

THE CONCEPTUAL AND THE METHODOLOGICAL BASIS OF CREATING OF THE EDUCATIONAL TEXTBOOK «PROFESSIONAL MEDICAL COMMUNICATION BETWEEN A DOCTOR AND A PATIENT IN UKRAINIAN»

КОНЦЕПТУАЛЬНІ ТА МЕТОДИЧНІ ЗАСАДИ ПОБУДОВИ НАВЧАЛЬНОГО ПОСІБНИКА «ПРОФЕСІЙНА МЕДИЧНА КОМУНІКАЦІЯ УКРАЇНСЬКОЮ МОВОЮ ЛІКАРЯ З ПАЦІЄНТОМ»

The article analyzes the conceptual and methodological foundations of the creation of the training manual «Professional medical communication between a doctor and a patient in the Ukrainian language». The training textbook consists of several sections. The first paragraph characterizes the basic provisions of higher school didactics, reveals modern approaches and teaching methods. The second paragraph represents the basics of the grammar of the Ukrainian language through the prism of the doctor's professional communication. All materials are presented concisely in the form of tables and diagrams with medical examples.

The following eleven chapters are the main practical part of the educational manual with an emphasis on lexical material and a communicative approach to the professional communication of a doctor in the departments of cardiology, gastroenterology, obstetrics and gynecology, pulmonology, otorhinolaryngology, dermatology, ophthalmology, traumatology, surgery, pediatrics, in the department of infectious diseases, as well as professional communication of a paramedic during the provision of emergency care. The separate sections are «Creative tasks» and «Dictionary».

A model for creating a training textbook is proposed and analyzed: 1) a dictionary for a class with English equivalents, 2) an introductory task on medical terminology, 3) a basic task – a text according to the topic of the class, 4) a set of tasks is built on the basis of the text, which is aimed at forming practical abilities and skills of oral and written communication in the field of professional activity of the future doctor, 5) twelve test tasks for self-checking, 6) a list of bibliographic sources, 7) sources for illustrations.

The tasks, selected on the basis of the four main types of speech activity (listening, speaking, reading, writing), will help foreign students not only to expand their vocabulary, but also to achieve social interaction in a foreign language environment and, most importantly, to learn the rules of communication in the professional sphere, to master the appropriate terminology device, learn new grammatical constructions.

Key words: *language training of a foreign medical student, professional medical communication, medical terminology, communicative approach.*

У статті проаналізовано концептуальні та методичні засади створення навчального посібника «Професійна медична комунікація українською мовою лікаря з пацієнтом». Навчальний посібник складається з декількох розділів. У першому параграфі схарактеризовано засадничі положення дидактики вищої школи, розкрито сучасні підходи та методи навчання. Другий параграф репрезентує основи граматики української мови через призму професійного спілкування лікаря. Увесь матеріал подано стисло у вигляді таблиць та схем із медичними прикладами.

Наступних одинадцять розділів є основною практичною частиною навчального посібника з акцентом на лексичний матеріал та комунікативний підхід щодо професійного спілкування медика у відділеннях кардіології, гастроентерології, акушерстві і гінекології, пульмонології, оториноларингології, дерматології, офтальмології, травматології, хірургії, педіатрії, у відділенні інфекційних хвороб, а також професійного спілкування парамедика під час надання екстреної допомоги. Окремими розділами є «Творчі завдання» і «Словник».

Запропоновано й проаналізовано модель створення навчального посібника: 1) словник до заняття із англійськими відповідниками, 2) вступне завдання щодо медичної термінології, 3) базове завдання – текст відповідно до теми заняття, 4) далі на основі тексту побудовано комплекс завдань, які спрямовано на формування практичних умінь і навичок усної і писемної комунікації у сфері професійної діяльності майбутнього лікаря, 5) дванадцять тестових завдань для самоперевірки, 6) список бібліографічних джерел, 7) покликання на ілюстрації.

Завдання, дібрані на основі чотирьох основних видів мовленнєвої діяльності (слухання, говоріння, читання, письмо), допоможуть іноземним студентам не лише розширити свій словниковий запас, а й досягти соціальної взаємодії в іншомовному середовищі і найголовніше засвоїти правила спілкування у професійній сфері, оволодіти відповідним термінологічним апаратом, вивчити нові граматичні конструкції.

Ключові слова: *мовна підготовка іноземного студента-медика, професійна медична комунікація, медична термінологія, комунікативний підхід.*

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Problem statement. Communication is the exchange of information under specific conditions directly or through other types of communication. Certainly, the main means of communication is language. Language is an instrument for expressing thoughts and emotions, it is a complex system that is constantly developing, improving and providing

a communicative act. The participants of communication must possess all means of speech at such a level in order to achieve the goal set in the dialogue, to influence their interlocutor, therefore communication as a universal category of language forms and implements informational, interactive and perceptive connections between communicators. The question

of the importance of professional communication is undeniable.

The opinion of L. V. Struhanets is convincing: «At the beginning of the XXI century the need for a new humanistic paradigm of education, aimed at the formation of such a specialist, whose education combines high professionalism, spiritual and moral virtues in accordance with the values of national and universal human culture, is increasingly felt. Language training is one of the basic components of professional education» [6, p. 170]. In our opinion, in the language training of the future doctor, the formation of his language culture in professional communication is of primary importance. The culture of the doctor's language is the mastery of orthographic, accentuation, lexical and phraseological, grammatical, stylistic norms of the literary language, all linguistic and expressive means and understandings of the impact of the doctor's words on the patient. We consider the research and study of language training features of future doctors to be an urgent problem.

Analysis of recent research and publications.

Ukrainian scientists are actively researching the methodology of teaching the Ukrainian language as a foreign language and, most importantly, the peculiarities of the language training of future doctors of foreign students. It is worth noting that during the years 2013–2021, the teachers of Ukrainian Language Department of I. Horbachevsky Ternopil National Medical University published a number of educational guides in this direction [5; 8; 9; 10; 11]. In addition, researchers from Ivano-Frankivsk under the leadership of S. M. Lutsak publish a number of works devoted to the language training of foreign students of medical specialties [2; 7]. It should be noted that scientists are also researching the theory of building textbooks and methodological guides for learning Ukrainian as a state language by different categories of people, in particular foreigners and national minorities, such as O. Yu. Maneilo [3], O. M. Petruk [4].

The aim of the article is to present the conceptual and methodological principles of creating the training manual «Professional medical communication between a doctor and a patient in Ukrainian».

Presenting the main material. «Professional medical communication between a doctor and a patient in Ukrainian» is an optional discipline taught to foreign students at the Ukrainian Language Department at I. Horbachevsky Ternopil National Medical University. It is based on the acquired knowledge from «Ukrainian as a foreign language» and «Fundamentals of Ukrainian medical terminology» and provides for the communication needs of students in educational, professional and educational and scientific spheres; lays the foundations of the professional language of a doctor with the prospect of their further use in professional activity; continues

to form language competence, communication skills of future specialists. The study of the academic discipline «Professional medical communication between a doctor and a patient in Ukrainian» is carried out during one semester of the third year of study for 90 hours, of which 20 hours are allocated for practical classes and 70 hours for the student's individual work [1, p. 38].

An important stage in the education of foreign students is the creation of a study textbook that would provide an explanation of the theoretical material with the help of practical tasks. We offer to consider the conceptual and methodological foundations of the construction of the printed publication «Professional medical communication between a doctor and a patient in Ukrainian». The training manual consists of several sections. The first paragraph characterizes the basic provisions of higher school didactics, reveals modern approaches and teaching methods aimed at improving the professional qualities of teaching the discipline. Such material will be useful and interesting, first of all, to the teacher to improve his professional skills.

The second paragraph represents the basics of the Ukrainian language grammar through the prism of the doctor's professional communication. It is noted that a foreign medical student can repeat already studied grammatical material or consider and study new grammatical topics. Everything is presented concisely in the form of tables and diagrams. In addition, examples from medicine are given to the grammatical material.

The following eleven chapters are the main practical part of the training manual with an emphasis on lexical material regarding the professional communication of a doctor in the departments of cardiology, gastroenterology, obstetrics and gynecology, pulmonology, otorhinolaryngology, dermatology, ophthalmology, traumatology, surgery, pediatrics, in the department of infectious diseases, as well as professional communication of a paramedic during the provision of emergency care. There are also grammar tasks for each topic.

We will present an extended thematic plan of practical classes.

Theme 1. Professional communication between a doctor and a patient in a cardiology department: life history, symptoms of diseases of the cardiovascular system, heart diseases, parts of the heart.

Theme 2. Professional communication between a doctor and a patient with symptoms of the digestive system diseases: medical history, organs of the digestive system, symptoms of digestive system diseases, diseases of the digestive system, healthy nutrition.

Theme 3. Professional communication of an obstetrician-gynecologist with a patient: pregnancy, childbirth, gynecological diseases.

Theme 4. Professional communication between a doctor and a patient in pulmonology and ENT departments: organs of the respiratory system and ENT organs, diseases of the respiratory system (anamnesis and clarification of the clinical picture), diseases of ENT organs (anamnesis and clarification of the clinical picture).

Theme 5. Professional communication between a doctor and a patient in a dermatological dispensary: symptoms characteristic of dermatological diseases, patient complaints, dermatological diseases, prevention and treatment of skin diseases.

Theme 6. Professional communication between a doctor and a patient in an ophthalmology clinic: structure of the eye, myopia, hypermetropia, patient complaints, other eye diseases.

Theme 7. Professional communication between a traumatologist-orthopedic and a patient with diseases of the musculoskeletal system: medical history, organs and components of the musculoskeletal system, diseases of the musculoskeletal system.

Theme 8. Professional communication between a doctor and a patient in the surgical department: types of surgical operations, surgical specialty, symptoms of acute appendicitis, patient complaints, laparoscopy as a type of surgical treatment, surgical instruments during minimally invasive surgery.

Theme 9. Professional communication of a pediatrician with a child and his parents: complaints of a child (his parents) with diseases of various systems and organs, children's diseases, objective examination, preliminary diagnosis.

Theme 10. Professional communication between a doctor and a patient in the department of infectious diseases: pathogens and ways of transmission of infectious diseases, symptoms and diagnosis of infectious diseases, infectious diseases, iatrogeny of communication between a doctor and a patient.

Theme 11. Professional communication of a paramedic during emergency care: protocol of basic life support (BLS), complaints of the victim, resuscitation procedures.

The practical material is based on the appropriate lexical minimum for the topic and grammar tasks on syntax and morphology. Each topic includes a glossary of medical terms with English equivalents. Next, the student is offered a task related to actual medical terminology. For example, you need to add medical terms to the proposed picture, or study the lexemes shown in the picture, or choose the right word. The basic ones are the unique texts that were created by the authors of the manual, because it is best to study the relevant medical topic by the text. It uses anatomical terms, names and descriptions of diseases, their symptoms, medical instruments, in accordance with the topic of the paragraph. On the basement of the text, a complex of tasks is built, which are aimed at the formation of practical abilities and skills of oral

and written communication in the field of professional activity of the future doctor; the ability to build dialogues with the patient and colleagues, to effectively use the Ukrainian language of professional communication; development of the main types of speech activity (listening, speaking, reading and writing); formation of the ability for educational and cognitive activities, scientific and professional training, self-development and self-improvement, which will ensure successful use of the Ukrainian language as a component of professional development. It is worth emphasizing that the materials for all sections of the manual have a single goal – to teach a foreign student to take an anamnesis, find out the clinical picture of the disease, and make a preliminary diagnosis in Ukrainian. At the end of each topic, the student is offered 12 test tasks to check the level of knowledge. In addition, a list of used literary sources and references to illustrations is provided for each topic.

A separate paragraph contains creative tasks that represent the lexical material of practical topics. In an interesting way, students can check their knowledge or consolidate it, in particular, solve crosswords, anagrams, find relevant medical terms among letters, divide the text into sentences, complete the text with missing sentences, determine the specialization of the doctor according to the patient's complaints, group medical terms by categories, add terms for the picture.

The last paragraph is a glossary, which provides the English equivalents of all the most important medical terms that were introduced in the practical topics of the study guide. It will allow a foreign student, as well as a teacher, to quickly find the necessary translation of a word for any lexical topic.

Conclusions. The main vectors of the concept of the training manual «Professional medical communication between a doctor and a patient in Ukrainian» are communicative and competence-based approaches to learning with a focus on the thematic division of lexical material according to the sections of medicine. In accordance with the content, structure and set goal during the study of the educational discipline of the same name, the team of authors considered the main tasks when creating the textbook: the formation of a set of competencies (integral, general, special) in foreign students with the aim of mastering Ukrainian medical terminology; facilitating the adaptation of foreign students in professional communication in the Ukrainian-speaking environment; formation of skills to use professional vocabulary and grammatical constructions to build dialogues between the doctor and the patient; mastering the oral and written norms of speech etiquette in the professional activity of a doctor.

The educational manual «Professional medical communication between a doctor and a patient in Ukrainian» is concluded for students of medical universities of higher education of Ukraine III-IV levels

of accreditation, field of knowledge 22 «Health care», specialty 222 «Medicine» (second master's level of higher education) with qualification «Doctor». The tasks, selected on the basis of the four main types of speech activity (listening, speaking, reading, writing), will help foreign students not only to expand their vocabulary, but also to achieve social interaction in a foreign language environment and, most importantly, to learn the rules of communication in the professional sphere, to master the appropriate terminology device, learn new grammatical constructions.

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