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The fluency of oral practice in a medical language classroom

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Oral fluency in a medical language classroom depends on the frequency of language practice.

Scientists state that “at the initial stages of ESP, needs analysis consisted in assessing the communicative needs of the learners and the techniques of achieving specific teaching objectives. Nowadays, the needs analysis aims at collecting information about the learners and at defining the target situation and environment of studying ESP” [3; 54-55].

During the years of practice the most commonly used genre is “a medical specialist-patient” interaction. Following V. Bhatia, we consider a genre as a “...situated linguistic behavior in institutionalized academic or professional settings...” [1; 629]. J. Harmer defines a genre as “a type of written organization and layout (such as an advertisement, a letter, a poem, a magazine article, etc.) which will be instantly recognized for what it is by members of a discourse community – that is any group of people who share the same language customs and norms” [2; 310]. The scientist is sure that textual success often depends on the familiarity of text organization for readers of the discourse community, however small or large that community might be and students should be aware of the genre norms [2; 32].

Especially this concerns the genre of “a medical specialist-patient interaction”. The task of a teacher is to instruct the students to use the necessary sets of vocabulary

and grammar structures, to master coping with enormous amount of words and their usage in the appropriate situations of the domain of medicine.

We propose some activities for mastering fluency skills of oral communication:

Task 1. Working on the topic “Profile of a Student – Dentist” it’s advisable to put such sentence heads in the box: - *I want to be a pediatrician because...* - *I’m good at...* - *One day, I hope to...* - *Next year ...* - *I’ve worked...* - *I really don’t like...- I would like to work... -.*

Task 2. Read this profile of a student-dentist. Do you have anything in common with it?

Djotica is studying for a diploma in dentistry at Winster College. She wants to be a dentist because she likes medicine and she’s interested in natural sciences but she really doesn’t like doing paperwork. She would like to work in a children’s clinic because she really enjoys working with children. She has worked on a children’s ward for a month during her medical practice. One day, she hopes to work in a children’s clinic in her native country which she saw on television. She’s good at talking with people and making them feel comfortable and she’s very organized. In her free time she plays the guitar and goes out dancing most weekends.

Task 3. Imagine that you are Djotica. Speak about yourself using the information presented above.

This activity is not only aimed at mastering oral skills of communication but encourages grammar revision and refreshing.

Task 4. List the names of some medical specialties from the highest grade (1) to the lowest (7) (In your personal opinion). Explain your choice.

Task 5. Project. Go online and try to find the answers to the questions:

- ¶ - What’s the starting salary for a qualified doctor in Ukraine?
- ¶ - How much annual leave does a doctor get?
- ¶ - How many hours a week does a doctor work?
- ¶ What English language and medical exams do you need to pass to work in Europe?

¶ - What grades can a dentist have?

Task 6. Search the word expression “dental skills in treating children” at the bookstore www.amazon.co.uk. What’s the first book that comes up? Are you acquainted with it?

Task 7. Find a site that advertises dentistry specialties. Find a job that would interest you in the future and find these details if possible:

location – duties – salary and benefits – how to apply – closing date for application.

Task 8. “Self-checklist”. Assess your progress in this unit which is devoted to a dentist’s work. Tick the statements which are true:

1. I can talk about my future plans, ambitions, duties and regular activities as a pediatrician.

2. I can understand an article about the professional work and skills of a pediatrician.

3. I can speak about my training, medical practice and refreshment courses.

Task 9. Work with a partner. Look at these pieces of equipment. Do you know, or can you guess, what they are for? (The list of the instruments is given).

Task 10. Read the article about dentist’s work quickly. Tick the symptoms of the diseases which have been mentioned in the article.

Task 11. Listen to the patient describing their problems, and decide which one is speaking, evaluate the severity of their condition and decide the order, in which the patients should be seen by the doctor.

Task 12. Read the text about the dentist A. and discuss the questions:

1. What qualities does this doctor need in his job?

2. What are his main responsibilities?

3. Are there any disadvantages of this work?

4. What are the advantages?

Task 13. Listen to the doctor getting personal details from a patient at a hospital. As you listen, complete the form of a Patient Record (surname, first name,

gender, DOB, place of birth, occupation, marital status, contact number, smoking and alcohol intake (if there is any), reason for admission, family history (mental illness, diabetes, tuberculosis, HIV/AIDS).

Listen again and reconstruct the questions the doctor asks.

Task 14. Work in pairs. You are going to play the role of a patient admitted to hospital. Invent the following details: allergies, occupation, family history, date and place of birth, smoking and alcohol intake, marital status, reason for admission, and medical history.

Now change roles. Student A is a dentist. He asks the student B, the patient, questions to complete the patient record.

Task 15. Read the summary of this text. Find three mistakes in it.

Task 16. Speak about the patient using the information from a patient record.

Summing up, we should state that stated above activities will be effective in a language classroom while working on different topics of various linguistic medical syllabi.

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Науковий текст як основна одиниця навчання мови іноземних студентів-економістів

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У сучасній методиці викладання російської мови як іноземної велика увага приділяється визначенню ролі тексту в процесі формування професійно-орієнтованої комунікативної компетенції іноземних студентів-нефілологів. Відбір наукових текстів для навчання російської мови іноземних студентів