

## **TEACHING FUTURE DOCTORS USING MEDICAL TERMINOLOGY IN PROFESSIONAL COMMUNICATION**

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The need for communication is fundamental for humans. Communication is an integral element of people's existence, the most important condition for full-fledged formation and development of personality. Modern science considers communication as an exchange of information, interaction, and perception of a person by a person. The entire system of human attitudes towards other people is realized in communication. It covers various areas of social interaction of people including the professional field of activity. Interpersonal communication is mostly dialogic and is an indispensable component of professional medical activity. It largely determines the relationship between the doctor and the patient from the very beginning and contributes to the establishment of the necessary trust between them.

The article includes an analysis of recent publications devoted to investigations of the issue of training future foreign doctors in professional communication in institutions of higher education. The article highlights the need of modern society for specialists of high culture who possess professional communication skills, high adaptability, and professional mobility.

The authors emphasize that the modern language training of a future foreign doctor should be focused on teaching the situational and contextual adequate use of language as a means of oral and written communication in all areas of professional communication.

The professional speech of future medical workers is the mastery of literary language norms, professional terminology, and standardized constructions of the medical field, the ability to use language tools in accordance with the purpose and situation of communication.

The authors hope that a short-term Ukrainian language medical terminology course for foreign students of the third year of a school of medicine developed by the teachers of the Language Training Department of International Education Institute for Study and Research of V.N. Karazin Kharkiv National University will help students to master professional language skills. The course is designed for 20 hours of classroom practical lessons. The proposed course implements the set tasks in the formation of the terminological competence of medical students, contains the most productive teaching methods, and defines the stages of dealing with professional vocabulary: 1) presentation of new vocabulary; 2) automation of lexical skills; 3) organization of repetition of students' acquisition of vocabulary and quality control of the previously learned material.

The authors see prospects for further research in identifying the conditions for the formation of the readiness of medical students for professionally oriented communication, in the design of the model of formation of the culture of the future specialist under the conditions of professionally oriented communication and experimental verification of its effectiveness.

**Keywords:** *communication, future doctors, professional language training short-term course, terminology.*

**Problem statement.** Specialists with professional communication skills, high adaptation and professional mobility are in great demand. Unfortunately, doctors acquire communication skills spontaneously during practice and gaining experience. Therefore, the formation of professional communicative competence of specialists is an urgent pedagogical problem.

Modern science considers communication as an exchange of information, interaction, perception of a person by a person. Professional dialogue is an indispensable component of professional medical activity. Relationship between the doctor and the patient from the very beginning contributes to the establishment of the necessary trust between them.

The doctor must be able not only to listen but also to hear the patient. Over the millennia of the existence of medicine, the art of communication between a doctor and a patient has retained its significance if not its primacy. Therefore, we think that training

professional communication should cover the entire educational process during all years of a student's education.

**The purpose of the study** is to consider the language communicative specifics, training professional communication of future foreign doctors, and the role of doctor-patient communication.

**Analysis of current research.** The issue of professional training of future foreign doctors in institutions of higher education was studied by the following scientists: L. Boginya, V. Zhurenko (professional training of foreign citizens in Ukraine. Current state and prospects for development), S. Vyshniakova (general issues of professional education and professional training), S. Shehvtsova (pedagogical support of professional training of foreign students), A. Melnyk (professional training of medical professionals in the context of integration educational processes), O. Adamenko (training of foreign students in Ukraine as an object of pedagogical research), O. Nelovkina-Bernal (comparison of American and European experience of professional training of modern doctors) [6], T. Alekseenko, L. Vasetskaya, I. Kushnir (teaching the professional dialogue: the doctor and the patient) [2].

The content of professional training is in the acquisition of theoretical knowledge by foreign students in accordance with the chosen profession and their assimilation of the content of educational disciplines (normative and optional), the list of which is provided by the curriculum. Within the framework of our study, we argue that that language training is an important element of the professional education of future foreign doctors.

Considering the peculiarities of foreign language training of future doctors- foreigners in medical institutions of Ukraine, T. Leshchenko, and V. Yufymenko [1] emphasize that the modern training of a future foreign doctor should be focused on teaching situational and contextual adequate use of speech as a means of oral and written communication in all areas of professional relations. The professional speech of future medical workers is the mastery of literary language norms, professional terminology, and standardized speech structures of the medical field, the ability to use language tools in accordance with the purpose and situation of interaction. The highest level of professional speech is the culture of professional speech (M. Lisovyi). Professional language training is "a set of coordinated, planned, and consistent education and training activities aimed at learning the language to the extent necessary for further professional activity" [1: 12].

We share the opinion of many researchers (Т. Dychenko, Т. Dovgonko, G. Kutuzova, О. Surygin) that the main goal of the general scientific training of future foreign doctors at medical universities is to form their scientific and communicative readiness for further professional activity.

**Presentation of the main material.** In Ukrainian linguistics, a special (professional) language is defined as a special functional type of literary language that serves the professional sphere of communication. The Ukrainian language of professional communication began to form in the second half of the XIX century. It was facilitated by the development of scientific language and the creation of Ukrainian terminologies in various fields of knowledge.

In professional communication, based on the psychological and social characteristics of the status of communication partners – the sender of speech and the addressee – researchers single out interprofessional and intraprofessional communication as independent [6]. Interprofessional communication consists of speech acts in which the professional roles of communicators do not coincide. A characteristic example, in this case, is “doctor-patient” communication. Intraprofessional communication is carried out within a certain socio-professional community (“doctor-doctor”). Depending on the type of communication, the speaker must select appropriate language signs. In the conditions of intraprofessional communication, the language is saturated with special terms, words, and expressions the use of which implies the same necessary professionalism in the conversation of specialists; however, during interprofessional communication, the doctor’s language should be adapted, and made understandable to the patient [6].

Scholars consider the following varieties of the language of professional communication of medical workers – medical professional language [6]: the language of medicine (medical scientific language), medical colloquialism, the language of medical documentation, and the language of medical advertising. Medical scientific language is the main codified variety of the professional language of medical workers, which serves for scientific communication in the field of medicine (medical science). The basis of this language is medical terminology, general scientific terms, and other linguistic means that are used mainly for the creation of scientific texts. It is used in intraprofessional and interprofessional written and oral

communication (genres: dissertation, monograph, textbook, medical dictionary, scientific article on a medical topic, patent, instructions for the medical use of a drug, a scientific report on a medical topic, lecture on a medical topic, scientific discussion on a medical topic, participation in radio and television programs, etc.).

Medical spoken language is a type of medical professional language that serves the sphere of oral dialogic communication of medical workers and uses the following means of nomination: official, full, standard medical terms, “semi-official” terms (abbreviated terms, additional, non-standard terms-names, obsolete terms, neologism terms), “unofficial” terms (professionalisms, professional jargonisms, argotisms, slang). According to the field of use and language features, there are reasons to distinguish two variants of medical spoken language: the language of medical practice and the actual colloquial language of medical workers. The language of medical practice is implemented in official communication situations of a medical worker during the performance of professional duties. Using this type of speech requires some thought or preparation. In this variety, codified means of speech prevail. The colloquial language of medical workers is realized spontaneously. Medical colloquial language is used in intraprofessional and interprofessional oral communication (genres: consultation, operational meeting (“five-minute”), business conversation of medical professionals, conversation of doctors on a professional topic, oral instructions on the medical use of the drug, note, conversation with the patient, conversation with relatives (friends) of the patient, business telephone conversation, etc.). The language of medical documentation is a codified variety of the professional language of medical workers that meets the needs of official communication in the field of health care. This variety is characterized by using special terminology or terminological means of speech, specific syntactic constructions (standard formulas, clichés), as well as stable terminological phrases, and medical terms. It is used in intraprofessional written communication (genres: medical record of an inpatient, medical record of an outpatient, developmental chart of a newborn, history of childbirth, history of child development, prescriptions, protocol of a medical examination to find out the reason for use of a psychoactive substance and state of intoxication, advisory opinion, referral to a hospital, prescription, extract from the medical card of an outpatient, inpatient, medical birth certificate, medical certificate, etc.).

The language of medical advertising is a secondary type of medical professional vocabulary that combines all varieties of this language, emotional and expressive means of all linguistic levels, stylistic figures, and tropes to inform the recipients about certain medical facts and influence them through mass media. There are the following genres of the language of medical advertising: newspaper (magazine) advertisement, radio, television advertisement, advertising poster, advertising clip, and announcement-speech to advertise medical services or medicines. Obviously, medical advertising is intended for relevant specialists. In this case, all genres of medical advertising language should belong to intraprofessional communication. However, in today's commercialized society, the situation is completely different: manufacturers mainly use advertising and its language targeting the whole society. Thus, all genres of the language of medical advertising can be attributed both to the sphere of intraprofessional and interprofessional communication.

Proficiency in the professional language involves, first, the mastery of medical terminology, and the ability to use it in professional activities since it is the knowledge of the terminology that ensures the successful application of the professional language in practice.

It is appropriate to single out the following sub-stages of the formation of professionally oriented speech skills of foreign students: study of terminology; formation of professional language competence; ability to work with Ukrainian-language medical literature; application of professional communication skills in typical and atypical situations; mastering the skills of spontaneous professional speech. The sequence of these sub-stages may be different, but we consider their presence mandatory in the study of professional speech by English-speaking students.

When teaching medical terminology to foreign students, first, attention should be paid to the place and role of terminological vocabulary in the learning process. In this case, during the study of medical vocabulary by students it is advisable to also use the capabilities of the thesaurus as an effective method of describing lexical-semantic groups of terminological vocabulary.

S. Botkin believed that the mental world of the patient is no less important to consider than knowing anatomy and physiology. The formation of a doctor requires three components: first, medical knowledge, second, skill, mastery of many medical actions and

techniques, and third, a special medical character, style of thinking, communication, and behavior, the ability to talk with a patient, which is an important factor in treatment: the doctor must become a person who deserves special trust. This can be achieved only if all three components are formed. Communication is a complex and rather multifaceted process of establishing and developing contacts and connections between people.

We believe that the main mechanisms for ensuring mutual understanding during communication, in addition to verbal and non-verbal means of communication, are identification, empathy, and reflection.

Identification has several meanings in social psychology. In the problem of communication, identification is an imaginary process of assimilating oneself to a communication partner to know and understand his thoughts and ideas [3]. Empathy is also understood as an imaginary process of assimilating oneself to another person but with the aim of “understanding” a person’s experiences and feelings.

Another mechanism of understanding in the communication of a medical worker is interpersonal attraction. Attraction is the process of forming the attractiveness of a certain person for the one who perceives it, the result of which is the formation of interpersonal relations [3]. Today, there is an extended interpretation of the process of attraction as the formation of emotional and evaluative ideas about each other, about one’s interpersonal relationships (both positive and negative), as a kind of social attitude with a predominance of the emotional and evaluative component.

Teachers of the Language Training Department of the International Education Institute for Study and Research of V.N. Karazin Kharkiv National University developed a short-term Ukrainian language medical terminology course for foreign students in the third year of a school of medicine.

The authors considered problems of studying medical terminology in Ukrainian language classes for foreign students. The methodological complex “Medical Terminology and Translation” which is a macro-terminological system consisting of subsystems (anatomical and histological, clinical, and pharmaceutical) was also analyzed [7]. Each of the subsystems has its own characteristics. This phenomenon was taken into account when creating a system of tasks and exercises for teaching medical students Ukrainian as a foreign language. A dictionary containing terminological vocabulary was developed for

each lesson. All Ukrainian words were arranged in alphabetical order. The given medical terms were translated into English. The purpose of the terminological dictionary is to help foreign students to achieve terminological competence, to develop the ability to understand and apply scientific terminological vocabulary in mastering the following topics: “Respiratory system”, “Cardiovascular system”, “Digestive system”, “Endocrine system”. We analyzed the methods of semantization of medical terms, and proposed methodical means of forming dialogic language skills at different stages of the lesson.

The most productive methods of teaching aspects of language, and their application in written and spoken language were considered and grouped; the criteria for the selection of educational material intended to form, and improve phonetic, lexical, grammatical, morphological, and syntactic skills were defined. The stages of dealing with professional vocabulary are: 1) presentation vocabulary; 2) automation of lexical skills; 3) organization of repetition of students’ acquisition of vocabulary and quality control of what they have learned.

Special attention was paid to listening as a mandatory component of any lesson on Ukrainian as a foreign language. Possible topics and options for working with anatomical and clinical terminology were proposed.

Teaching the language of the specialty to medical students involves the enrichment of new scientific terminology, vocabulary, syntactic and grammatical constructions, language norms characteristic of the scientific style, the application of acquired skills and abilities during the performance of various tasks, the ability to extract and transmit information from educational texts in oral and written form, as well as the development of acquired knowledge in various types of language activities. Studying the structure of compound words helps to provide students with a terminological base of words so that they can not only predict the meaning of a word but also correctly form the necessary motivated word to express a certain concept.

**Conclusions.** Thus, the process of training foreign students in professionally oriented communication to form the culture and communicative competence of a future specialist will be more effective if students understand the value of communication as the basis of their future profession which can alleviate difficulties in their adaptation to future professional activities; if the role of professionally oriented communication during professional training is updated; if a specially developed technology for forming the culture of a future specialist is



implemented under the conditions of forming the readiness of medical higher education students for professionally oriented communication. The proposed short-term Ukrainian language medical terminology course for foreign students in the third year of a school of medicine implements the set of tasks in the formation of the terminological competence of medical students, contains the most productive teaching methods, defines the stages of dealing with professional vocabulary: 1) presentation of new vocabulary; 2) automation of lexical skills; 3) organization of repetition of students' acquisition of vocabulary and quality control of the material learned.

**Prospects of further research** consist in identifying the conditions for the formation of the readiness of medical higher education students for professionally oriented communication, in the creation of the model of formation of the culture of the future specialist under the conditions of professionally oriented communication, and experimental verification of its effectiveness.

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## НАВЧАННЯ МАЙБУТНІХ ЛІКАРІВ ВИКОРИСТАННЯ МЕДИЧНОЇ ТЕРМІНОЛОГІЇ У ПРОФЕСІЙНОМУ СПІЛКУВАННІ

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Потреба в спілкуванні є фундаментальною для людини. Відомо, що спілкування є невід'ємним елементом існування людей, найважливішою умовою повноцінного становлення та розвитку особистості. Сучасна наука розглядає спілкування як обмін інформацією, взаємодію, сприйняття людини людиною. У спілкуванні реалізується вся система ставлень людини до інших людей. Спілкування охоплює різні галузі соціальної взаємодії людей, зокрема професійну. Міжособистісне спілкування, найчастіше діалогове, – неодмінний компонент професійної медичної діяльності. Воно багато в чому визначає стосунки, що з самого початку складаються між лікарем і його пацієнтом, сприяють встановленню необхідної довіри між ними.

У статті проаналізовано останні публікації, в яких приділялась увага дослідженню питання професійної підготовки майбутніх іноземних лікарів у закладах вищої освіти. Висвітлюється потреба сучасного суспільства у фахівцях високої культури, які володіють професійними комунікативними здібностями, високою адаптивністю та професійною мобільністю.

Автори підкреслюють, що сучасна підготовка майбутнього лікаря-іноземця має бути спрямована на навчання ситуативно-контекстуального адекватного використання мовлення як засобу усного та письмового спілкування в усіх сферах професійної діяльності.

Професійне мовлення майбутніх медичних працівників – це володіння нормами літературної мови, професійною термінологією та стандартизованими мовленнєвими конструкціями медичного профілю, вміння користуватися мовними засобами відповідно до мети та ситуації спілкування.

Автори також сподіваються, що короткостроковий курс української медичної термінології для іноземних студентів третього курсу медичного факультету, розроблений викладачами кафедри мовної підготовки Навчально-наукового інституту міжнародної освіти Харківського національного університету імені В. Н. Каразіна, допоможе студентам оволодіти професійними комунікативними вміннями. Курс розрахований на 20 годин аудиторних практичних занять. Запропонований курс реалізує поставлені завдання у формуванні термінологічної компетентності студентів-медиків, використовує найбільш продуктивні методи навчання, визначає такі етапи роботи з професійною лексикою: 1) презентація нової лексики; 2) автоматизація лексичних навичок; 3) організація повторення, засвоєння учнями лексики і контроль якості вивченого.

Перспективи подальших досліджень автори вбачають у виявленні умов і засобів формування готовності студентів закладів вищої медичної освіти до спілкування; у проектуванні моделі формування культури майбутнього фахівця в умовах професійно орієнтованого спілкування та експериментальній перевірці її ефективності.

**Ключові слова:** комунікація, короткостроковий курс, майбутні лікарі, професійна мовна підготовка, термінологія.

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