

Foreign language in the context of standardization of foreign language education in the medical field

Vira Chornous

*Municipal establishment of higher
education "Rivne Medical Academy", Rivne
<https://orcid.org/0000-0003-3756-1269>*

Halyna Husar

Rivne medical college, Rivne

Abstract. *The article examines the theory and practice of foreign language communication in the training of future medical professionals in the context of standardization of foreign language education. The conceptual principles of foreign language communication are summarized and the issues of language education in the medical field are analyzed. It has been determined that proficiency in a foreign language is a prerequisite for high quality training of a medical specialist, is a guarantee of developing and implementing uniform standards in foreign language education, in particular, in the field of medicine, which allows achieve a high level of proficiency in a foreign language and preparing a specialist who meets the requirements of the modern labor market.*

Keywords: *foreign language, high school, medical education, integrated learning, professional competencies.*

Strengthening the integration of the Ukrainian system with Europeans ones is impossible without proper command of foreign languages. Ukraine is interested in educational mobility and increasing its attractiveness for foreign students. Proficiency in a foreign language, especially English, is one of the most important factors in increasing the mobility of medical professionals, both educational and professional, but without an adequate balancing mechanism, strengthening the role of English language can increase not only positive integration processes, intellectual exchange, mobility but also lead to a significant outflow of highly qualified workers and migration of young people, who will choose to study abroad and therefore the number of young specialists will decrease.

The issue of standardization of medical education in general and foreign language education in the medical field is urgent, especially in context of Ukraine's European integration, as evidenced by the interest of the scientific community in these issues: the problem of standardization of medical education were discovered by O. Minster, P. Hanynets, O. Sarkanych, V. Zhovnir, the issue of standardization of foreign language training was studied by V. Aleksandrov, V. Gamanyuk, S. Amelina, R. Hrishkova, S. Malakhova.

Foreign experience in standardization of foreign language education was studied by I. Biletska. Common to most of these scholars is the orientation towards the context of European integration against the background, of which the standardization of foreign

language education takes place, after all the intensification and standardization of foreign language learning is the object of attention of European education, because states were recommended to introduce to curricula the study of two languages from the earliest stages of education [2, p. 84].

The concept of foreign language education is socially and historically conditioned, therefore, scientists consider it necessary in modern conditions to think the purpose of studying foreign languages in higher education, to form additional motivation for mastering a foreign language as a means of international communication. Foreign language education differs from foreign language teaching: it encompasses linguistic and educational values and meanings, forms socially significant qualities and involves intercultural and interpersonal communication in the process of cognitive and professional activity.

Y. Rozhkov notes the asymmetry in medical terminology developed internationally standardized anatomical nomenclature and non-standard terminology of individual developing clinical fields, taking into account the need to pay attention to this process due to the fact that new terms will gradually enter the general vocabulary [4].

A specific part of the work of a medical specialist is communication: with patients, relatives, colleagues. In fact, activity in the “person to person” system reflects the essence of the professional competence of a medical specialist, which makes the mastery of communication skills, their subsequent development, improvement and support throughout the entire period of training of the future specialist and throughout his personal life an important task of medical education. A question arises at what level medical specialists should master the English language in order to be able to carry out professional activities in it [1, p. 109],

According to the Project Conceptual framework for State Policy on the development of English language in higher education graduates must have a level of English language proficiency on completion of their studies, which allows them to fully participate in educational and professional life both at the national and international levels [3]. However, for full implementation of professional mobility, the specified B2+ level is not enough to work in English speaking countries; foreign medical workers need to confirm level C1 on the scale of the Council of Europe Recommendations on Language Education of English language proficiency.

Foreign language learning in higher education institutions in the field of medicine is concentrated mainly on the first years of study, which without creating a foreign language environment, leads to the loss of foreign language knowledge and the need to spend resources to restore it. Today, there is a need to standardize not only the

amount of hours allocated to studying a foreign language, but especially their distribution, which should be uniform throughout all years of study.

Therefore, the most important points in the process of developing and implementing standards in foreign language education should be achieving a high level of proficiency in a foreign language after graduating from an educational institution, which will reduce further language losses, ensuring the necessary number of hours and their distribution throughout the entire period of study; creating a language environment (teaching non-language subjects in a foreign language, holding conferences, seminars, discussions in a foreign language, increasing the practice oriented component in learning by modeling real life communicative situations) and creating conditions for continuous learning after graduation.

The development of foreign language education for medical workers requires changes in the educational process, proper organization of continuous education and professional development of employees, which is important in the context of Ukraine's interest in the development of education. There is a well-founded need for standardization in both the requirements for education seekers and school graduates. The problem of the outflow of qualified labor and the study of its relationship with the strengthening of the position of the English language in Ukrainian education requires special attention.

References

1. Halchun N.P. Doslidzhennia komponentiv mizhkulturnoi kompetentnosti medychnoho pratsivnyka: analiz, vysnovky, perspektyvy. Naukovi zapysky. Serii: Pedahohichni nauky. 2023. S. 107–113.
2. Kalenskyi A.A., Luzan P.H., Vanina N.M., Pashchenko T.M., Kravets S.H., Piatnychuk T.V. Standartyzatsiia profesiinoi osvity: teoriia i praktyka: monohrafiia. Zhytomyr: "Polissia". 2018. 256 s.
3. Proiekt Kontseptualnykh zasad derzhavnoi polityky shchodo rozvytku anhliiskoi movy u sferi vyshchoi osvity. URL: <https://view.officeapps.live.com>.
4. Rozhkov Yu. H. Trudnoshchi perekladu veterynarnoi leksyky z anhliiskoi na ukrainsku movu (na materialy dovidnykiv z anatomii sviiskykh tvaryn). Naukovyi visnyk Mizhnarodnoho humanitarnoho universytetu. Ser.: Filolohiia. 2019. № 41, T. 1. S. 137-140.
5. Atwater M., Riley J. P. Multicultural science education: Perspectives, definitions and research agenda. ScienceEducation. 1993. № 77 (6). P. 661–668.
6. Kloss H. Bilingualism and Nationalism. Journal of Social Issues. 1967. Vol. 234. Issue 2. P. 39–47.