

**ОСОБЛИВОСТІ ФОРМУВАННЯ КУЛЬТУРИ
СПІЛКУВАННЯ МАЙБУТНІХ МЕДИЧНИХ ПРАЦІВНИКІВ
У ВИЩИХ МЕДИЧНИХ ЗАКЛАДАХ УКРАЇНИ**

Руслана СЛУХЕНСЬКА

ВДНЗ України „Буковинський державний медичний університет”,
Чернівці (Україна), slyruslana@gmail.com**PECULIARITIES OF FORMATION OF COMMUNICATION
CULTURE OF FUTURE MEDICAL WORKERS AT HIGHER
EDUCATIONAL INSTITUTIONS OF UKRAINE**

Ruslana SLUKHENSKA

Higher State Educational Establishment of Ukraine
„Bukovinian State Medical University”, Chernivtsi (Ukraine)
ORCID ID 0000-0001-7845-377X

Слухенська Р. Особенности формирования культуры общения будущих медицинских работников в высших медицинских заведениях Украины. Цель статьи - проанализировать средства формирования культуры общения будущих медицинских работников в высших медицинских заведениях Украины, охарактеризовать эффективные пути формирования профессиональной коммуникативной компетенции студентов-иностранцев. **Методы исследования:** теоретический анализ, сравнение и обобщение научных источников; коммуникативный метод, который улучшит освоения профессионального владения студентами-иностранцами. **Новизна работы** заключается в недостаточном исследовании темы и в том, что эта проблема еще не поднималась в ракурсе характеристики ситуации по формированию профессиональной коммуникативной компетенции студентов-иностранцев БГМУ. **Выводы.** Сейчас актуальны вопросы форм, методов и средств организации учебной деятельности студентов, которые будут способствовать совершенствованию речевых умений и навыков, необходимых для специалистов здравоохранения. Сформированность профессиональной речи и культуры общения будущих медицинских работников должно быть результатом всесторонней подготовки, ориентированной на профессиональное мастерство специалиста – выпускника высших медицинских учебных заведений МЗ Украины, тем более, если этот выпускник впоследствии вернется в свою страну и будет представлять наше образование и полученные на Украине знания у себя на родине.

Ключевые слова: речь, культура общения, речевая компетенция, речевые умения и навыки, студент-иностранец, БГМУ.

Setting the problem in general view and its connection with important scientific or practical tasks. The problem of lingual preparation of future specialists of different branches of national economy, culture, health care, education is pretty actual. Ukraine must take the course into improvement of humanitarian level of professional spheres, into formation of special humanitarian space of narrow specialists under modern conditions of economic and cultural competition. That's why, preparation of alumnus for effective communication, formation of readiness to understand the other people, ability to own communicative creativity, that responds to competence of lingual personality of professional is one of important tasks of higher school at modern stage. Such Laws of Ukraine emphasize the necessity of increasing of quality of professional preparation of medical workers of all sections, creation of conditions for provision of professional self-improvement as “About approval of Generally native program of development of primary medical-sanitary aid on the basis of family medicine” (2010), „About introduction of changes to the Grounds of legislation of Ukraine about health care of improvement of provision of medical care” (2011), „The White Book of national education” (2009), National strategy of development of education in Ukraine for 2012-2021 (2013), Concept of development of unceasing pedagogical education (2013), Concept of building of new system of health care of Ukraine (2014),

Ethical codex of nurse of Ukraine (1999)¹. However, achievement of desired quality of lingual competence as professional preparation of future doctors is braked by the absence of scientifically grounded pedagogical conditions of professional self-improvement.

Historiography review. Constant elucidation of the problems by scientists, methodologists, writers, public figures evidences about recognition of important role of communication culture, professional communication in the formation of personality (B. Antonenko-Davydovych, N. Babych, I.L. Vlasov, I. Vyhovanets, M. Doronina, M. Zubkov, M. Kahan, H. Katsavets, H. Kysil, A. Koval, I. Kochan, P. Movchan, N. Obozov, O. Posiak, L. Palamar, O. Ponomariv, O. Serbenska, L. Struhanets, Ye. Chack, S. Shevchuk and other). The attention is paid to lingual behavior of personality in their books; recommendations are presented about correct word usage, using of lingual means accordingly to conditions of communication. Problems of professional self-improvement of doctors and professional orientation of future doctors found elucidation in dissertations of Yu. Voronenko, O. Horay, O. Homeniuk, L. Dudikova, O. Ihnatiuk, V. Kopetchuk, I. Kuznetsova, T. Lebedynets, M. Lukashchuk, O. Nelovkina-Bernal, Yu. Ostrous, O. Ruda, S. Tyholaz, Ya. Tshemister and other scientists.

Aim of the article – to analyze means of formation of

¹ Sotskyi K. O. “Formuvannia hotovnosti maibutnih medychnyh spetsialistiv do profesynoho samovdoskinalennia” [Formation of readiness of future medical specialists to professional self-improvement] : Extended abstract of candidate's thesis : 13.00.04, Khmelnytsky National University, Vinnytsia State ped. University named after M. Kotsyubinsky, Khmelnytsky, 2016, 20 p. [in Ukrainian].

the communication culture of future medical workers at higher medical institutions of Ukraine, characterize efficient ways of formation of professional communicative competence of foreign students.

Presenting the main material. Peculiarities of professional activity of doctors, as special sphere of relationships between people, provides education of students on the grounds of high morality, humanism, tolerance, responsibility and readiness to work under psychologically complicated conditions. As doctors' behavior, each their word has great impact on the state of patients, and sometimes they can be decisive in the process of treatment or rehabilitation. „Relationships with medical staff, tactfulness, mutual assistance, respect to each other have also large significance. That's why modern specialists in the branch of medicine must be marked by high level of general and communicative culture, possess norms and principles of medical ethics and deontology”².

Methodology of teaching Ukrainian language at higher school, formation of professional communication of future specialists remains at the elementary stage of its formation now. „Business Ukrainian language” course that is introduced at higher educational institutions of Ukraine, including medical ones, cannot satisfy urgent needs of society in education of national elite in preparation of specialists who freely possess Ukrainian language, skillfully use it in all spheres, especially in officially-business and professional ones³. The topic of communication culture, professional communication of specialists of medical branch is wide, complicated and in addition ambiguous under the conditions of bilingualism of population of Ukraine. At psychological level, it is connected with that different investigations proved that ill person not always puts professional competence of a doctor on the first place, but prefers soul qualities, ability to compassion, ability to hear out and appease. Activity of even highly qualified medical worker can give negative result without optimal soul communication⁴.

Communication culture and lingual etiquette concern linguistics, as well as psychology, as they have to provide effectiveness of efforts of communicative couple – doctor and patient. „Talking with a patient, a doctor must consider the state of fear, irritability, anxiety and be maximally patient and benevolent. Any clumsiness of a medical worker, inappropriate intonation, non-compliance of verbal and non-verbal means of communication can bring trustful relationship between a doctor and a patient to nothing, worsening

psychological and physical state of a patient”⁵. Two mentioned criteria form lingual competence that is characterized as potential of linguistic knowledge of a person, complex of the rules of analysis and synthesis of language units, which give possibility to build and analyze sentences, use the system of language with the aim of communication⁶.

Investigations of modern scientists are focused on components of lingual personality: lingual, speech, objective, pragmatic, communicative competences, constant intellectual development, spiritual wealth of personality, accumulation of lingual traditions, development of mental processes: visual and aural memory, abstract (conceptual) and imaginative (artistic) thinking, observation, reproductive and creative imagination. Main content of lingual competence can be revealed through its components, skills and habits. Lingual knowledge causes appearance of lingual reaction or realization of this knowledge in skills and habits, and certain lingual experience – subconscious or conscious generalization. According to V. Momot, high level of culture of professional communication is formed due to acquired and natural complex of skills and abilities, such as: managerial, perceptual, informative, control-stimulating⁷. According to M. Totska, speaking about basic skills of lingual competence of future specialist, selects: ability to conduct a dialogue, following the requirements of lingual etiquette in different professional and vital situations, ability to create oral monologue expressions (for medical worker – skillfully and carefully explain diagnose to patient, performances and consultations, meetings, etc.), ability to adequately perceive by ear monologue and dialogue⁸.

Organization and formation of lingual competence of a professional means not only acquirement of certain knowledge, skills and habits by a person, but self-upbringing of conscious attitude towards language, that is expressed in the desire and ability of speakers to communicate in native and other languages, responsible attitude towards own communication, constant, persistent work of its improvement. Lingual competence is explained as mastering of language code at certain stage of education, it is qualified as „knowledge of grammar... language in the widest meaning and sufficient reserve of vocabulary. Lingual competence is necessary for structuring and coordination of grammatically correct expressions in a language, that is studied, according to communicative-pragmatic goals of communication”⁹.

Depending on the measure of language possession, they say about:

² Romanyshyn S. S. “Problema formuvannia komunikativnoyi kultury studentiv v aspekti medychnoyi deontolohiyi” [The problem of formation of communicative culture of students in the aspect of medical deontology], *Bukovynskyy medychnyy visnyk [Bukovynian medical herald]*, Chernivtsi, 2014, Volume 18, N. 4 (72), P. 269–272 [in Ukrainian].

³ Lisovyi M. I. “Formuvannia profesiynoho movlennia maybutnih medychnyh pratsivnykiv u vyshchyyh medychnyh navchalnyh zakladakh” [Formation of professional communication of future medical workers at higher medical educational institutions] : Extended abstract of candidate's thesis : 13.00.04, Vinnytsia State ped. University named after M. Kotsyubinsky, Vinnutsia, 2006, P. 7 [in Ukrainian].

⁴ Ibidem, P. 10.

⁵ Romanyshyn S. S. Problema formuvannia...*op. cit.*, P. 269–272 [in Ukrainian].

⁶ Orel-Halik Yu. V. “Formuvannia kultury spilkuвання maybutnih medychnyh pratsivnykiv u vyshchyyh medychnyh zakladakh osvity” [Formation of the culture of communication of future medical workers at higher medical institutions], *Pedahohika formuvannya tvorchoyi osobystosti u vyshchyykh ta serednikh navchal'nykh zakladakh [Pedagogy of formation of creative personality at higher and secondary institutions]*, 2014, Issue 35 (88), P. 508 [in Ukrainian].

⁷ Momot V. M. Formuvannia profesiyno zorientovanoho movlennia u studentiv tehnikumiv i koledzhiv tehnicnoho profilu [Formation of professional oriented communication in students of technical colleges and colleges of technical profiles] : Extended abstract of candidate's thesis : 13.00.02, National Pedagogical University named after M.P. Drahomanov, Kiev, 2003, 20 p. [in Ukrainian].

⁸ Totska N. L. “Formuvannia profesiyno zumovlenoho movlennia studentiv tehnicnoho VNZ (z tehnicnyh spetsialnostey lehkoyi promyslovosti)” [Formation of professionally conditioned communication of students of technical IHE (of technical specialties of light industry)] : Extended abstract of candidate's thesis, Herson, 2001, 20 p. [in Ukrainian].

⁹ Matsko L. “Matymemo te, shcho zrobymo. Do pytannia formuvannia movnoyi kultury” [We will have something that we will do. To the problem of lingual culture], *Dyvoslovo*, 2001, N 9, P. 2–3 [in Ukrainian].

a) grammatical competence, that belongs to formal side of language (morphological, syntactic and word derivational);

b) lexical competence, that combines lexical structures in certain lingual system¹⁰.

The content of lingual competence consists in learning categories and language units and their functions, learning of regularities and rules of mastering systematically-structural formations of semantic, syntactic, morphologic, phonologic character, which are necessary for understanding and building of communication, it is ability to understand and realize grammatical nature of expression.

Unfortunately, very few hours are dedicated for professional communication of future doctors in the curriculum of Bukovynian state medical university of the «Ukrainian language as foreign one» course now. According to valid curriculum, only 18 hours are imposed for practical lessons at the 2nd course and 12 hours for the 3rd course. „Foreign language for professional direction” course is not provided at all. That minimum of hours, that is dedicated for assimilation of lingual stereotypes of medical workers’ communication (etiquette sayings, lingual cliché, terms, some professional jargons) allow only to assimilate terms systems and practice in dialogical communication such as: „doctor-doctor”, „doctor-patient”, „doctor-nurse”, etc. Therefore, ideally, professional language of medical worker – is dialogues of pharmacist with a buyer in the pharmacy or doctor with patient in the clinic or hospital, writing of different references, protocol of surgery, history of disease or abstract, but it is necessary to significantly increase the amount of hours for professional communication in order to introduce reposition in such wide topics.

Usage of specific terms of high level of standardization, balance and accuracy of formulations are necessary for any professional language. And it is completely naturally, that terms are in the center of attention, when we speak about mastering of professional language. If we speak about medical terms in the system of Ukrainian language as foreign one, it creates double complexity, as this specific layer of terminology is quietly hard for foreign students, especially if it is necessary to use it in coherent communication. However, generally used vocabulary suffers certain changes in professional language, separate words acquire new meanings or new shades, that also complicates understanding for foreign student. It is necessary to have required vocabulary reserve for complete communication, as well as be able to correctly build sentences, that’s why, presentation of Ukrainian language as foreign one must prepare a group for professional communication during the course, constantly direct students into medical mainstream: give examples connected with medical topics, form dialogues approximate to professional topics. Such approach will gradually allow students to become accustomed to appropriate lingual specificity and not be afraid of expressions. That’s why, formation of lingual competence of medical students depends in large extent on work of teachers from lingual departments at practical lessons. We propose using the method of test control by lingual competence, studying of the most common lingual constructions of professional language of medical

worker during implementation of different tasks and exercises. The problem of control by lingual competence is certainly connected with testing of knowledge, skills and habits of phonetics, vocabulary and grammar. Test control of lingual competence of a student necessarily encounters on individual factors, which can significantly impact on objectivity of estimation. The test directly determines the level of mastering specific abilities and indirectly the level of mastering of appropriate lingual knowledge.

Then, productivity of assimilation of terms and their active using in oral and writing professional communication depends on appropriate system of preparatory exercises in many aspects, which are gradually directed as on the example and thoughtful assimilation of terminology, as well as on activation of abilities of speaking and listening, which are necessary for application of terminology in specific working situations. Combination of exercises of reproductive character, which implement trial function, as well as creative ones which promote active independent using of terminological vocabulary according to manufacturing situation is effective. Implementation of such exercises is effective among large amount of reproductive exercises:

- a) to give oral interpretation to professional terms;
- b) to choose terms to proposed definitions¹¹.

Exercises of creative direction must be more difficult and provide bigger independence of student at their implementation, it is already bigger level of language knowledge and not every foreign student will cope with this task. For example:

- Choose synonyms to terms with the help of vocabulary, make up couples of them, introduce terms-synonyms into sentences, including shades of their meanings;
- Choose antonyms to terms with the help of vocabulary, make up sentences with them;
- Make up oral expression of professional direction, using professional terminology;
- Make up dialogue of industrial topic, saturated with your professional terminology;
- Read the text, correct terms, which are used with improper meanings for them¹².

Application of exercises of comparatively-comparable type is appropriate and actual, which help students to feel specificity of mastering concepts, show peculiarities of professional communication compared with colloquially-household one. The translation task is important for foreign students, which will allow them clearly feel the difference between languages and will improve skills of mentally synchronous translation, which will be necessary during passing of medical practice and direct communication with patients. Exercises of these types give possibility to analyze peculiarities of studying concepts at phonetic-orthoepic, vocabulary-grammatical and stylistic levels. In addition, enriching vocabulary reserve of foreign students with professionally-scientific terminology, we are able to simultaneously increase communication culture of future specialists.

Conclusions. The questions of forms, methods and means of organization of educational activity of students are actual now, which will promote improvement of communicative skills and habits which are necessary for specialists of

¹⁰Orel-Halik Yu. V. Formuvannia kultury spilkuvannia maybutnih medychnyh..., *op. cit.*, P. 509 [in Ukrainian].

¹¹Ibidem, P. 509.

¹²Viatutnev M. N. “Poniatye o yasykovoï kompetenetsii v línhvístike i metodike prepodavaniya inostrannykh yazykov” [The concept about language competence in linguistics and methodology of teaching foreign languages], *Inostrannyye yazyki v shkole [Foreign languages at school]*, 1975, N 5, P. 55–64 [in Russian].

the branch of health care. Formation of professional communication and communication culture of future medical workers must be the result of all-round preparation, oriented into professional mastery of a specialist – alumnus of higher medical institutions of education MH of Ukraine, and even more, if this alumnus returns to the native country and represents our education and gained knowledge from Ukraine on homeland. We perceive **perspectives of further investigation** in development of practical complexes of improvement of learning of professional communication under the conditions of minimal amount of academic hours.

Слухенська Р. Особливості формування культури спілкування майбутніх медичних працівників у вищих медичних закладах України. У статті розглянуто специфіку формування культури спілкування майбутніх медичних працівників у вищих медичних закладах освіти та особливості культури професійного мовлення майбутніх медичних працівників; висвітлено проблеми засвоєння української медичної термінології студентами-іноземцями. Питання мовленнєвої підготовки майбутніх фахівців медичної галузі є актуальною й вимагає всебічного розгляду. **Мета** роботи – проаналізувати засоби формування культури спілкування майбутніх медичних працівників у вищих медичних закладах України, охарактеризувати ефективні шляхи формування фахової комунікативної компетенції студентів-іноземців. **Методи дослідження:** теоретичний аналіз, порівняння та узагальнення наукових джерел; комунікативний метод, який покращить опанування фахового мовлення студентів-іноземцю. **Новизна** роботи полягає у недостатньому дослідженні теми на сьогодні й у тому, що ця проблема ще не підіймалась у ракурсі характеристики ситуації з формування професійної комунікативної компетенції студентів-іноземців БДМУ. **Висновки.** Нині актуальними є питання

форм, методів й засобів організації навчальної діяльності студентів, які сприятимуть удосконаленню мовленнєвих умінь і навичок, необхідних для фахівців галузі охорони здоров'я. Сформованість професійного мовлення та культури спілкування майбутніх медичних працівників має бути результатом усебічної підготовки, орієнтованої на фахову майстерність спеціаліста – випускника вищих медичних закладів освіти МОЗ України, тим більше, якщо цей випускник згодом повернеться в свою країну й буде репрезентувати нашу освіту й здобуті на Україні знання у себе на Батьківщині. **Перспективи подальших досліджень** ми вбачаємо у розроблені практичних комплексів щодо покращення засвоєння професійного мовлення в умовах мінімальної кількості академічних годин.

Ключові слова: мовлення, культура спілкування, мовна компетенція, мовленнєві вміння й навички, студент-іноземець, БДМУ.

Слухенська Руслана – кандидат педагогічних наук, викладач кафедри внутрішньої медицини, фізичної реабілітації та спортивної медицини Вищого державного навчального закладу України „Буковинський державний медичний університет”. Автор більше 20 наукових статей. Коло наукових інтересів: педагогіка вищої школи, філологія.

Slukhenska Ruslana – Candidate of pedagogical sciences, lecturer of the Department of internal medicine, physical rehabilitation and sports medicine of Higher Educational Establishment of Ukraine „Bukovinian State Medical University”. Scientific interests of the author are the following: pedagogy of higher education, philology. The scientist is the author of over 20 scientific articles.

Received: 12.06.2018

Advance Access Published: August, 2018

© R. Slukhenska, 2018