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## **THE MODERN INTERACTIVE METHODS OF LANGUAGE TRAINING FOR FOREIGN STUDENTS**

*The article highlights the modern interactive methods, the use of which will contribute to the qualitative training of future foreign medical professionals to professional communication. Business games, "brainstorming", training exercises are described among the most effective methods. The importance of using the interactive teaching methods in the process of preparing future foreign medical professionals for the professional communication is underlined.*

The rapid development of the world society, Ukraine's integration into the international community, the spread of economic, cultural, educational and scientific cooperation between the countries demand the improvement of higher education. That fact intensifies the search of ways to improve the quality of training of foreign specialists for all branches of activity and medical branch in particular. That is why the main task is to teach foreign students of professional communication. In our opinion, the use of interactive teaching methods will be actively promoted for this process.

The purpose of using interactive teaching methods in the process of preparing future foreign specialists for the professional communication is to provide comfortable teaching environment that will facilitate the formation and development of readiness for professional communication. According to A. Verbitsky [1], non-traditional forms and methods can stimulate the interest of students to learning and cognition. No doubt that it becomes more possible to solve a number of problems quite effectively by using new methods that is not always possible during the traditional study. Among them are: to form not only cognitive, but also professional motives and interests; to raise the systemic thinking of specialists, to teach collective mental and practical work, to develop skills and abilities of social interaction and communication etc [1, p. 3]. Therefore, during the preparation of future foreign medical students for the professional communication we suggest using the following interactive methods: business games, various training exercises, brainstorming, conversations, and educational discussions.

Business (professional) games in our opinion, can be the most effective method because their essence is precisely in simulating various situations associated with future

professional activities of students. The named method also differs favorably from others by giving a possibility to comprehensively study the problem, predict ways of its solution; reinforces students' reflection; reduces the number of common mistakes in real life situations; raises the cognitive interest of future physicians in specialized educational disciplines. The essence of the method of business games is to develop a model of a particular situation from future professional activities and hospital practices, the solution of which requires professional knowledge and practical skills. In the process of organizing a business game in the class, typical situations are selected, that is, the most frequent for the future professional activity of students.

Among the communicative situations distinguished in the dyad "patient — doctor" ("primary examination of the patient", "hospitalization", "diagnosis", "treatment", "extract"), the most important is "primary examination of the patient, diagnosis", since here the nature of the interaction of the doctor and the patient is determined, the necessary atmosphere is formed, which largely determines the success of both diagnosis and the effectiveness of treatment in general [2]. Therefore, we consider it necessary to start modeling a business game from this situation. Students are invited to act as doctors and patients and participate in professional dialogue-questioning. A student as a physician should correctly and competently inquire the patient, find out the necessary information important for the diagnosis and further treatment: passport data; reasons for applying to a doctor; main and additional complaints; presence, character and localization of pain; causes and time of the disease; previously infected diseases and the presence of hereditary diseases and bad habits; the dependence of the nature of pain on the physiological function and the nature of labor activity; the nature of the symptoms of the disease; results of laboratory research, etc. Therefore, the teacher needs to adjust and direct students during the business game. In general, the method of business game as a combination of pedagogical actions — the cooperation work of the teacher and students, which requires the skill of the first and the activity of the last.

Another important method of training foreign medical students for professional communication is training exercises that act as an instrumental tool that helps future professionals to learn new ways to realize a set of linguistic resources for mastering professional communication skills, to avoid mistakes and difficulties in communication, to form effective behavior in different situations of communication, develop appropriate skills [3]. In essence, training exercises are multiple repetitions of certain actions in order to assimilate them. When preparing medical students for professional communication, it is appropriate to use the following types of exercises: preparatory (prepare students for the perception of new knowledge and methods of their application in practice); introductory (contributing to the assimilation of new

material on the basis of the distinction of related concepts and actions); training (contribute to the formation of skills in standard conditions: according to the model, instruction, task); creative (in terms of content and method of execution are approaching real life situations); control (mainly educational: written, graphic, practical exercises). In general, the use of the method of training exercises during the training of future foreign medical professionals to professional communication will facilitate the development and consolidation of speech, speech and communication skills, avoiding communication errors during communication.

An effective and effective method of collective search activity is "brainstorming", which will promote the development of students' oral speech, encourage them to engage in active professional communication, expand the horizons to find the most suitable options for expressing their own views on the task. Such a task may be, for example, recording in the history of the patient's illness. On the basis of such a record, students can be offered to reestablish a probable dialog-questioning to find out the necessary information about the condition and complaints of the patient, using all possible questions. A prerequisite for brainstorming is the limited time in thinking about tasks, the prohibition of criticism, and the involvement of all students in the process. In this case, the teacher must help in finding the correct answer, support students as necessary, and correct their statements.

Consequently, the use of interactive teaching methods in the process of preparing future foreign medical professionals for professional communication will stimulate the interest of foreigners in future activities, develop the ability to express their own thoughts.

### **List of main resources**

1. Millrood, R. Communicative Language Teaching. Modular Course in ELT Methodology / R. Millrood. — Moscow : Drofa, 2001. — 256 p. [Вернуться к статье](#)
2. Brown, R. F. Communication skills training: describing a new conceptual model / R. F. Brown, C. L. Bylund // Academic medicine. — 2008. — № 83 (1). — P. 37–44. [Вернуться к статье](#)
3. Widdowson, H. Aspects of Language Teaching / H. Widdowson. — Oxford : Oxford University Press, 2002. — 226 p. [Вернуться к статье](#)

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### **Современные интерактивные методы в процессе языковой подготовки иностранных студентов**

В статье освещаются современные интерактивные методы, использование которых будет способствовать качественной подготовке будущих иностранных медицинских специалистов к профессиональному общению. Деловые игры,

«мозговой штурм», тренировочные упражнения описаны среди самых эффективных методов. Подчеркивается важность использования интерактивных методов обучения в процессе подготовки будущих иностранных медицинских специалистов к профессиональному общению.