

## The teaching techniques of professional linguistic competence formation of future physicians by means of criterion-referenced assessment

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**Summary.** The technique general concept of professional linguistic competence formation of future physicians is presented in the article. The conditions, principles and methods of the studied phenomenon are defined. The criterion-referenced assessment means of future physicians professional linguistic competence are described. The system of the studied phenomenon formation is characterized.

**Keywords:** *technique, competence, professional linguistic competence, criterion-referenced assessment, system.*

At the present stage of society development the leading idea of the state policy modernization in education is to create conditions for realization of young people individual needs in personal and professional development promoting the increase of qualified personnel with a high level of professionalism in different areas of knowledge that is able to perform responsibilities competently and to develop society in a social and economic sector. Among these conditions the most favorable one is implementation of the teaching techniques of professional linguistic competence formation of future physicians contributing to the development of the studied phenomenon.

The scientific literature review devoting to the techniques of professional linguistic competence formation of future specialists of such scholars as L. E. Valtova, L. V. Herbert, L. G. Denisenko, G. L. Dorosh, T. M. Kanivets, V. P. Ovcharenko, A. N. Padalkin, V. Y. Pereverzev, T. N. Fomenko, V. L. Shevchenko; experience of the leading specialists: V. P. Bepal'ko A. A. Burkitova, A. V. Denisova, A. I. Dudkina, A.A. Krasnoborova, N. V. Nedospasova, I. B. Svezhentseva, R. H. Shakirova – allows to aware that implementation of an updated educational paradigm, new educational standards based on the competence approach contribute to the search for unified teaching techniques of professional linguistic competence formation of future physicians. The unified teaching techniques consisting of methods, forms of foreign language teaching, the monitoring system as a criterion-referenced assessment of students' educational achievements must be of systematic and interdisciplinary nature influencing the formation of professional competence of students, organizational and pedagogical foundations of criterion-referenced assessment, the development of practical implementation structure of this technique.

Therefore, the **aim** of the research is to characterize the features of teaching techniques of professional linguistic competence formation of future physicians.

The detailed analysis of the scientific literature has revealed a trend that it is advisable to apply a complex of lessons on the subject "Professional English in medicine", based on the competence approach (Y. K. Kartava [2], I. A. Kolodiy [3], I. S. Kornienko [4] ) for professional linguistic competence formation of future physicians providing students' knowledge and skills acquisition for fluent English development as a tool of thinking and communication.

Linguistic competence involves students mastering of linguistic foundations knowledge, linguistic system knowledge and high quality activities skills of the studied linguistic material. Linguistic competence should be formed purposefully, practice and skills of all kinds of speech activities (listening, reading, speaking and writing) should be improved, basic skills and language practice in vitally important for a certain type of situation activities should be mastered by students. Linguistic competence of students can be formed, developed, improved and assessed. Therefore the content line of teaching techniques of professional linguistic competence formation of future physicians consists of the development of communication skills but work on the language material and the formation of foreign language knowledge and skills of its practice use are the subjects of communication skills development being one of the tools of integrated linguistic development of students.

Thus the developed complex of lessons on the course "Professional English in medicine " directing to the formation of professional linguistic competence of future physicians includes three content modules and nine practical lessons (each module consists of three practical lessons ) for 54 academic hours: 27 hours – class work, 18 hours – individual work, 9 hours – module control.

These lessons are aimed at realization of educational (to expand the knowledge of the language), pedagogical (to form the responsibility), developing (to develop cognitive and analytical skills), practical (to provide the conditions for formation of language knowledge skills in practice) purposes. Each lesson involves the implementation of the following stages of the lesson: 1) the stage of efficient group work ensuring; 2) the training stage; 4) the control stage; 5) the final stage.

The lessons for professional linguistic competence formation of future physicians are carried out using both traditional methods of teaching and interactive ones, where teaching methods are defined as methods of the teacher and students work, aimed to help students to understand the system of knowledge, skills acquisition and their overall development [5].

The traditional methods of linguistic competence formation we have applied are illustration technique, demonstrations, discussion, individual study, textbook work, questioning, exercise method, the natural method, grammar-translation (synthetic), lexical-translation (analytical), audio-visual, suggestion method, consciously practical method.

The interactive methods contributing to the formation of professional linguistic competence of future physicians include: work in groups, work in pairs, threes, "brainstorming", "round-table discussions", role-playing game, "incomplete sentences" and others.

In the process of linguistic competence formation of future physicians it is important to use criterion-referenced assessment of linguistic competence of future physicians as a control form consisting of three test units corresponding to three modules of the course "Professional English in medicine": Module I "Diseases of the immune system. AIDS ", Module II " Diseases of the endocrine system ", Module III " Diseases of the nervous system, urinary tract and skin diseases".

The first test block includes Test I "Linguistic knowledge" containing 6 scales of linguistic knowledge assessment: knowledge of the language system, the level of phonetic, lexical, grammatical, spelling rules understanding, the knowledge level of the rules of syntactic construction of sentences, the knowledge level of the stylistic choice of rules for constructing expressions, the knowledge level of the studied language country features, knowledge of norms and rules of speech etiquette. Test I "Linguistic activity" consists of 6 rating scale of linguistic skills assessment: the skills level of monologue and dialogue communication, the skills level of oral and written English, the skills level of everyday and business communication, the skills level of communication with the studied language native speakers, the skills level of language practice in professional activities, the skills level of understanding non-verbal means of communication. The tests questions of the first test unit contain the study material of the Ist module "Diseases of the immune system. AIDS "of the course" Professional English in medicine."

The second test unit includes the "Linguistic knowledge" Test II assessing the level of linguistic knowledge according to 6 scales and "Linguistic activity", Test II characterizing the linguistic activity of students according to 6 scales. The test questions of the second test unit match the study materials of the IId Module "Diseases of the endocrine system."

The third test unit consists of "Linguistic knowledge" Test III and "Linguistic activity" Test III consisting of 6 scales. The tests questions of the IIIId test unit contain the study material of the IIIId Module "Diseases of the nervous system, urinary tract and skin diseases".

It is advisable to create pedagogical conditions and opportunities for the formation of the studied phenomenon for the effective implementation of teaching techniques of professional linguistic competence formation of future physicians

Analyzing the practical achievements of linguistic competence formation in the educational process of such scientists as: M. A. Askarov, V. P. Bepal'ko, N. L. Galeeva, S. A. Grjaznov, L. V. Denisova, A. N. Kambulina, J. A. Karaev, A. A. Krasnoborova, G. I. Nabatova, A. N. Piskunova, I. B. Svezhentseva – who characterized the main pedagogical conditions of the effective formation of this phenomenon – we determined the pedagogical conditions of professional linguistic competence formation of future physicians. The basic conditions include: 1) legislation framework; 2) educational and methodological support; 3) teachers training; 4) students interioriza-

tion of a professional role of the medical worker; 5) positive interaction in study groups; 6) teaching methods based on high activity and personal students involvement in the educational process; 7) dialogical approach in teacher-student work.

Implementing the techniques of professional linguistic competence formation of future physicians the principles of training and formation should be taken into consideration where the principle is characterized as a leading idea, the basic rule of behavior and activity, the central concept, the basis of the system: the principle of planning, systematic and systemic principle, the principle of objectivity, the principle of differentiation, the principle of transparency, the principle of connection between assessment and educational process, the principle of significance, the principle of fairness and adequacy, the principle of integration, reliability principle, the principle of efficiency, the principle of the validity, the principle of comprehensive development, the principle of benevolence [1].

The above mentioned positions constitute a system of professional linguistic competence formation of future physicians, which is defined as a set of components of interconnected elements characterized by integrity, agility and interrelation.

The developed system of professional linguistic competence formation of future physicians includes the following elements (see Figure 1):

- The aim of linguistic competence formation of future physicians;
- methodological foundations of linguistic competence essence of future specialists;
- structural components of linguistic competence of future physicians;
- pedagogical conditions of criterion-referenced assessment system application;
- principles of linguistic competence formation of future physicians;
- teaching techniques of linguistic competence formation of future physicians;
- criteria of linguistic competence formation of future physicians;
- levels of linguistic competence formation of future physicians;
- results of linguistic competence formation process of future physicians.

Thus the process of implementation of the teaching techniques of professional linguistic competence formation of future physicians should involve a system of professional linguistic competence formation of future physicians based on elements of the system. The fundamental elements are: teaching methods, methods of control (criterion-referenced assessment), pedagogical conditions of the studied phenomenon formation (legislation framework, educational and methodological support, teachers training, students interiorization of a professional role of the medical worker, positive interaction in study groups, teaching methods based on high activity and personal students involvement in the educational process, dialogical approach in teacher-student work); principles of teaching and formation; criteria, indicators, levels of linguistic competence formation. The proposed system contributes to the of professional linguistic competence formation of future physicians.

<b>The aim of linguistic competence formation of future physicians</b>				
The increase of professional linguistic competence formation of future physicians				
<b>Methodological foundations of linguistic competence essence of future specialists</b>				
The leading positions of competence, axiological, systemic, culturological, communicative and activity approaches				
<b>Structural components of linguistic competence of future physicians</b>				
Cognitive and content	Operating and activity	Motivational and value	Emotional and willful	Professional and communicative
<b>Pedagogical conditions of criterion-referenced assessment system application</b>				
1) legislation framework; 2) educational and methodological support; 3) teachers training; 4) students interiorization of a professional role of the medical worker; 5) positive interaction in study groups; 6) teaching methods based on high activity and personal students involvement in the educational process; 7) dialogical approach in teacher-student work				
<b>Principles of linguistic competence formation of future physicians</b>				
the principle of planning, systematic and systemic principle, the principle of objectivity, the principle of differentiation, the principle of transparency, the principle of connection between assessment and educational process, the principle of significance, the principle of fairness and adequacy, the principle of integration, reliability principle, the principle of efficiency, the principle of the validity, the principle of comprehensive development, the principle of benevolence				
<b>Teaching techniques of linguistic competence formation of future physicians</b>				
9 practical lessons of the course "Professional English in medicine" with traditional and interactive methods of study		3 lessons of module control with criterion-referenced assessment		Individual work (comparison analysis, situation analysis, mini essay)
<b>Criteria of linguistic competence formation of future physicians</b>				
linguistic awareness	linguistic activity	linguistic value	emotional resilience	professional competitiveness
<b>Levels of linguistic competence formation of future physicians</b>				
high		medium		low
<b>Results of linguistic competence formation process of future physicians</b>				
A future physician with a high level of linguistic competence				

Figure 1. The system of professional linguistic competence formation of future physicians

**ЛИТЕРАТУРА**

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**Методика формування професійно орієнтованої лінгвістическої компетентності будучих медиків засобами критеріально-орієнтованого оцінювання**  
**В. С. Кушнір**

**Анотація.** В статті представлена обсяг концепція методики формування професійно орієнтованої лінгвістическої компетентності будучих медиків. Опеределены условия, принципы, методы формирования исследуемого явления. Описаны средства критеріально-орієнтованого оцінювання професійно орієнтованої лінгвістическої компетентності будучих медиків. Охарактеризована система формування изучаемого феномена.

**Ключевые слова:** методика, компетентность, професійно орієнтованная лінгвістическая компетентность, критеріально-орієнтованное оцінювание, система.