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І КЛІНІЧНИХ ДИСЦИПЛІН В АНГЛОМОВНИХ СТУДЕНТІВ

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THE METHODOLOGY OF THE IMPROVEMENT OF
TEACHING AND LEARNING THE FUNDAMENTAL
THEORETICAL AND CLINICAL DISCIPLINES IN THE
ENGLISH-SPEAKING STUDENTS

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Роговий Юрій, Белоокій Вячеслав, Геруш Олег, Вепрюк Юрій. Методология улучшения преподавания и усвоения фундаментальных теоретических и клинических дисциплин в англоязычных студентов. Цель исследования. В статье сосредоточено внимание на методологии улучшения преподавания фундаментальных теоретических и клинических дисциплин англоязычным студентам. Спецификой темы является аналитический подход к применению метода исследования – описательного; сопоставления – для анализа, синтеза и обобщения методологии улучшения усвоения фундаментальных теоретических и клинических дисциплин для англоязычных студентов с доминирующей стратегией направленной на достижения цели - степени владения английским языком на уровне B2 за системой FCE. **Научная новизна.** Впервые обеспечено внедрение в практику оригинального, новаторского подхода, показывающего что достижение цели - степени владения английским языком на уровне B2 за системой FCE должно стать основой фонового саморазвития, что необходимо для формирования высокопрофессиональных компетенций. **Вывод.** Внедрение в учебный процесс новаторского подхода достижения цели - степени владения английским языком на уровне B2 по системе FCE как основы фонового саморазвития даст возможность достичь ведущих интересов фундаментальных теоретических и клинических дисциплин глубокого познания общих законов развития болезни, предболезни, с возможностью существенного повышения качества преподавания фундаментальных теоретических и клинических дисциплин для англоязычных студентов и является важным фактором усовершенствования сдачи лицензионного экзамена “Krok 1. Medicine” и MCI (Medical Council of India).

Ключевые слова: учебный процесс, английский язык на уровне B2 по системе FCE, фоновое саморазвитие, высокопрофессиональные компетенции.

Introduction. The main purpose of the scientific and methodological work of medical university is to train specialists who are capable of clinical thinking in the conditions of practical health care and can make prompt decisions in both standard and non-standard situations¹; in this case the level of training of specialists in the field of medicine at this level should be characterized by the dynamics of transition from the first ("know") and the second ("know how") levels of George Miller's pyramid to the third ("demonstrate") and fourth ("do") levels². In providing such dynamics on improvement the quality of educational process in teaching

fundamental, theoretical and clinical disciplines³, in the current circumstances, it is important to improve the English language proficiency to B2 level using FCE system, which will provide the purposeful, systematic and consistent introduction into practise original, innovate ways, encompassing a holistic educational process from the definition of its goals to the expected results⁴.

The proposed publication in focused on analytical attention on the methodology for improving the level of English up to B2 level using FCE system in providing better teaching of fundamental, theoretical and clinical disciplines.

¹ Mruga M. R., Bulax I. Ye. Ocinka klinichnoi kompetentnosti studentiv medichnix navchalnix zakladiv za dopomogou standartizovanix pacientiv [Assessment of clinical competence of students of medical schools with standardized patients], *Medical education*, 2000, № 4, P. 14-19 [in Ukrainian].

² Rohovyiy Yu.Ye., Filipova L.O., Archipova L.G., Muravyova I.L. «Rol V Mijnarodnogo kongresu patofiziologiv (MCP 2006) u polipchenni vikladanna ta zasvoyenna providnoi teoretichnoi discipline» [The role of the V International Congress of pathophysiology (ISP 2006) improving teaching and learning leading theoretical discipline], *Medical education*, 2007, № 4, P. 22-24 [in Ukrainian].

³ Rohovyiy Yu.Ye., Bocharov A.V., Cobilianska R.M. “Rol alternativnich metodiv navchania pri vikladanii teoretichnix ta klinichnix medichnix discipline” [The role of alternative learning methods in teaching theoretical and clinical medical disciplines], *Medical education*, 2003, № 1, P.22-24 [in Ukrainian].

⁴ Rohovyiy Yu.Ye., Filipova L.O., Doroshko V.A., Slobodian K.V., Maruchak A.V. “Istoria ta siogodnishni dosiagnena kafedri patologichnoi fiziologii Bukovinskogo derjavnogo medichnogo universitetu” [History and today's achievements of the Department of pathological physiology Bukovinian State Medical University], *Buk. med. herald*, 2015, Vol.19, №1(73), P. 268–272, URL: <http://bmv.bsmu.edu.ua> [in Ukrainian].

Therefore, the object of this study was to improve the quality of educational process for achieving highly professional competencies, while the subject was the peculiarities of improving the level of English language proficiency to the B2 level using FCE system in providing better teaching of fundamental theoretical and clinical disciplines.

Statement of the main material. The FCE certificate (First Certificate in English) confirms that its owner has a third level language proficiency (Upper-Intermediate) and allows freely conduct business negotiations in English, work with English-language printed materials and perform other work connected with the necessity of reciprocal translation. Education of English language at the FCE level does not allow to fully adapt in the English-speaking environment, because the training program include lack elements of understanding of culture, consideration of traditions and norms, national circumstances. At the same time, this level is sufficient to find a common ground with English-speaking students. The test include validation of four types of communication skills: reading, writing, use of English and listening. Serious attention is paid to grammar and vocabulary. FCE certificate is a document officially confirms that the teacher has intermediate level of English compared to the native speakers.

A popular exam in English FCE is not a dedicated type of testing. FCE is included in the course of the general English examination system ESOL, developed by the Council of Cambridge University. According to the pan-European assessment system, an applicant who passed the Cambridge FCE exam is assigned a B2 level (above average)⁵.

All who wish to take Cambridge exams in English at FCE level should prepare for such testing sections:

Reading and Use of English. This part of test has seven sections and takes 75 minutes. In the first part it is necessary to demonstrate the ability to read and understand fiction, newspapers, journals, promotional and informational material. This shows how the candidates can confidently deal with different types of text. Then it is needed to answer 52 questions. Some questions will bring 1 point, others – 2 points. This part has 40% of total overall assesment of the exam.

Writing. The candicant should writte two texts of 140-190 words each. The task is given no more than 80 minutes. The first task is to write an essay on a given topic based on prompts. The second part, include writing one from a choice of 4 questions: a report, an official or informal letter, an essay, an article or an email. 20% of the total exam depends on this part.

Listening. This part has 4 sections and include listening to a audio recording in English (dialogue between two people, usually a man and a woman). According to the information contained in the record, within 40 minutes, the candidat should answer 30 questions. Score 1 point for each question. This is another 20% of the total score.

Speaking. This part last only 14 minutes. During this time, it is necessary to perform such tasks as a dialogue, participation in the discussion, interviewing. In addition, the applicant will receive a random card with an individual task. Speaking task is done in a form of dialogue with another contender, which moderates the third participant interlocutor - a native speaker, that is, an Englishman, an American, an Australian, etc. This part is evaluated by the representative of the testing center, who watches for the discussion and

does not take part in it. This part counts for last 20% of the entire exam.

In order to complete all parts sucessfully, it is nessesary to take an active part in discussions of international news, understand the abstract and practical aspects of the text, have no difficulties in talking with native speakers on different topics, to analyze oral and written English in different situations, identify their advantages and disadvantages.

Usually the exam last two days (sometimes it can be done in one day). It should be noted that candidats can take FCE either in paper-based or in computer-based form. On the second day the skills of spoken language are tested, on the first – reading, listening, writting. Based on the results of the comprehensive audit, it is concluded either the applicants, level of English is required to receive the Cambridge FCE certificate or not. The testing procedure usually takes two days and only after the last part a general grade from A to E is evaluated. After the exam all candidats receive a Statement of Results. If the overall score is 80-100 points, then the candidat will get Pass with Distinction ceftificate. For 75-90 points, Pass with Merit certificate , which means (handed over with honors). 60-74 points – Pass «handed over». If the candidate has scored only 45-59 points, then he may be issued a different certificate – B1 Pass, which means that his level of English is B1 on a European scale. Those who score less than 45 points are also reported for B2 First. They won't receive a certificate, which mean that they are failed. It is important that the final score is calculated on the basis of four parts mentioned above. At the same time, in case of getting a result on any of four parts that will be lower than the pass, the result will be Fail, even if the others parts will be passed successfully. In the event of not getting even B1 level, but at the same time there is still no "failure" result in one of the four parts, then the candidat will be assigned an A2 level without issuing the corresponding certificate and entering in the database of Cambridge English exam results.

In the case of getting smaller number of points, the test is considered to be failed, but repeated passage of examinations is not ruled out. The number of attempts is nowhere to be fixed, so there is no sense for candidates to worry that they have passed the test not from the first attempt.

Therefore, in the formation of highly professional competencies, it is important to prepare for the B2 certificate, which requires special attention to the mental strain in such areas of human consciousness as thinking and intellect, that will promote professional self-improvement and creativity. It should be noted that according to paragraph 5 of the notes of annex 12 of the Licensing Conditions for the Educational Activities of Educational Institutions (Resolution of the Cabinet of Ministers of Ukraine dated December 30, 2015 No. 1187, annex 3 to the order of 356-adm dated september 26, 2016) while determining the level of scientific and professional activity of a scientific-pedagogical worker, the holding of training courses in a foreign language shall be counted in the presence of a certificate of knowledge of English language not lower than B2. It should be noted that our dynamic stereotype is very conservative and in order to take the next level, we must develop mental set for daily systematic improvement of English language proficiency for at least 40 days, which should become the background of self-development.

⁵Hasting B., Uminska M., Chandler D. English Longman Exam Accelerator plus 2 Audio CDs, Classroom and self-study preparation for all B2 level exams, Publisher: Longman Pearson, 2011, 177 p. [in English].

Thus, the introduction of a methodology for improving the English language proficiency up to B2 level, using FCE system with the emphasis on the fact that this technology should become the background for self-development that will contribute to the improvement of fundamental theoretical⁶ and clinical disciplines teaching, enable the achievement of the realization of the main interests in the knowledge of the deep general patterns of disease development⁷, pre-disease, with the possibility of significant improvement of the educational process quality in English-speaking students⁸. Also, having B2 level is vitally important in formation of highly professional competencies and is an important factor in improving the licensing exam "Krok 1.Medicine" and MCI (Medical Council of India).

Conclusion. The present publication proposes to introduce into the educational process a new methodology for improving the English language proficiency level up to B2 level using the FCE system, which should become the background for self-development, that will significantly improve the fundamental theoretical and clinical disciplines assimilation and provide purposeful, systematic and consistent implementation of original, innovative ways that are necessary for the formation of highly professional competencies in practise.

Юрій Роговий, Білоокій В'ячеслав, Геруш Олег, Венрюк Юрій. Методологія покращення викладання та засвоєння фундаментальних теоретичних та клінічних дисциплін у англомовних студентів. Мета дослідження. У статті зосереджено увагу на методології поліпшення викладання фундаментальних теоретичних і клінічних дисциплін в англомовних студентів. Специфікою теми є аналітичний підхід до застосування методу дослідження – описового, методу зіставлення - для аналізу, синтезу і узагальнення методології поліпшення засвоєння фундаментальних теоретичних і клінічних дисциплін в англомовних студентів з домінуючою стратегією спрямованою на досягнення мети - ступеня володіння англійською мовою на рівні B2 за системою FCE.

Наукова новизна. Вперше забезпечено впровадження в практику оригінального, новаторського підходу, який показує що досягнення мети - ступеня володіння англійською мовою на рівні B2 за системою FCE має стати основою фонового саморозвитку, що необхідно для формування високопрофесійних компетенцій. **Висновок.** Впровадження в навчальний процес новаторського підходу досягнення мети - ступеня володіння англійською мовою на рівні B2 за системою FCE як основи фонового саморозвитку дасть можливість досягти провідних інтересів фундаментальних теоретичних і клінічних дисциплін глибокого пізнання загальних законів розвитку хвороби, передхвороби, з можливістю істотного підвищення якості викладання фундаментальних теоретичних і клінічних дисциплін в англомовних студентів і є важливим фактором щодо удосконалення задачі ліцензійного екзамену "Krok 1.Medicine" і MCI (Medical Council of India).

Ключові слова: навчальний процес, англійська мова на рівні B2 за системою FCE, фоновий саморозвиток, високопрофесійні компетенції.

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