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Teaching English for Specific Purposes for international medical students considering their integration into the university academic space

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Foreign language for specific purposes, in particular, English for Specific Purposes (ESP), has become a key aspect of language teaching and research and is considered in the article as a medical university discipline, a means of learning, an enhancement of professional knowledge for applicants for higher medical education, supporting adaptation and integration into the university academic space. ESP teaching experience embraces various pedagogical practices and research in diverse

educational settings, management of challenges and innovations in ESP instruction [5]. Recently, the number of works concerning learning a foreign language for specific purposes and teachers' support for the English medium student's self-confidence in adapting to the university education system has increased, as evidenced by the appearance of research reports on ESP methodology concerning medical fields [8; 4; 11; 12]. Studies on teaching foreign languages emphasize the features of target areas and specialties and reflect different approaches and ways of effectively teaching foreign languages for specific purposes [6; 9; 10; 13]. Psychological and pedagogical foundations of the organization of the educational process are also being analyzed: issues of adaptation and integration of foreign students into the academic space of higher educational institutions present one of the directions relevant to today's research [1; 11].

The objective of this paper is to elucidate the features and the ways of managing the issues in adaptation and integration of English medium international students into the academic space of higher educational institutions in correlation with ESP acquirement.

It is believed that a system of ESP language training at various educational levels would benefit the realization of academic and professional communicative needs of the international higher education diploma seekers in a non-native cultural and linguistic environment. Currently, training of foreign citizens, namely, medical students, promotes the integration of Ukraine into Europe and imposes certain educational requirements.

According to the compliance of the requirements of the European level of foreign language proficiency [15] it is determined that the students with B1 level have the right to study at a Ukrainian higher education institution. During the studies at a higher education establishment, the students are expected to improve their foreign language proficiency level, corresponding to the cognitive-activity characteristics of level B2. Consequently, the integration of the higher education

system of Ukraine into the world's educational space is expected to be carried out under these requirements.

It should be a matter of priority when training foreign students to consider both the national interests of the countries from where the applicants have come to study and of the country where they are going to study. Besides, the main trends in developing the European and world civilization process should be considered mainstream.

It should also be emphasized that professional background is an integral part of comprehensive communicative competence, which presupposes the ability of a foreign student to converse in all the domains of social communication. The students' perceptions of the role of ESP courses prove the impact of ESP courses on university students [3].

The ESP methodologists have proven that communication for professional purposes of international students could only be provided in case they are motivated in ESP training [2; 7]. Mastering communication skills is based on the student's awareness of the fact that it is highly significant to get the desired profession. Language learning motivation and learner autonomy [14] were discussed in empirical research on university students' readiness to handle independent work while studying ESP courses, using, in particular, Information and Communication Technologies availability.

The students need continuous self-development, which requires a clear comprehension of the mission, the importance of the career, and the mastery of professional competency, which may provide motivation. Creating a positive atmosphere of mutual understanding and assistance in class still increases the students' motivation to learn ESP. It contributes to the development and education of experts. Furthermore, an educator's no less important task is forming cognitive, metacognitive, and socially effective strategies for foreign students [13]. It should also be essential to help international medical students create worldview principles and follow moral norms to manifest in interpersonal communication and demeanor.

All these present signs of professional alertness and helpfulness to enable today's medical professionals to exhibit socially valuable personality traits such as goodwill, compassion, faithfulness, honor and helpfulness, and the ability to cope with stress and difficulties. The development of an invincible belief that a human is of the highest value and demands explicit care and ultimate attention should be stressed, which would, therefore, stimulate each student to plunge into the profession and make a good doctor.

Students perceive ESP courses as good preparation for future academic and professional communication, mastering special disciplines while studying at a medical university [3]. The teachers help English medium medical students develop professional thinking, acquire new terminology and notions, grasp new ideas, and thus develop their professional skills. The specific genres of a doctor's language call for specific methods of mastering them. Case history discussions, solving clinical problems, role-play games, round-table discussions, content-based learning, and guided discovery methods are among the most effective in teaching ESP. Topic-based discussions and the thematic dialogues between Doctor-Patient and Doctor-Doctor will be given special attention as these are a means of developing oral speaking skills that young medical professionals might require soon.

When carrying out diagnostic, therapeutic, or preventive measures (providing emergency care, examination, consultation, etc.), a doctor cannot deviate from the agreed scenario for the existing situation in communication with the patient to understand and generate foreign language expression according to a certain situation, speech task and communicative intention. The ability to carry out foreign communication also forms certain qualities in students that contribute to mastering an ESP as a means of professional communication. This determines the student's interest and positive attitude toward the studied language, realizing the status of an individual who belongs to a certain linguistic and professional community, understanding the importance of learning a foreign language, and needs for self-development [8]. That is why one of the priority directions of professional training of

foreign students in higher educational institutions of Ukraine, including medical ones, is professional language training, which involves developing communication competence including future professional activities. Therefore, the content of language learning during the professional training of foreign medical students should include language material (lexical and grammar patterns that are features of the medical field); communication situations and topics (such as “Examining the patient”, “Initial Diagnosis”, “Taking history”, etc.); speech patterns (professional communication); doctors’ professional speech genres acquirement. Among the most effective in classes are communicative tasks, authentic materials, role-playing games simulating professional communication situations, clinical discussions, etc.

The speech of medical professionals, in this case, should contain clear, logical, and programmed statements conditioned by the speech situation. A medical professional must be able to explain new information, give recommendations to the patient, and reassure and support him. Appropriate collocations and speech genres, impact positively to study motivation and confidence in one’s abilities.

The main approaches to learning ESP remain personal-oriented, activity-oriented, and communicative-cognitive, which focus on the student's personality, considering his/her features, capacities, and abilities. They are implemented differentially and individually in the learning behavior, using new information multimedia technologies, developing learning in cooperation, and focusing on speech development.

Thus, we may conclude that ESP communication and the study of ESP is an important discipline in training international medical students, and it is also one of the main prerequisites for realizing the students’ professional potential. Acquisition of educational material may ensure the process of continuous self-development and mastery of professional skills while adapting and integrating the medical university academic space.

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The technology of organization of independent work for the foreign students during Ukrainian language teaching

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Introduction. In the distribution of teaching hours of Ukrainian as a foreign language at the present stage there is a tendency in increasing of the number of hours of independent work of students. For example, in the curricula of the medical faculty of Kharkiv V.N. Karazin National University has the following distribution of