

FOREIGN LANGUAGE PROFESSIONAL COMPETENCE IN POSTGRADUATE MEDICAL EDUCATION

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Abstract

The communication deals with formation of English as a foreign language competence in postgraduate medical education. Professional foreign language competence is formed by involving targeted work on language skills which are necessary for the search and analysis of scientific information from authentic international sources, and oral and written professional communication, based on the real needs of medical PhD postgraduates.

Keywords: Foreign language professional competence, language needs analysis, medical PhD postgraduates, really useful tasks

INTRODUCTION One of the important tasks of the third (educational-scientific) level of higher medical education is formation of foreign language professional competence in the course of English for specific purposes, which is studied by post-graduates of the medical university. Its main purpose is to form foreign language communicative competence of the PhD postgraduates, enabling them to use English as a means of professional intercultural communication. In addition, the main goal is to create a professional foreign language competence that will allow the medical professionals to use English as a medium for life-long professional growth.

The Foreign Languages department of Kharkiv National Medical University has been developing a research "Language needs analysis of PhD medical postgraduates", that is targeted at effective studying English by medical postgraduates.

METHODOLOGY Multidimensional work which considers the methodology of English for specific purposes (ESP) grounded by the famous scholars T. Dudley-Evans, M. J. St John, D. Hymes, R. West, et al. [1; 2], and thus the language needs of PhD postgraduates concerning their use of English in professional communication, is carried out. Within the analysis of the needs, the postgraduates' necessities, lacks and wants were studied by interviewing the involved groups: postgraduates, teachers, translators and scientific administration of the university. Such surveys were conducted before the beginning of the course, and in the process of work as a reaction to the course of studies, as well. The method of pedagogical observation and analysis

in assessing the ability of postgraduates to use foreign language as a means of forming commitment for professional and scientific activity is also used. Current testing provides with diagnosing and correction of the academic activities.

ACHIEVEMENTS The course of professional foreign language, which is taught for PhD students, aims at forming a personality of a scientist who can independently use English as a foreign language to accomplish scientific and professional tasks. Modern didactic approaches are based on anthropological paradigm, which means orientation on the personality, that develops in the process of productive foreign language activities, acquisition of communicative competence (as it is suggested in the Common European Framework of Reference for Languages) [2]. The PhD postgraduates are taught to form foreign-language professional communication skills in their professional activities, taking into account different communication situations which are assessed as real in their everyday practice.

Based on the analysis of the needs of medical PhD postgraduates, an ESP program was compiled. The subject covers both aspects of terminology in the field of medicine and topics related to actual and prospect clinical work, clinical research, international scientific conferences, scientific publications, scientific projects, presentation materials concerning medical PhD postgraduate education at the University and defending PhD thesis. During the course, postgraduates learn to search and select the necessary references in international databases and catalogues of libraries according to their real research tasks. They are involved in acquiring different types of reading to obtain the necessary scientific information from authentic English sources to understand professionals speaking English, writing CV, abstracts of an article, making presentation, or poster presentation in English, applying for a grant, participation in an international conference, publication of an article, discussing scientific research, writing case history and case report form, etc. The level of proficiency in English (entry Intermediate B1) allows to focus on the content of the subject and presenting material, linguistic features of the genres of professional communication in the field of medicine which correspond to the situations of real professional communication.

CONCLUSIONS Formation of the foreign language professional competence in postgraduate medical education can be enhanced by involving targeted work on skills which are necessary for the search and analysis of scientific information from international sources in English, and oral and written professional communication, based on the real needs of medical PhD postgraduates.

REFERENCES

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