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**ENGLISH FOR PROFESSIONAL PURPOSE AS AN EFFECTIVE MEANS
OF DEVELOPING PROFESSIONAL COMPETENCE
OF MEDICAL STUDENTS**

The professional competence issue has widely been studied by foreign and Ukrainian scientists, the medical students' competence having been studied by less authors [1; 2; 3]. The analysis of the literature data showed that generally professional competence of a medical student shall be regarded as combination of knowledge, abilities and skills necessary for performing professional duties by a medical specialist: interacting with a patient or the laboratory material, communicating with colleagues, scientists and authorities. The course «English for Professional Purposes» for medical students is a course of medical English taught during the 2nd year of study in Ukrainian Universities. The course generally consists of 200 hours, which includes approximately 90 hours of practical classes and

110 hours of self-preparation. The students study normal and pathological anatomy, physiology and internal medicine in English, with the attention focused on the peculiarities of medical English terms. The received knowledge and skills could be applied when practicing abroad or treating the English-speaking patient, as well as for analysis of the English medical data sources or representing one's scientific and practical ideas to the public.

Regarding the professional competence structure, divided into the cognitive, social and personal one, it's necessary to emphasize the insufficiently developed issues at medical English classes. The cognitive component represents with the ability of a medical specialist to study medical information, particularly in English. The social component represents with the physician's skills of effective communication with the patients, colleagues and other people engaged in the treatment. The personal component refers exactly to the personal psychological characteristics of a person: temperament type, speed of mental responses, type of behavior under the conflict situations, etc. All three components are to be effectively trained at the medical English classes: learning new medical terms in English –cognitive component, interactive learning with role-plays – the social one, adjusting the tasks according to the person's peculiarities. The up-to-date methods of teaching English at High School should include various interactive technologies, personal participation of the student, multimedia-learning and the Internet resources. To achieve the requirements for the professional competence of a physician medical students should study at English classes main English medical terms, master bases of the English grammar, medical peculiarities of grammar construction and some colloquial phrases. The analysis of the literature data and personal experience of the authors provided the following principles of the professional competence development at Medical English classes: English educational topics should be closely related to practice and up-to-date issues, training must be highly communicative, with a lot of communication and interaction, student-centered training dominating over the classical bossy style, with students themselves defining the study course. Altogether, it's extremely necessary to manage simultaneously standard evaluation of the knowledge and skills, but with the individual approach to each student.

The following methods could be employed to teach the students Medical English in order to develop their professional competence: all interactive methods, including the role-play of various types (doctor-patient, doctor-nurse, doctor-medical authorities, doctor-colleagues), project method (concluding learning the topic), problem learning and case study (with the English therapeutic cases being absolutely actual within the professional skills development), conferences, medical quizzes, etc. The traditional scheme of teaching Professional English includes introduction by the tutor of new lexical units and related grammar, doing the exercises (which provide for development of 4 basic skills – medical reading, listening, speaking and writing) and evaluating the students' level after the concluding stage. Regarding professional competence, the authors dwell on that all the stages of the classes must be communicatively aimed. Introduction of a lexical

unit should be related to certain cases, preferably with multimedia accompanying introduction. All the exercises should be connected with the professional activity: writing tasks – with filling in case histories and other medical documents, listening – with dealing with the authentic recording on medical issues, or patients' presentations by themselves; reading – dealing with the authentic theoretical material, newest scientific articles, processing the patient's documentations; and the speaking is the most important, up to the authors' mind. The speaking exercises provide for the development of the basic professional competence component – the communicative one. Speaking exercises may contain various reproductive, semi-reproductive and productive tasks on the defined medical issue.

The authors have conducted an experiment with the medical students of 2016–2017 academic years. Totally there participated 112 students, representing 8 academic groups of the 2nd and 3rd years of study. The groups were chosen randomly, one of the groups chose English as a facultative subject, and this group was selected as a control one. On the first practical class in September all students had a test to define their English knowledge level. The average grade point (according to a 5-point scale) made up 3.9; 8% received the mark «5» range, 29.5% – stayed within the «4» range (from 4.1 till 4.9) and 56.2% – within the mark «3» range, the rest received unsatisfactory marks (6.3%). After a year of studies (which included 50 hours of medical English classes in the first term and 40 hours in the second, a three-hour class weekly, and 10 hours per one term for the control group of facultative Medical English), the students took the second test, which included not only the tasks for checking their medical English knowledge, but some professionally adapted tasks (written in cooperation with the clinical tutors). The clinical English tasks were estimated with a separate mark which didn't influence the student's academic results, but was used for the authors' survey. The authors regarded the students' ability to communicate on the professional topic in English and to solve the professional cases successfully as a measure of the students' professional competence development. Total results have improved as follows: the average grade point made up 4.43; 11% received the mark «5», 31.3% received «4», 57.1% – received the mark «3», and only 0.6% didn't receive a satisfactory mark (due to academic leave). The results of the professional test showed general improvement not only in the medical English knowledge, but mastering the professional aspects of treatment. If to compare the experimental and control groups, the results clearly exhibit better academic achievements in the experimental group compared to the control one (see table 1) and their professional competence growth after the course. So, the results confirm high effectiveness of teaching medical students professional Medical English as for both their English level improvement and professional competence development.

Table 1

Academic achievements of experimental and control group

	Initial grade point average (estimated in 5-point scale)	Final grade point average (estimated in 5-point scale)	Initial speaking test (estimated in 5-point scale)	Final speaking test (final) (estimated in 5-point scale)	Professional cases average grade (estimated in 5-point scale)
Experiment groups (100 students)	4	4.54	3.9	4.6	4.9
Control group (12 students)	3.8	4.32	3.76	3.88	2.7

The authors suggest that if the course were studied by the students of the senior course, the effectiveness could be even higher, which provides for the further study topic.

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ПРОБЛЕМИ ПРОФЕСІЙНОЇ ОРІЄНТАЦІЇ СТУДЕНТІВ У ВИЩІЙ МЕДИЧНІЙ ШКОЛІ

В сучасних умовах інтенсивного розвитку науки і техніки ділова і професійна спільнота та суспільство загалом потребує професійно компетентних і мобільних працівників, які готові самостійно приймати рішення в конкретних практичних ситуаціях, нести відповідальність за їхнє втілення в життя, здатні реалізовувати себе в соціумі та визначати своє місце в ньому.