamnesis, medical certificate, medical opinion, situations-dialogues (questioning the patient, thematic conversation with the patient).

Our research is also addressed to some aspects of the deontological approach (from the Greek “Deontos” - proper, “logos” - teaching). This is a component of an ethical theory, which examines the normative component of professional behavior. The doctor should apply to psychotherapeutic methods – the word of encouragement, calm, sensitive attitude – tactfully and skillfully mobilize the physical and mental strength of the patient to combat his illness (Kovaleva et al., 2014). Therefore, in the classes we

consider professionally oriented situations, analyze remarks, speech expressions to indicate requests, questions, complaints, dialogues between doctor and patient in order to comply with the requirements of medical ethics.

For our study the aspects of the professional-oriented approach are also relevant, the implementation of which we see through the principle of interdisciplinary integration with the disciplines of science, professionally oriented cycles, implementation in the educational process of professionally oriented texts.

In order to more clearly delineate the general didactic and specific principles of teaching foreign medical students, we turn to the works of S. Goncharenko “Pedagogical laws, patterns, principles” (Goncharenko, 2012), N. Moskovchuk, L. Palamar, O. Palchikova, J. Ragrina. In the research of L. Palamar (Palamar, 1997) the semantic content of the principles of communicative orientation, complex development of all types of language activity, logical-semantic principle is revealed; J. Ragrina (Ragrina, 2017) - the principles of language orientation, communicative interaction, situational and thematic organization of learning, integration of teaching foreign language communication with the content of special disciplines; N. Moskovchuk (Moskovchuk, 2019) – the principles of communication, situationality, multiculturalism, the principle of advanced learning, integrative content of different disciplines, taking into account the native language of students); O. Palchikova (Palchikova, 2016) – the principles of communicativeness, approximation, taking into account the native language of students, cultural co-learning, comparative language learning, text-centrism. The developed characteristics are taken into account in the study.

Let’s outline general didactic and specific principles important for the formation of Ukrainian-speaking professional competence of foreign medical students: scientific, systematic and consistent learning, accessibility, clarity, connection of learning with practice, humanization, ethnopsychological and intercultural characteristics, tolerance, student-centeredness, communication with native language, interdisciplinary connections, professional and socio-cultural orientation. Characterizing the principle of humanization, we rely on the provisions of the State National Program “Education”

(“Ukraine of the XXI century”), according to which the humanization of education is to establish man as the highest social value, to fully reveal its abilities and meet various educational needs (State National Program “Education”, 1994).

Adherence to the principle of humanization allows to orient the educational process on the personality of each of the foreign students representing different countries, cultures and religions, on their individual and personal development. We take into account the principle of humanization and in the pedagogical environment of modeling professional situations to enhance language communication (“international student – teacher”, “international student – practitioner”, “international student – patient”), because the main task of training is to form a value attitude to future profession, the attitude of the future doctor to the patient, his life as the highest value.

The principle of scientificity presupposes the reliability of scientific facts, the orientation of educational material, in particular, the discipline “Ukrainian as a foreign language” on interdisciplinary links with the disciplines of humanities, natural sciences (including medical and biological direction).

The principle of systematicity and consistency is based on systematic, logical, consistent formation of a holistic system of knowledge of language norms (lexical, grammatical, spelling, orthoepic), knowledge of medical terminology, reading culture, medical ethics, communicative behavior, which allows for dialogue with the patient and medical staff.

The principle of connection of learning with practice involves the use of acquired holistic system knowledge and speech, terminological, communicative, intercultural, deontological skills in various professional situations.

The principle of accessibility of education is to ensure accessible perception of students of educational and professional material. It is advisable that the assimilation of the material took place consistently, taking into account the level of development of individual characteristics. Accordingly, educational information is presented from simpler, already mastered, to more complex educational material.

The principle of clarity is realized through the visualization of information, which helps to better remember it (Semenikhina, 2014). The process of perception of

educational information by foreign students through the visualization of educational material activates visual thinking. For example, the use of mind maps, posters with educational models, samples of medical documents (medical card, prescription form), video materials promotes more holistic perception of information and its reproduction by foreign students.

There are also specific principles of formation of Ukrainian-language professional competence, which include the principle of taking into account the ethnopsychological and intercultural characteristics of international students, which eliminates misunderstandings and communication barriers, adapts more quickly in the sociocultural environment of higher education, forms a tolerant, humane attitude to different nationalities, religions, enriches individuals, encourages productive and effective communication on the basis of mutual understanding.

It is important to adhere to the principle of tolerance when working with international students. The notion “tolerant” is explained in reference sources as indulgent, tolerant of someone's thoughts, views, beliefs (Academic Dictionary). We cultivate a tolerant attitude to the Ukrainian language, we also take into account the principle of connection with the native language, which we implement, in particular, when explaining the lexical and grammatical features of the Ukrainian language and the study of medical terms. We are working to establish common and different in vocabulary, language norms, for example, between the language that is currently being studied by international students and the language that was previously mastered.

The Ukrainian researcher N. Vasylenko notes that in the conditions of education the principle of taking into account the native language of students provides the setting of auditory and articulation skills of the Ukrainian language, as well as correcting disorders that occur due to interfering influence of auditory and articulation skills of the native language (Vasylenko, 2010). We offer to involve local lore and socio-cultural information in educational material from various disciplines, which deepens the idea of Ukraine, its history, culture, traditions, folklore, human relations, moral norms and norms-prohibitions, fosters respect for state symbols.

In designing situational tasks for future foreign doctors, we adhere to the principle of tolerance, given that the basis of communicative activities should be based on moral and ethical principles, responsibility to the patient, ability to listen and hear, tolerant patient, correct dialogue.

Researchers N. Avramenko and M. Lisovy propose to implement the principle of professional and socio-cultural orientation in the implementation of interactive exercises to study the features of professional vocabulary, in working with professionally oriented text, involving international students in speech training listening and speaking, in business games that allow to develop communicative skills in conditions close to real and adhere to speech etiquette in situations of professional communication.

Principles (general didactic (scientific, systematic and consistent, accessibility, clarity, connection of learning with practice) and specific (humanization, tolerance, student-centeredness, consideration of ethnopsychological and intercultural features, the principle of connection with native language, interdisciplinary integration, professional and sociocultural orientation), which we use in the study, are in interaction with each other.

Finally, we come to the conclusion that the study should be based on the priority of quality training of future foreign medical professionals in higher education institutions of Ukraine to professional activities that meet the principle of humanity, national and international professional standards, social demand for international students Ukrainian-speaking professional competence, as well as the formation of a harmonious personality capable of intercultural dialogue in the Ukrainian language.