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APPLYING A STUDENT-CENTERED APPROACH TO FOREIGN LANGUAGE TEACHING IN MEDICAL UNIVERSITY EDUCATION

The concept of student-centered learning originated in Western pedagogy and is associated with the activities and research of Hayward and Dewey. An important impetus to the paradigm shift in education and student-centered learning has been the Carl Rogers study. As the founder of client-centered counseling, he first introduced a student-centered approach to higher education didactics. Edwards notes that the value of student-centered learning is that it places the student at the center of the learning process, satisfies his needs, and enables him to learn what he needs in a way that suits him. Excessive costs of human and educational resources are reduced, because the student no longer needs to study what he already knows or knows how to do or what he is not interested in [1, 123]. The European Union of Students (ESU, 2010) interprets student-centered learning as an approach characterized by innovative teaching methods aimed at improving learning in the interaction between teachers and students, and sees students as important active participants in their own learning, developing transferable skills, developing transferable skills, developing transferable skills, problems, critical and reflective thinking [2]. The concept of student-centered learning was first introduced at the Leuven Communiqué in 2009, which stated that student-centered learning would help students develop competencies and be competitive in the labor market [3]. Student-centered learning and teaching are widely used teaching methods that shift attention from teacher to student, maintain a sense of autonomy in the learner, while providing him with appropriate support and support from the teacher [4].

In the process of teaching a foreign language, the use of a student-centered approach is always present in the education of Kharkiv National Medical University. Today there is a wide range of teaching methods. Teaching methods are dominated by group practical classes, as well as the following: 1) seminars (small group teaching); 2) consultations; 3) scientific seminars; 4) lectures; 5) solving problems; 6) internships; 7) develop online / distance / e-learning.

Here are examples of student-centered teaching methods that are most commonly used in teaching a foreign language:

- final paper (one minute papers)-

10-15 minutes before the end of the class to ask students what interesting and important they have learned today, what they would like to know more, which was not clear during the class? Students answer the questions on paper and pass them on to the teacher;

- student summary of another's answer-

after one student answers a question, another student sums it up by adding his or her own critical attitude to the answer and to the subject;

- stage setting-

before starting the class, students are given 5 minutes to write down everything they know about the subject, their assumptions and perceptions of the topic. Then there is a discussion from which the teacher directs the presentation of the material and the beginning of the class;

- visioning and futuring-

real application of the material. It takes 10-15 minutes from the student to predict how the topic of the material will develop or change for the future generation in 10-20 years;

- problem search method-

involves problematic presentation of material, problem-solving exercises, creating a specific problem situation, organizing a collective search for the best solution to the problem, for example, by discussing, "initiative" actions of participants, etc. Unlike traditional methods, which are mostly focused on the reproduction and consolidation

of knowledge, these techniques require students not simply to reproduce information, but to creativity, since they contain an element of the unknown, the unknown in their conditions;

- brainstorming-

is a method of organizing collaborative group and creative work in an audience to increase the mental activity of participants and find fruitful ideas, constructive solutions, solutions to difficult problems or unusual situations. It is advisable to apply it at the beginning of a solution to the problem, or if the process is deadlocked. The problem is formulated in the form of a question. In the first stage, participants generate their ideas and suggestions. In the second stage there is an active discussion, classification and selection of the most promising proposals;

- think - tell a friend - share with everyone (Think, Pair, Share)-

students think about the answer to the question posed by the teacher, discuss it with a friend, then someone alone presents the discussed answer to the teacher;

- a method of creative thinking-

a method that develops creative thinking generates many ideas and a non-standard approach to problem solving. Includes exercises such as word associations, analogy, assumptions, sifting and evaluating ideas.

Summarizing the above, it is necessary to add about the increase of qualitative indicators in the results of foreign language learning and students' interest in the learning process. In the future, we need to look for new methods of student-centered learning and approach to each student.

References:

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