

Ukrainian-language professional competence of foreign students of medical specialties: components, criteria, indicators, diagnostics

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Abstract. The research deals with the content and structure of the Ukrainian-language professional competence of foreign students of medical specialties. The basic components (value-motivational, cognitive, practical- efficient), criteria (motivational, knowledgeable, actionable), indicators of formation of Ukrainian-language professional competence of foreign medical specialties students according to the selected diagnostic methods are described. The results of the research provide coverage of the motivation formation process to study the Ukrainian language as a foreign by foreign students (English form of study) of medical specialties.

Keywords: *foreign students, Ukrainian language professional competence, medical specialties, component, criterion, indicator, diagnostics.*

Introduction. The process of formation skills and competences is impossible without a precise organization of the study process, and the success of this process depends on the content, structure, criteria and indicators of formation. The ability to use medical terminology correctly in practice, grammatical structures of Ukrainian language by foreign students, to implement a patient-oriented approach in professional communication provoked the relevance of research. Let us outline the structure of foreign Ukrainian-language professional competence of foreign medical students, clarify the content and components. To clarify the phenomenon of Ukrainian-language professional competence of foreign students, its content, structure and components, first of all, it is necessary to define the concept of «professional speech». The notion «professional speech» is considered by scientist M. Vahnytska as a significant component of the professional competence of the modern specialist, which is «manifested in the productive types of speech activity of the speaker in solving professional tasks; linguistically, psychologically and socially determined choice of professionally marked means of language» [13]. According to a characteristic of the Organization for Economic Cooperation and Development, the concept of «foreign student» is interpreted as following: «a foreign student is a person who goes to a country, other than his own, to obtain higher education there» [6;8]. Researching the constituent components of the Ukrainian-language professional competence of foreign medical students, we consider the documents Common European Framework of Reference for Languages (CEFR), we are mindful of the methodological recommendations for the development of educational programs in the context of the enforcement of the new Law on Higher Education and documents of the European Higher Education Area, Standard on the Ukrainian language as a foreign language, European Charter for Regional or Minority languages. «The need to optimize language learning by foreigners requires the correlation of existing Ukrainian language programs with common European foreign language competence outlined by the Common European Framework of Reference - CEFR. According to the CEFR system, knowledge and skills are divided into categories and levels. The speech actions required to communicate in the target language are described for each level» [2]. While researching the Ukrain-

ian-language professional competence of foreign medical students, we also adhere to the Common European Framework of Reference for Languages. «An important component of creating the concept of teaching the subject «Ukrainian as a Foreign Language» (UFL) is to define the content of language education, which is determined according to the communicative needs of foreigners, and therefore may vary depending on the stage, level and profile of education.» [12]. After analyzing the content of language education of foreigners, we will attempt to explain the content, structure, components, criteria, indicators and diagnostics of Ukrainian-language professional competence of foreign students of medical specialties.

A brief overview of the publications. Developing the structure of the Ukrainian-language professional competence of foreign students, we deem it necessary to use in our research the findings of national and foreign scientists on the definition and structuring of professional competence (N. Avramenko, Y.I. Proskurkina, O.M. Semenog, etc.) and professional-communicative competence (Sait Emre Erdzhies). structure, principles and content, conditions of the language education of different categories of foreigners studying in Ukrainian higher education establishments N. Ushakova, O. Trostynska.

The definition of the criteria is studied in the works of Y. Babanskyi, V. Druzhinin, N. Kuzmina. Main issues of the patient-oriented communication skills of foreign medical students, including the ability to have a dialogue with a patient, were studied by foreign researchers Muhammad J. Hashim, StellaMajor, DeenM. Mirza, Engela A. M. Prinsloo, Osama Osman, LeenaAmiri and MichelleMcLean [7].

The objective is to clarify the content, components, criteria, indicators and diagnostics of the formation of the Ukrainian-language professional competence of foreign students of medical specialties of HEI, taking into account pedagogical, psychological, linguistic and philosophical sources.

Materials and methods. Our research involves a set of methods, both *theoretical*: terminological analysis to clarify key concepts, comparative analysis to summarize and compare the leading methodological provisions and ideas of research, and *empirical*: questionnaire, interview, pedagogical experiment.

According to Recommendation 2006/962/EU of the

European Parliament and the Council (EU) "On Basic Competences for Lifelong Learning" on December 18, 2006, "communicating in a foreign language, which is generally similar to mother language, is an ability to understand, express and explain concepts, thoughts, feelings, facts and views, both in verbal and written form (listening comprehension, monologue, reading and writing) in relevant social and cultural contexts (during studying and professional training, at work, home and leisure) according to the wishes or needs of the individual. The level of a person's language skills will vary depending on four aspects (listening comprehension, monologue, reading and writing) and between different languages, and according to social and cultural background, environment, needs and/or interests" [10]. According to the Standard on the Ukrainian language as a foreign language [11], we define the content of the Ukrainian-language professional competence. "The content of fluency in Ukrainian as a foreign language is a system of knowledge, skills and abilities, conditioned by the goals and needs of society, in all kinds of speech activity, which should ensure communication in the Ukrainian language in different spheres" [11].

The analysis of normative documents and evidence-based researches, conducted by scientists, about the substantive components of competencies connected with the Ukrainian-language professional speech, makes it possible to attribute *linguistic, terminological, orthoepic, phonetic, grammatical* competences to the content of the Ukrainian-language professional competence of foreign medical students.

Results and Discussion. While characterizing the structure of Ukrainian-language professional competence of foreign medical students, it is important to outline the meaning of the term "component" – "(from Latin *componentis* (*componentis*) – "the one that makes up") – is a part of something" [3].

Components of the Ukrainian-language professional competence of foreign medical students are following:

- *the value-motivational component* (an integral quality that includes the adaptation to a multilingual socio-cultural environment; provides the ability to linguistic and intercultural interaction, involves the formation of motives and needs, guidelines in mastering and fluency of Ukrainian-language professional speech; striving for the development of professional Ukrainian-language competence, linguistic and speech development and self-development, continuous professional-speech improvement, organization of dialogue interaction, communication with a partner on a humanistic basis; in the development of professional-speaking skills' sphere – deepening of language, terminological, linguistic knowledge, knowledge of professional verbal and non-verbal communication, barriers arising during interpersonal and professional communication, needs for the formation of personal qualities (empathy, professional responsibility, language tolerance) that are necessary for professional speech activity.);

- *the cognitive component* covers the formation of knowledge of language norms (lexical (terminological), grammatical, phonetic, orthoepic), the ability to possess medical terminology, phonetic-phonological order, vocabulary, norms of highly-specialized text analysis, the culture of reading, speaking and writing);

- *the practical-efficient component* includes the degree of realization of the inculcated values, norms, knowledge by a foreign medical student in the situations of professional speech activity and communication, professional linguistic-speaking skills, ability to dialogue interaction in solving professional problems.

Considering the criteria, we turn to the interpretation of the concept of "criterion". The experts understand this concept (from the Greek - a means of persuasion, measure as "a sign, basing on which an evaluation of something is performed; ... a conditionally taken measure that enables the measurement of an object, and based on that, give it an estimate" [9].

We are guided with the works of national researchers, which indicate the criteria of "terminological competence of foreign students: value-oriented, communicative, professional-personal, activity-pragmatic. One of the most important criteria for the formation of terminological competence is value-oriented" [4].

While researching indicators, the definition of the concept "indicators" was observed as data by which one can judge the development, course or status of something [1;9], the development of the personality of a foreign student in the model implementation of professional training and realization of pedagogical conditions.

The following criteria and indicators of the Ukrainian-language professional competence of foreign students of medical specialties were identified in our study: *motivational, knowledgeable and actionable*.

Motivational (adaptation to a foreign-language socio-cultural environment, the manifestation of the motivation to study the Ukrainian language in a multilingual environment, the desire for self-realization in future professional activity and the existence of a system of value orientations (commonly accepted moral and ethical principles of behaviour of a future physician, awareness of the social importance of the future profession).

Indicators of this criterion are following: positive attitude to the multicultural environment, to the study of the Ukrainian language and professional-oriented disciplines, [conscious need for active mastering of professionally meaningful knowledge and formation of professional-speaking skills, awareness of the values of future professional activity] (humanity, tolerance, empathy).

The knowledgeable criterion is characterized by knowledge of lexical and grammatical categories of the modern Ukrainian language, medical terminology; ability to work with professionally-oriented texts. An indicator of the knowledgeable criterion is the need to learn professional-oriented terminology; norms of modern Ukrainian.

The actionable criterion is to choose the system of speech actions in professional situations rationally. An indicator is the use of acquired knowledge in professional language communication.

During the ascertainment experiment, the following levels were determined using diagnostic methods; they are low, medium and high.

Experimental verification of the value-motivational component and its indicators was performed using diagnostic methods:

"Investigating the motivation of studying in higher education" (T.I. Ilyina) (the methodology allowed to research the structure of motivation of study of foreign

students of medical specialties in a higher education institution on three scales: "acquiring knowledge", "mastering the profession", "obtaining a diploma"); *test-questionnaire* "Motivation of development of language and speech (communicative) competence as a basis of pedagogical activity" (by K. Zamfir method in A. Rean's modification); *authorial questionnaire* on the Determination of motivation to study Ukrainian by foreign students of medical specialties. Methods for Determining Ethnic Tolerance "Tolerance Index" (G. Soldatova, O. Kravtsova, O. Khukhlaev, L. Shaigerova).

Experimental verification of the knowledgeable component and its indicators was carried out using the following diagnostic methods: Methods of diagnostics of communicative control (according to M. Schneider), Test cards of communicative activity (questionnaire O.M. Leontiev) - Methods of indirect memorization; author's questionnaire.

For the diagnosis of *practical-efficient component and its indicators* the following methods were used: Diagnosis of general communicative tolerance (V. Boyko) (adapted to the B1 language level for use with foreign students); Test of detecting the level of speech readiness of foreign students of medical specialties (according to Proskurkina's experience).

The research and experimental work was carried out on the basis of the Medical Institute of Sumy State University (for the period 2016-2020 academic years). The study involved foreign students of medical specialties of different years of admission (English-language form of study). The participants of our study are represented by the following countries: India, African countries, Arab countries. The experimental and control groups were selected since the study in these groups takes place under the same educational conditions and the foreign students are in the same educational and linguistic and cultural environment.

Let us consider the individual results of the study in the process of formation of the motivation to study the Ukrainian language as a foreign by foreign students of medical specialties (English language of study).

We conducted an authorial interviewing among the above-mentioned study participants. When asked about the purpose of studying Ukrainian, 74% of respondents said that the purpose is to understand others, 48% - the need to study the specialty, 52% - the interest in the language. To the question "Do you study Ukrainian yourself?" 30% of participants replied "Yes, often", 42% - "Yes, but rarely", 60% - "No, never". The additional survey made it possible to state that the influence of the cultural characteristics of a foreign student and the traditions of the native country affects the learning process and language learning in particular.

As a result, foreign students from India (traditionally) are inclined to study the material provided by the teacher and not tend to obtain and master the educational material independently. International students from the African continent fulfill the teacher's requirements carefully and are ready for creative interaction. More about the ethno-cultural characteristics of foreign students of medical specialties in education can be found in our previous publications [5].

When asked at the ascertainment stage, whether it is difficult to understand others who speak Ukrainian, 78%

of respondents answered in the positive. 28% of participants replied "It is hard to me, but I understand some phrases", and only 2% of respondents understood Ukrainian easily. At the formative stage of the study, these indicators changed. In essence, 62% of respondents answered in the positive, 46% of participants replied "It is difficult, but I understand some phrases", 12% of respondents understood Ukrainian easily. Additional questioning on this issue made it possible to state that the stay of foreigners in the bilingual socio-cultural environment makes the motivation to study Ukrainian lower.

Comparing some results of our study with the results of the research of the national scientist, candidate of pedagogical sciences Avramenko N. (comparison of results was performed according to the results of diagnostic methods "Study of motivation to study in higher education institutions" (T.I. Ilyina), adapted method by K. Zamfir in A. Rean's modification, it can be argued about the results' similarity of the increase in the intrinsic motivation toward the educational activity and the adequacy of the vocational choice by the respondents and satisfaction with it. The questionnaires revealed that the motivation levels of future foreign doctors during the ascertaining and formative stages of the experiment were almost identical. However, the interviewees reinforced the cognitive motives in studying: the desire for self-realization in the future professional activity and satisfaction with the process and the result of learning.

Analysis of the obtained data by Avramenko on the method of "Study of motivation to study in higher education institutions" (T. Ilyina's method) has shown that during the ascertaining stage of the experiment a high level of educational motivation in the context of **knowledge acquisition** is inherent in 6.8% of respondents; the medium level is inherent in 37.1% of interviewees, 56.1% of participants have a low level. The motive for **mastering the profession** is present in 53.1% of the future foreign doctors who were respondents (high and medium level); 46.9% of respondents are not eager to acquire professional knowledge.

At the formative stage of the experiment, the indicators of educational motivation have changed slightly. Formation of awareness of the professional choice and instilling a love for future professional activity among foreign students of medical specialties are observed.

The desire to have a diploma in formal knowledge acquisition at high and medium levels decreased compared to the answers of the respondents during the study in the medical higher education institutions; it reached 43.9% (in the ascertainment experiment - 52.1% of respondents).

Questionnaire's results of future foreign doctors by the method of "Motivation of professional activity" by K. Zamfir in A. Rean's modification show that the level of real motivation of future foreign doctors to study the theoretical foundations of the specialty is medium. The dynamics of the level of internal motivation of future foreign doctors to study the theoretical foundations of the profession according to Avramenko is 44% at the ascertaining stage, 62% at the formative stage. Among students of the Medical Institute of Sumy State University the level of internal motivation is 48% and 70% at the ascertaining and formative stages respectively.

Conclusions. Thus, taking into account pedagogical, psychological, linguistic and philosophical sources, we have specified the content and structure of the formation of the Ukrainian-language professional competence of foreign students of medical specialties in HEI. The basic components (value-motivational, cognitive, practical-

efficient), criteria (motivational, knowledgeable, actionable), indicators and the levels of formation of the Ukrainian-language professional competence of foreign medical students according to the chosen diagnostic methods are analyzed and described.

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