

Spółeczność międzynarodowa w obliczu przemian: ujęcie wieloaspektowe

Tom 1

Redakcja

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Lwów – Olsztyn 2019

Przyjęto do druku Uchwałę Rady Wydziału Stosunków Międzynarodowych, Lwowski Uniwersytet Narodowy im. Iwana Franki we współpracy z Instytutem Nauk Politycznych Uniwersytetu Warmińsko-Mazurskiego w Olsztynie (Protokół nr 14 z dnia 02.07.2019 r.)

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Społeczność międzynarodowa w obliczu przemian: ujęcie wieloaspektowe, Tom 1, A. Kordonska, R. Kordonski, (red.), Lwowski Uniwersytet Narodowy im. Iwana Franki, Lwów–Olsztyn 2019, 326 s.

Prezentowana publikacja naukowa zawiera wyniki badań młodych naukowców reprezentujących różne dyscypliny naukowe i podejmujących w rozdziałach swojego autorstwa problematykę z obszaru zainteresowania stosunków międzynarodowych, politologii, bezpieczeństwa, prawa, historii, kultury, pedagogiki i medycyny. Celem redaktorów niniejszego tomu było rozwinięcie współpracy międzynarodowej pomiędzy ośrodkami naukowymi w Polsce i na Ukrainie.

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ISBN 978-617-7835-13-3

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Intercultural approach to forming the linguistic competence of foreign medical students: world and Ukrainian contexts

According to the American Education and Homeland Security Reform (2012). “*national security* is closely linked to *human capital*, and its strength or weakness is determined by the state of the education system”³. As to the characteristic of the humanitarian commission, *human security* covers human rights, good management, access to education and *health care* services, and ensuring that each person has the opportunity and choice to use his or her potential⁴. The recognition by the world community of the health care problem as the main indicator of socio-economic maturity, culture and success of each state, the development of medical technologies, the social request for the quality of medical services determine *the special requirements for the quality of professional activity and professional training of doctors*.

It is the professional duty of a doctor “to serve a sick person honourably and in good faith, to refrain from causing any harm and injustice in his actions”, which is formulated in the Hippocratic Oath⁵. The main objective of a doctor is to serve the person. Spiritual generosity

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³ J. Klein, C. Rice, J.C. Levy, U. S. Education Reform and National Security (Independent Task Force Report No. 68), Council on Foreign Relations Press, New York, March 2012, pp. 3.

⁴ Report of Commission on Human Security “Human Security Now”, United Nations, New York 2003, p. 4.

⁵ *Медицина етика Гіппократа. Клятва Гіппократа і її подальші модифікації*, Сайт Української медичної стоматологічної академії, <https://studfiles.net/preview/5751663/page:4/>.

is an absolute necessity for a doctor. It is the law of his profession.⁶ Given the foregoing, we can conclude that the medical field, being a unique moral space, requires on the particular quality of training of *prospective doctors*.

According to the adopted Strategy for the Development of Medical Education in Ukraine (Decree No. 95-p of the Cabinet of Ministers of Ukraine dated on February 27, 2019), the task of medical education is to provide citizens with high-quality medical care due to the high level of training of medical staff. The life and health of a patient should be at the core of the human and professional values of health care workers. High-quality health care is impossible without changing the cultural paradigm and creating a new professional environment, which is self-replicating and independent one⁷.

The quality of medical education is monitored by the Association for Medical Education in Europe. It has offices in more than 90 countries across five continents and promotes international excellence in undergraduate, postgraduate and continuing education,⁸ evaluates the quality of the educational services, provided by institutions of higher medical education, motivates and promotes the enhancing of education⁹.

The ASPIRE-to-Excellence initiative provides for improvements in such areas as student assessment; social responsibility of the educational institution; development of scientific-pedagogical experience; “simulation (technologies and educational environments involving the use of standardized patients, specialized simulators, mannequins, virtual and augmented reality, heptics, hybrid simulation and simulated environments)”¹⁰.

⁶ К. В. Федорова, *Формування професійно-етичних якостей майбутніх лікарів у виховному просторі вищого медичного навчального закладу*, дис. канд. пед. наук : 13.00.04, Старобільськ 2016, 250 с.

⁷ Про схвалення Стратегії розвитку медичної освіти в Україні *Розпорядження КМУ № 95-р від 27.02.2019 року* <https://zakon.rada.gov.ua/laws/show/95-2019-%D1%80>

⁸ The ASPIRE initiative, *International Recognition of Excellence in Education*, <https://www.aspire-toexcellence.org/>, [02.02.2018].

⁹ І.Є. Булах, Л.П. Войтенко, Ю.П. Антоненко, *Моніторинг якості медичної освіти. Міжнародний досвід*, Медична освіта 2018, № 3, с. 5-12.

¹⁰ *Criteria – ASPIRE Recognition of Excellence in Simulation in a Medical, Dental and Veterinary School*, October 2017, <https://www.aspire-to-excellence.org/downloads/1342/Criteria%20-%20ASPIRE%20Recognition%20of%20Excellence%20in%20 Simula>

In the United Kingdom, a monitoring study of the quality of medical education is conducted by the General Medical Council (GMC). Independent certification center conducts monitoring studies and prepares national reports on health education and training (from beginning of education to retirement)¹¹.

The National Board of Medical Examiners (NBME) conducts international research and examinations to evaluate the level of competency and educational achievement of health professionals worldwide.

In this regard, NBME has developed International Foundations of Medicine (IFOM) exam program, which includes the Fundamental Exams (IFOMBSE) and Clinical Sciences (IFOMCSE). These exams are conducted to determine the basic knowledge of foreign students and the graduates of higher medical education institutions¹². Countries that do not have “licensed or qualified state exams conducted by national attestation centers can use IFOM as a medical school final exam, an internship and residency exam, and as a preparatory exam for passing USMLE Step 1 та Step 2”¹³.

Ukraine is following the global trend to provide the qualitative medical education, because foreign students of Ukrainian institutions of the higher medical institutions are very interested to obtain knowledge. Preparation of foreign citizens as prospective competitive medical workers, incl. physicians, is one of the priority areas of Ukrainian medical universities and an integral component of the authority of Ukraine in the international arena.

According to the Ukrainian State Center for International Education online portal, 75605 foreigners from 154 countries study in Ukraine now¹⁴. Most foreign students come to Ukraine from Asia (Azerbaijan, Iraq, India, China, Syria, Turkey, Turkmenistan), Africa (Moroc-

tion%20in%20a%20Medical,%20Dental%20and%20Veterinary%20School%20%E2%80%93%20October%202017.pdf.

¹¹ *General Medical Council. A guide to the PLAB test*, <https://www.gmc-uk.org/registration-and-licensing/join-the-register/plab/a-guide-to-the-plab-test>, [October 2017].

¹² *The International Foundations of Medicine (IFOM)*. <https://www.nbme.org/ifom/>, [October 2017].

¹³ І. Є. Булах, Л. П. Войтенко, Ю. П. Антоненко. *Моніторинг якості медичної освіти*, op. cit., с. 5-12.

¹⁴ *Український державний центр міжнародної освіти МОИ України*, <http://studyingukraine.gov.ua/uk/zhittya-v-ukraini/inozemni-studenti-v-ukraini/>, [08.05.2019].

co, Nigeria, Cameroon), Europe (Poland, CIS countries)¹⁵; representatives of the other 137 states constitute 32.02% of the total number of foreigners in the Ukrainian HEI.¹⁶ 7 out of 10 universities in this rating are specialized institutions of higher medical education;¹⁷ Kharkiv National Medical University and V.N. Karazin Kharkiv National University are said to be leaders in the number of foreign students.

In Ukraine, the preparation of prospective foreign doctors is carried out by 16 institutions of higher medical education. At Kharkiv National University of Pharmacy there study approximately 1100 foreign students from 20 countries out of total 17500 students; at Zaporizhzhia State Medical University –1450 foreign students from 42 countries out of total 10200 students; at Danylo Halytsky Lviv National Medical University – 5600 foreign students from 49 countries out of total 17000 students; at Odessa National Medical University –1300 foreign students from 52 countries out of total 6000 students (Ukrainian State Center for International Education, 2015).The reason that a small number of foreigners from developed countries come to study in Ukraine is the lack of high quotations of national HEIs in international rankings, which determine the quality of education¹⁸.

According to the Ukrainian State Center for International Education online portal, Ukrainian education attracts foreign students for four reasons: high quality; prestige and favourable price for study; low cost of living; the same rights and freedoms for foreigners as for citizens.

In 2014, members of the laboratory for monitoring the quality of education of Ternopil National Economic University studied the opinions of foreign students to outline the reasons that determine the choice of the country and the educational institution by of foreigners. “The main factors are the availability of study in international languages, the authority of the country, the reputation of the HEI, the cost of study and living, the variability of programs and the ratio of requirements for qualification obtaining, geographical, trade, historical connections of countries, active national policy of improving public educational institu-

¹⁵ Ibidem.

¹⁶ Ibidem.

¹⁷ *Ласкаво просимо: як іноземці їдуть на навчання до України*, <https://studway.com.ua/inozemtsi-v-ukraini/>, [25.08.2018].

¹⁸ *Український державний центр міжнародної освіти МОН України*, op. cit.

tions in globalized world, as well as measures to the organizational, methodological and socio-pedagogical support of foreign students”¹⁹.

According to L. Rybachenko, study of foreign citizens should take into account a number of aspects: “political (training of foreign citizens is an effective form of cooperation that promotes the growth, strengthening the prestige of Ukraine, the correct awareness and support of the political course and peaceful initiatives, formation of the atmosphere of trust and mutual understanding of Ukrainians with the peoples of the world); economic (the important role of graduates of Ukrainian HEIs, those who can promote Ukrainian goods and services on the world market, implement joint projects both in Ukraine and in other countries; establishing contacts with state, political and economic figures of different countries is one of the motives for mutually beneficial relations between Ukraine and other countries, since states always respect the country where their citizens study and are interested in further cooperation); humanitarian (Ukraine like the world community is obliged to participate in assisting developing countries in the educational field, human resources development); psychological (the most difficult and acute problem is the psychological adaptation of foreign students to an unusual socio-cultural environment, because the creation of appropriate psychological and pedagogical conditions for the adaptation of a foreigner to educational activities helps to prevent negative phenomena in their psyche)”²⁰.

According to the law of Ukraine “On Higher Education”²¹ the language of study for foreigners can be Ukrainian, Russian, English or another foreign language.

According to the official information of the Ukrainian State Center for International Education of the Ministry of Education and Science of Ukraine, the language of study for foreigners is presented as a percentage: English – 43,503%, Russian – 29,376%, Ukrainian – 27,000%, French – 0,117%, German – 0,004%²².

¹⁹ Ю. А. Щербяк, *Особливості адаптації іноземних студентів до навчання в Україні (на прикладі ТНЕУ)*, “Педагогічний альманах” 2015, № 25, с. 136-144.

²⁰ Л.І. Рибаченко, *Сучасний етап і основні напрямки реформи системи навчання іноземних громадян в навчальних закладах України*, Донецьк 2001, с. 174-178.

²¹ Закон України “Про вищу освіту” (2984-111), АТ “Книга”, Київ 2002, 67 с.

²² *Український державний центр міжнародної освіти МОН України*, оп. cit.

The objective of the article. Within the article, we describe the world and Ukrainian contexts to the linguistic competence formation of foreign medical students.

Research methods of the article: analysis of legislative and regulatory sources, analysis, synthesis of domestic and foreign sources.

We consider the intercultural approach through the intercultural communication of foreign students that is defined by Z. Bakum, T. Kostyuk²³ as a process of communicative interaction between representatives of different nationalities, accompanied by the exchange of linguosociocultural information, the result of which is the moral, value, knowledge enrichment of each communicant. Intercultural competence of foreign students is characterized as the ability to orientate themselves in different types of cultures, systems of values, to realize their knowledge within the dialogue of cultures, to adapt to the conditions of another culture, to interact with representatives of other cultures, to evaluate the communicative situation and to correlate communicative intentions with predictable choices applied in situations of intercultural contact.

It should be noted that the issue of admission and study of foreign citizens in Ukraine is regulated by normative documents; the most important one is the Regulations on the Admission of Foreign Citizens and Stateless Persons in Ukraine²⁴. The regulations state that all foreigners receive education on a compensatory basis, unless otherwise provided by the current legislation of Ukraine or international agreements of the country.

It is also determined that those who do not speak Ukrainian or another language of study are enrolled in preparatory departments for foreign citizens for a period of 1 year (according to the test results). At the preparatory department, foreign citizens study the Ukrainian language, Ukrainian history, country studies, mathematics, geography of Ukraine, other subjects depending on the specialty they wish to obtain. At the end of the academic year, students take the final exams. If they

²³ С.С. Костюк, З.П. Бакум, *Підходи до формування компетентностей міжкультурної комунікації студентів-іноземців*, Наукові записки Бердянського державного педагогічного університету, Серія Педагогічні науки, 2017, Вип. 2, с. 156–162.

²⁴ *Деякі питання набору для навчання іноземців та осіб без громадянства : Постанова Кабінету Міністрів України від 11.09.2013 р., № 684, <https://zakon.rada.gov.ua/laws/show/684-2013-%D0%BF>, [17.07.2018].*

pass the exam, they will receive a certificate of the preparatory department and be able to study at the chosen educational institution.

Professional language training is “a set of coordinated, systematic and consistent educational and training activities aimed at learning the language to the extent necessary for further professional activity”²⁵. Thus, the main purpose of language training is to systematize the knowledge acquired by a foreign student during the study at school; improving of the knowledge that will be required during the study at the institution of higher medical education, mastering the professional terminology of the chosen specialty through learning the lexical material and speech constructions inherent in the scientific style of speech; fluency in the language (reading, translating, listening and comprehension, abstracting, etc.). Analysis of the foreign countries’ experience shows that within the large-scale European project “Language Learning for European Citizenship” various experimental studies were conducted, which confirm the importance and the need to prepare foreign students for professional communication in the context of general professional language training

In the United States of America, since 1998, public authorities have imposed an obligation on institutions of higher medical education to assess the level of communication skills of their graduates before they begin their professional activities. Professor J. Silverman put an accent on the lack of professional communication skills of foreign doctors and the importance of teaching them. The scientist noted that effective clinical communication is crucial in clinical training, and effective communication is necessary for qualitative health services. The researcher suggested increasing the number of hours allocated in the training load for mastering the language by specialty and introducing this discipline to the basic disciplines.

In American and European higher education institutions, professional training of foreign citizens consists of three cycles: compulsory preparatory, basic and postgraduate. Language for foreign students is the main means of professional education, and for people-oriented professions, language and communication are integral parts of professional competence.

²⁵ *Словник української мови: в 11 томах*, А.П. Білоштан, М.Ф. Бойко, В.П. Градова, Г.М. Колесник, О.П. Петровська, Л.А. Юрчук (ред.), Київ 1971.

Calgary-Cambridge guide was prepared to improve the process of preparing prospective foreign medical professionals for future professional communication, combining the skills of professional communication and the compilation of traditional medical records.

Special training courses for foreign students in professional communication were introduced at the Medical Universities of Manchester. J. Draper, M.D. of Cambridge University, author of textbooks “Skills for Communicating with Patients” (2005), “Skills for Communicating with Patients and Teaching and Learning Communication Skills in Medicine” (1998) (Banegas, 2012; Craddock, & Mathias, 2009; Dimpleby, & Burton, 1998; Rider, & Keefer, 2006) was involved in the development of these courses. The leading methods of teaching were identified as follows: problem-based learning, experimental learning, role games, official lectures on the basics of professional communication and other teaching methods”²⁶.

“In Italy the main objective of professional training for foreign students is to increase the level of foreign language competence to advanced levels B2, C1 (*Common European Framework of Reference*, 2002). Italian scholars pay special attention to additional communication training, which is reflected in the system of special courses in professional communication and language training because one of the main points of the preparation for professional communication is the correlation of language and communicative blocks. A professional foreign language training has become a compulsory component of the Italian curriculum since 2003 when the additional training program began. Italian researchers agreed that professional foreign language training should be based on the well-known concept of cross-curricular language integration (Content and Language Integrated Learning) (Calabrese & Dawes, 2008, c. 35)”²⁷.

In recent years there appeared studies that cover the general approach of forming the professional culture of a prospective doctor at the institution of higher medical education, considering its various compo-

²⁶ Н.О. Авраменко, *Підготовка майбутніх лікарів-іноземців до оволодіння професійною термінологією у медичних закладах вищої освіти*, Дис. канд. пед. наук. 13.00.04, Хмельницький 2019, с. 51-52.

²⁷ Ж.М. Рагіна, *Підготовка іноземних спеціалістів-медиків до професійного спілкування*, Дис. канд. пед. наук. 13.00.04, Запоріжжя. 2017, с. 54-56.

nents. An example of these trends is the use of organizational culture change programs in medical school (Indiana University, Faculty of Medicine). According to these programs, considerable attention is paid to the relations “teacher-student”, constant interaction and cooperation between all participants of the educational process, support of business etiquette, etc. The Medical News Today site states that although medical school requires rigorous work, modern laboratories, clinical training, however, in addition, to constantly updating the technical training of medical students, attention should be paid to shaping the communicative culture of future physicians, especially in dealing with patients.²⁸

A. Howe also highlights that professional development is largely based on the organization of training, the effectiveness of which depends immensely on the relationships between participants in the learning process²⁹.

In the United Kingdom, the United States and other countries, besides organizing a learning process based on interaction and mutual control, self-assessment training programs are used. J. Fitzpatrick notes that self-esteem serves as a means of encouraging students to develop critical thinking skills and helps to use emotions for the learning process. Purdy, Boud, Cowan, and others state that learning based on self-esteem integrates personal and professional knowledge and skills that contribute to the professional development of prospective specialists. Loacker notes that self-esteem forms the basis of lifelong learning³⁰.

According to scientists, the use of such programs in the medical staff training facilitates the training of independent, flexible and dedicated professionals, who can evaluate own competence and productivity. These characteristics meet the requirements of employers, who state that they need graduates who can teach others, take an active part in decision-making and are capable of self-development.

²⁸ *Developing “roadmaps” for enhancing the professional culture of medical schools*, Medical News TODAY, Article Date: 23 Apr 2008, <http://www.medicalnewstoday.com/articles/104983.php>.

²⁹ Howe A., *Professional development in undergraduate medical curricula – the key to the door of a new culture?*, Medical Education, April, 2002, vol. 36, issue 4, pp. 353-359.

³⁰ Fitzpatrick J., *Self-assessment as a strategy to provoke integrative learning within a professional degree programme*, Learning in Health and Social Care, January, 2006, vol. 5, issue 1, pp. 23-34.

C. Boutin-Foster, J. Foster, J. Konopasek point out that prospective doctors should study not just the basics of a common culture, but a professional culture of medicine that has to be the basis for medical education. Studying the customs, languages, beliefs, systems that are common to all physicians, future professionals become familiar with the culture of medicine and focus their attention on the cultural competence of the physician. Such knowledge is particularly important for an environment with different social and cultural backgrounds. The researchers stimulate students to learn a professional culture of medicine through the study of films, role-playing games, written stories. Thus, educational medical programs that are based on cultural competence contribute to the enhancement of professional knowledge, the formation of positive attitude and skills in cultural competence³¹.

To find out the effective ways of organizing the training at an institution of higher medical education in New Zealand there was tested the practice of using medical students as patients starting from the second year of study to prepare a more competent medical specialist. In such an educational program, the participation of medical students was determined voluntarily (the student's decision depended on gender, ethnicity, religion, etc.) and with the formal written consent. Students who were pseudo-patients and worked in such teams confirmed that they had a positive learning experience and appreciated that they had learned from each other. During this practice, future doctors develop not only clinical skills (measuring blood pressure, determining blood type, medical examination of the patient, etc.) but also professional ethics (respect, responsiveness, flexibility in communication, etc.).³²

According to A. Howe, the following key points should be considered in the process of professional training of medical students:

- use of different styles of classes and teaching methods;
- the main principle of professional training is to promote reflection;
- the basis for learning is the experience, reflections of students;

³¹ C. Boutin-Foster, J. C. Foster, L. Konopasek, *Viewpoint: Physician, Know Thyself: The Professional Culture of Medicine as a Framework for Teaching Cultural Competence*, "Academic Medicine" 2008, vol. 83, issue 1, pp. 106-111.

³² A. Wearn, H. Bhoopatkar, *Evaluation of consent for peer physical examination: students reflect on their clinical skills learning experience*, "Medical Education" 2006, vol. 40, issue 10, pp. 957-964.

- students need support in understanding the validity of their ideas and experiences;
- learning experience culture is most effective if it operates according to strict rules and promotes interpersonal communication skills;
- assessment of the acquired properties should be valid and high profile to ensure both competence and motivation of learning;
- quality of the learning environment should be reflected in the development of the personal strengths and the continuation of correcting deficiencies by students;
- development of professional skills should occur in the process of studying all disciplines³³.

Researchers are right that the language of the country, where foreigners reside and study, is not only an educational subject, but also an educational discipline, a means of development. **The concept of language education** of Ukraine is based on the main provisions of the Constitution of Ukraine, the Laws of Ukraine “On Education”, the National Program “Education: Ukraine of the 21st Century”, the European Charter for Regional or Minority Languages, the Common European Recommendations on Language Education, the Common European Framework of Reference for Languages³⁴.

One of the tasks of language education is to create conditions for foreign students to gain **experience in intercultural communication**. Every foreign citizen who arrives at the Ukrainian HEI is a representative of a particular country with a specific mentality, psychological state, special perception of the world and other socio-cultural environments. It must be considered for the successful management of the educational process of foreign students. Question of multicultural education of foreign students arises and it involves studying the Ukrainian language, literature and history, being acquainted with the culture and

³³ Howe A. Professional development in undergraduate medical curricula—the key to the door of a new culture? /

A Howe // Medical Education. – April, 2002. – V. 36, issue 4. – P. 353-359.

³⁴ *Державна національна програма “Освіта” (“Україна XXI століття”)*, Видавництво “Райдуга”, Київ 1994, 61 с.; *European Charter for Regional and Minority Languages Strasbourg*, The European Treaty Series N 165, <http://conventions.coe.int/Treaty/en/Treaties/html/148.htm>, [22.03.2019].

customs of the Ukrainian people, etc. Knowledge of language promotes the ability to read source texts, communicate with Ukrainians and foreigners because the Ukrainian language for foreign students is a mediator in intercultural interaction.

According to the **concept of language training** of foreigners, training aims to “meet their communicative needs in different spheres of communication: scientific (to obtain competitive training in their chosen specialty), socio-political and socio-cultural (to adapt properly and orientate in a new environment completely, personal cultural development), domestic (to meet the needs of daily life), and to foster a harmonious personality capable of intercultural dialogue”³⁵.

The first attempt to comprehend the development of teaching Ukrainian as a foreign language completely was held in Yalta in 1993 at the international scientific conference, where new approaches to teaching Ukrainian as a foreign language were applied, implementing the achievements of modern language pedagogy. Since the early 2000s, the interest of scholars to methodological foundations of teaching Ukrainian as a foreign language and to the issue of teaching phonetics, vocabulary, grammar of the Ukrainian language to foreign citizens, taking into account national, ethnic, cultural peculiarities of linguistic units has increased.

A significant contribution was made by the Department of Ukrainian Applied Linguistics at Ivan Franko National University of Lviv, where the First International Scientific and Methodological Seminar “Theory and Practice of Teaching Ukrainian as a Foreign Language” was held. Later, this institution introduced scientific conferences on the theoretical principles, forms, methods and means of teaching Ukrainian as a foreign language. Since 2006, the publication of the collection of scientific works “Theory and Practice of Teaching Ukrainian as a Foreign Language” has been started. The main purpose of this edition is to promote an intensive scientific search for Ukrainian researchers: organization and methodological support of the learning process; teaching phonetics, vocabulary, grammar of the Ukrainian language³⁶.

³⁵ Н.І. Ушакова, А.В. Дубинський, О.М. Тростинська, *Концепція мовної підготовки іноземців у ВНЗ України*, Викладання мов у вищих навчальних закладах на сучасному етапі. Міжпредметні зв'язки, 2001, вип. 19. с. 136-146.

³⁶ Ivan Franko National University of Lviv, <http://www.lnu.edu.ua>.

Department of Linguistics of Ivano-Frankivsk National Medical University (IFNMU) in 2014-2017 held seminars-meetings on “Teaching Ukrainian language (professional aspect)”, “Ukrainian as a foreign language” at higher educational establishments”(2014), “Topical problems of teaching Ukrainian (Russian) to foreign students and post-graduate students”(2015)³⁷.

On May 22-23, 2017, at the National Pharmaceutical University (Kharkiv), a seminar-meeting “Linguistic-educational strategies for teaching Ukrainian as a foreign language in higher educational establishments of the Ministry of Health of Ukraine” was held in order to improve the methodological strategy of teaching the discipline “Ukrainian as foreign” on the basis of the latest technologies of education and creation and introduction in the universities of the Ministry of Health of Ukraine of the advanced curricula and programs.

In cooperation with native speakers the teachers have prepared for printing the “Ukrainian-English-Arabic Interpretative Dictionary of Medical Terms” (R.B. Golod, G.Y. Ivanishin, S.V. Lichuk). TEMPUS-MUMEENA “whose main purpose is the modernization of medical education in the countries of Eastern Europe”³⁸.

“In my opinion, medicine would be disarmed without a language,”– said the dean of Department of Linguistics of Zaporizhzhya State Medical University – After all, the doctor’s communication with the patient begins with a language contact. The Department of Linguistics held a seminar – a meeting “Actual Problems of Organization of Educational Process in the discipline “Ukrainian as a Foreign Language”. Issues related to the linguoculturology of teaching Ukrainian as a foreign and distance courses of choice, updating of methodical forms of work with students, preparation of the EBA program in the language of study for foreign students and changes in the content of the subjects.

The seminar participants emphasized that, given the plans of the Ministry of Education and Science of Ukraine to introduce a compulsory language exam for foreign students, efforts should be directed to single-profile departments of the Ministry of Health of Ukraine, which provide teaching of language subjects, to the consistent deepening of language

³⁷Ivano-Frankivsk National Medical University, <https://www.ifnmu.edu.ua/uk/sportyvne-zhyttia/2-uncategorised?start=144>.

³⁸ National University of Pharmacy, <http://nuph.edu.ua/kafedri/>.

training, formation in the proper amount of linguistic competence necessary for further learning³⁹.

Sumy State University (SSU) does not stand aside innovations in the field of education of foreign students. In his report for 2018, SSU Rector AV Vasilyev emphasized that “according to the international ranking of higher education institutions QS World University Rankings, Sumy State University is among the top 701-750 leading universities in the world, while sharing the fourth position among Ukrainian higher education institutions and is classified as a university with high research productivity. The QS rating also ranked the university at 101-150 among the “fast growing” young universities in the world⁴⁰. About 1600 international students from nearly 50 countries of the world receive education at SSU⁴¹.

The key document that defines the institutional framework and regulates quality assurance processes is the SSU’s Quality Assurance System for Higher Education and Higher Education⁴².

“For the second consecutive year, the number of foreign students in the first year exceeds the number of domestic students. The ratio of foreign: Ukrainian students in the specialty “Medicine” is 4.5: 1, and in the specialty “Dentistry” 1: 1, which gradually turns Medical Institute of Sumy State University into an international institution of education”⁴³ – reported the Dean of Medical Institute, A. Loboda.

Analysis of the distribution of the “Contingent of students by courses” shows not only the overall growth of the contingent, but also changes in its qualitative composition with the predominance of foreigners in the first two courses⁴⁴.

The increase of the number of foreigners is explained by the increase of English-speaking students, whose number has become 3 times

³⁹ Новини ЗДМУ, *Мова гуртує, відкриває іноземцям наш край*, http://zsmu.edu.ua/new_2031.html?fbclid=IwARoxo0zmtDRN3cqzPp4grQcIdM9lBK4mhAZQxDexrOwjcJEK13wYX2pieuo.

⁴⁰ *Публічна інформація СумДУ*, <https://sumdu.edu.ua/uk/about-sumdu/public-info.html>.

⁴¹ *Сучасне обличчя Сумського державного університету*, <https://sumdu.edu.ua/uk/about-sumdu/gen-info/about.html> [08.12.2018].

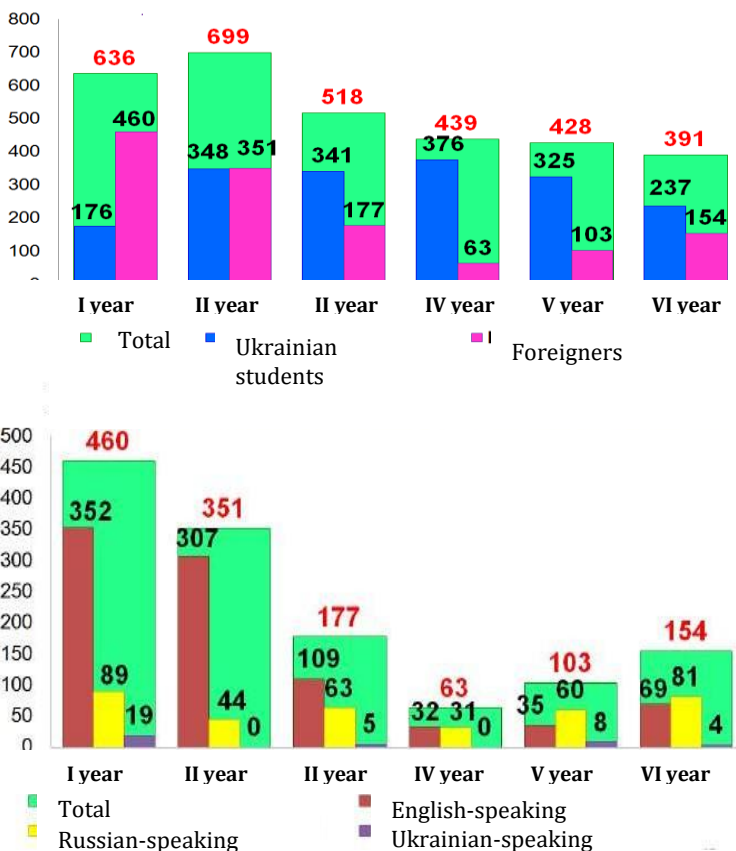
⁴² *Якість освіти СумДУ*, <https://sumdu.edu.ua/uk/about-sumdu/quality-education.html>, [14.01.2019].

⁴³ *Звіти про діяльність СумДУ*, <https://sumdu.edu.ua/uk/about-sumdu/public-info/reports.html>.

⁴⁴ *Ibidem*

higher in the last 2 years. This requires a rapid substantive review of the personnel policies of the departments involved in the teaching process in the senior year. Therefore, only an increase in the number of teachers who speak a sufficient level of foreign language (preferably certified) will ensure stability and further development of Medical Institute”⁴⁵.

Figure 1. Contingent of students



The analysis of the percentage of students who successfully passed this exam shows that there is a slight gap between the national stu-

⁴⁵ Ibidem.

dents and the national index, which allowed them to be ahead of the ZVO, subordinated to the Ministry of Education and Science of Ukraine. The success of foreign English-speaking students in 2018 has made it possible to demonstrate a higher-than-national result, which has secured the 4th position in the country.

The figure among Russian-speaking students is significantly inferior to national, but is much better than in 2017, when the licensed KROK-1 exam passed only 3.2% of students. This contingent is the most problematic, demonstrating a low initial level of command of the language of instruction, unsatisfactory academic discipline⁴⁶.

The Department of Language Training of Foreign Citizens of SSU is actively working on improving the educational process of foreign students. The teaching of Ukrainian and, partly, Russian by foreign students is carried out according to the educational standard in foreign language training, defined by programs in Ukrainian and Russian as foreign, approved and recommended by the Ministry of Education and Science of Ukraine. The programs are designed in accordance with the communicative needs of different categories of foreign nationals receiving higher education in Ukrainian universities. The programs are aligned with the Common European Framework of Reference – CEFR (level A1, A2, B1, B2, C1, C2). The control of the quality of knowledge and skills is carried out according to the credit-modular system, which helps to improve the quality of education due to the systematic work of students during the semester⁴⁷.

It means, the process of professional language study needs to be started from the period of adaptation of foreign students to Ukrainian language environment⁴⁸.

We agree with the scientists Leshchenko T.O., Shevchenko O.M., Yufymenko V.G. that “mastering the discipline “Ukrainian as a Foreign Language” should contribute to the formation of active socio-cultural

⁴⁶ Звіти про діяльність СумДУ, оп. cit.

⁴⁷ Кафедра мовної підготовки іноземних громадян, <http://lang.sumdu.edu.ua/index.php/uk/>.

⁴⁸ O.M. Semenog, I.S. Levenok, *Socio-cultural adaptation of foreign medic students in Ukrainian speaking environment on the basis of modern approaches*. International Scientific and Practical Conference ‘WORLD SCIENCE’. III International Scientific and Practical Conferene «The vc TopActualResearches in ModernScience», Ajman, UAE. 8(24), Vol. 4, 2017, p.13-17.

discourse, as well as enriching the vocabulary through the professional orientation of the Ukrainian language as a foreign language in accordance with basic medical disciplines. From the first lessons, teachers of Language Training Department of Foreign Citizens of SSU all make efforts to form a general perception of the cultural and national environment among foreign students. To do this, we select the appropriate lexical material, we process texts that contribute to this process. Communicative methodology is the most effective teaching methodology in this field. In a short time a certain level of linguistic competence of foreign students is formed due to the active involvement of actual speech situations”⁴⁹.

“Taking into account the requirements of the draft Standard and the program, we are working on improving the structure and content of vocational-oriented texts”⁵⁰.

The department has developed a special distance course for foreign students, which provides a new level of study. Silka A.A., Kazandzhieva M.S., Konyok O.P., Bidenko L.V., Vorona N.O., Dyadchenko G.V. develop the course “Ukrainian for English-speaking foreign students”. This course is designed for 3 years of study (1st year – 300 hours, 2nd year – 300 hours, 3rd year – 150 hours). It includes 8 modules (30 lessons). The lesson contains phonetic and grammar material, test and practical tasks, vocabulary. Audio lessons are embedded in the lesson so students can hear sounds, words, dialogues, texts in Ukrainian. Each lesson is supplemented with self-contained key assignments, as well as open-ended hands-on tasks, simulators and tests. The first lesson contains general information about Ukraine, the Ukrainian language, the city of Sumy and Sumy State University – all of which are presented in English with the addition of illustrations and video presentations. The last lesson is the repetition and synthesis of the subject. The feature of this course is “feedback” with the teacher, that is, the foreigner “reads” the answers and sends the audio file to the teacher. The teacher, in turn, listens to the pronunciation of sounds, words, sentenc-

⁴⁹ Т.О. Лещенко, О.М. Шевченко, В.Г. Юфименко, *Інтеграція компонентів культури в процес навчання іноземних студентів української мови «Молодий вчений»*, № 5.1 (69.1), Мау, 2019 р.

⁵⁰ І.С. Левенок, *Професійно-орієнтований текст як засіб формування мовнокомунікативних навичок іноземних студентів медичних спеціальностей*, Педагогічні науки: теорія, історія, інноваційні технології, № 4 (78), 2018, с. 112-123.

es of the foreign student and, if necessary, makes adjustments or wishes regarding the student's pronunciation. Such work allows for the formation of linguistic competence and also creates conditions for foreign students to gain experience of intercultural communication, development of skills and communication skills with representatives of other nationalities.

Without doubt, the formation of a linguistic personality is important in the preparation of foreign students – future doctors such a personality is secondary and takes into account socio-cultural features, so the need to increase the level of command of foreigners of the Ukrainian language by professional orientation through the formation of a secondary linguistic personality is increasing. The socio-cultural aspect of formation the second language personality of foreign medic student is viewed in process of Ukrainian language teaching⁵¹.

Conclusions

Thus, within the article, on the basis of such methods of research as analysis of legislative and regulatory sources, analysis, generalization of Ukrainian and foreign sources, the world and Ukrainian contexts for forming the linguistic competence of foreign students of medical specialties are characterized. Globalization processes predispose Ukrainian and world society to dialogue between nations and cultures. Foreign and Ukrainian higher education institutions pay considerable attention to the quality education of foreign students, which provides the conditions for gaining experience of intercultural and national interaction, the realization of knowledge exchange, the formation of linguistic competence of foreign students in the process of preparation for professional activity. Medical education in Ukraine is the most popular among foreigners, as there is a strong social demand for the training of highly qualified doctors.

It is one of the priority areas of work of Ukrainian and world medical institutions to form the linguistic competence of foreign nationals as future competitive medical professionals capable of solving communicative tasks in the field of professional activity.

⁵¹ І.С. Левенок, *Соціокультурний аспект становлення вторинної мовної особистості іноземного студента-медика*, [в:ї Рідне слово в етнокультурному вимірі, 2017, с. 417-423.

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**МІЖНАРОДНА СПІЛЬНОТА В УМОВАХ ЗМІН:
БАГАТОВИМІРНИЙ ПІДХІД**

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Проект обкладинки: доц. Ростислав Романюк

Рекомендовано до видання Вченою радою факультету міжнародних відносин Львівського національного університету імені Івана Франка за співпраці з Інститутом політології Вармінсько-Мазурського університету в м. Ольштин (протокол №14 від 02.07.2019 р.)

Міжнародна спільнота в умовах змін: багатовимірний підхід: колективна монографія: том 1 / за ред. О. Кордонської, Р. Кордонського. – Львів, Ольштин: ЛНУ ім. І. Франка, 2019. – 326 с.

ISBN 978-617-7835-13-3

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Формат 60X84/16. Папір офс.
Гарнітура Georgia
Ум. др. арк. 17,92
Тираж 100 прим. Замовлення № 452