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## NEW PROSPECTS IN LANGUAGE LEARNING FOR TRAINING A MEDICAL SPECIALIST

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**Abstract.** *The article discusses new ways and conditions for better professional training of medical specialists. Problems in teaching foreign language and professional communication of non-linguistic specialists are discussed. The objective of this research was to analyze how the skillful creative use of newly learned vocabulary in communicative situations ensures the formation of information transfer skills, which is very important for the development of oral speech. The author concludes that the competitiveness of the university also plays an important role in the training of good specialists. The authors pay great attention in the article to the need and importance of the practical use of a foreign language as a means of communication in the socio-cultural and professional spheres.*

**Keywords:** *education, competitiveness, communication, vocational training, training, purpose, motivation.*

**Introduction.** The development of higher professional education is undergoing a dynamic change today. Medical universities are no exception in this process. The use of language for special purposes is of ancient origin, stemming from the human need to moderate language to suit different types of activities [1].

Learning a foreign language today is not passive knowledge, which consists of the ability to read and translate literature in a specialty, but the practical use of a foreign language as a means of communication in the socio-cultural and professional spheres. Today, the state of language education is not satisfactory.

It goes without saying that the goals and objectives of education depend on the social order of society for the training of a highly qualified and educated specialist in the field of medicine. For medical students, the subject "foreign language" is non-core, and in order to make the learning process as effective and focused as possible, the teacher must clearly understand the role and place of the foreign language in the life and work of the future specialist. A characteristic condition and methodological feature of teaching a foreign language at a medical university is the absence of a natural language environment. We

must recognize the fact that we actually teach a student a foreign language in the context of communication in a foreign language created in an audience.

**Results.** It should be emphasized that based on the concept of sustainable development, teaching foreign languages in the course of professional training of non-linguistic specialists involves interrelated and coordinated formation of communicative and professional competencies, which, of course, is one of the most important factors for improving the efficiency of the educational process. It is worth noting that the great role in the formation of the communicative orientation of foreign language classes is played by various interactive methods of teaching: discussions, solving problems, role-playing games, business games, writing reports, advertising, joint writing of business letters, projects, joint correction of written works. In this regard, the teaching of foreign languages of the DOOP (Program for the Development of Additional General Education) is widely used in our university. It is taught to students in the amount of 70 and 120 hours of practical classes, respectively. The general purpose of this course is to develop the ability of students to speak an adequate foreign language

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in situations related to their future professional activities.

In addition to traditional group classes, this course actively uses individual forms of training: the development of creative projects and the presentation of research results at various student forums. The materials of these studies contain recommendations on the practical use of collected and systematized data (etiquette minimum dictionaries and business communication formulas with German partners, sample business letters, questionnaires, etc.) In specific situations of real business communication, the teacher must cooperate and enter into partnerships and cooperation with students to work together to successfully solve problems related to professional problems in the language of specialty. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study [2].

The educational and professional context of mastering the language of the specialty contributes to understanding the system and structure of the language, correcting language and communication skills. The focus of the study is shifted to a thematically significant curriculum of educational materials, close to the authentic use of words in targeted communication. At the same time, educational social contacts are dominated by group communication. Texts for reading are accompanied by tasks for output-annotations; description, explanation, evaluation, summarization, etc. Taking into account the abstract function of communication stimulates awareness of the communicative influence on the learning partner and on his speech actions.

The main goal of teaching the review of special texts should be the formation of the linguistic ability of the discourse (i.e., orientation towards the study of the content of professional information seen or heard) and the techniques of its linguistic processing, as well as abstraction and contextualization in the process: from description, presentation, report, analysis - to expression, opinions, arguments, justification, discussion, acceptance of the point of view on textual materials, diagrams, tables.

It is important to develop student independence in study, especially when teaching to read authentic special literature and, above all, working with reference books. There is also a need for a specific language and a number of language-related skills related to the technique of receptive and fruitful processing of oral and written special texts into monological and dialogic forms. In the process of assimilating the vocabulary of the studied language of specialty, students themselves build career guidance expressions in which this vocabulary is used together with previously known material. Students have a positive feeling about discovering a new way of learning when their teacher interacts with them regarding self-study outside the classroom [3].

Thus, there is an actual creative use of newly learned vocabulary in communicative situations, which ensures the formation of skills for transmitting information, which is very important for the development of oral speech. The new vocabulary of the specialty language is the basis of a thematically integrated dialogical text, logically links the dialogue and provides an increase in the amount of language material in accordance with the inclusion principle.

**Conclusions.** In our opinion the greatest difficulty for assimilation is the general scientific vocabulary, located at the junction of literary and spoken languages. Compared with special terms that are relatively poorly semantized in the context of dialogue, understandable to the future specialist and usually not particularly difficult to remember, general scientific vocabulary and phraseology require constant attention.

Among the specific goals of learning, the most important are: general goals of learning the language, aimed at a receptive and partially productive mastery of vocabulary, terminology, grammar, word formation schemes and types of texts characteristic of medical specialties (i.e., mastering language skills as a system). The communicative goals of the training are aimed at mastering the speech samples necessary for communication in a professional environment, i.e. assimilation of oral and written forms of such types of text as

product presentation, contract, complaint, summary, cover letter, etc.

The question of motivation arises primarily with regard to human acts and actions. They are motivated by the goals that human beings pursue with them. Motivation is therefore not something that could be ascribed directly to linguistic systems [4]. Based on many years of experience of increasing the motivation of study, it should be noted that the most important in this case is a joint discussion with

students and the formulation of specific goals of study and summing up the lessons. In other words, speech material, communication situations and topics should be related to the needs of students in their future work, and learning a foreign language should be as appropriate as possible to the real conditions of communication, simulating real communication, and based on the most typical and important situations and topics for this target group.

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## **НОВЫЕ ПЕРСПЕКТИВЫ ПОДГОТОВКИ СПЕЦИАЛИСТА МЕДИЦИНСКОГО ПРОФИЛЯ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА**

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**Аннотация.** В статье рассматриваются вопросы новых путей и условий более качественной профессиональной подготовки специалистов медицинского профиля. Обсуждаются проблемы в обучении иноязычной и профессиональной коммуникации специалистов нелингвистического профиля. Целью данного исследования было проанализировать, как умелое творческое использование вновь усвоенной лексики в коммуникативных ситуациях обеспечивает формирование навыков передачи информации, что очень важно для развития устной речи. Автор приходит к выводу, что конкурентоспособность вуза так же играет важную роль при подготовке хороших специалистов. Большое внимание в статье авторы уделяют необходимости и важности практического использования иностранного языка как средства общения в социокультурной и профессиональной сферах.

**Ключевые слова:** образование, конкурентоспособность, коммуникация, профессиональная подготовка, обучение, цель, мотивация.