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МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКА И ЛИТЕРАТУРЫ

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ABOUT THE ONLINE COURSE "RUSSIAN LINGVOMED" FOR INTERNATIONAL MEDICAL STUDENTS

Digitalization in a modern university is an opportunity to develop educational technologies in a new way: the Internet comes to the fore with accessible web sites and tools for creativity and development of both a teacher and a foreign student. Websites are publicly accessible media channels that provide unlimited opportunities for users to receive and transmit information. Cyberspace creates a large-scale information exchange, interactive range in which each participant of information can become an active user. In the digital space, a creative teacher can edit and publish his own materials, introducing a huge number of users to his accumulated works. This article is devoted to the problem of a new form of additional Russian language training for international medical students for clinical practice in 3-4 courses with English language of instruction, undergoing course training in Russian to prepare for professional practice in medical institutions of the Republic of Kazakhstan, in which the interaction of a teacher and an international student is carried out at a distance and reflects all the inherent learning process components (goals, content, methods, organizational forms, learning tools) implemented by means of Internet technologies.

Key words: digitalization, continuous online learning, Russian as a foreign language, Russian Lingvomed, international medical students, cyberspace.

MAIN PROVISIONS

The training of foreign medical students, in particular, Indian and Pakistani students at Sh. Ualikhanov University is a new phenomenon. The first graduation of future doctors will take place in 2023. The first graduation of future doctors will take place in 2023. Russian teachers have a task to train foreign medical specialists of a higher professional level who are able to communicate competently in Russian, to form their oral and written professional speech skills, verbal behavior in professional situations, conducting a professional dialogue with hospital patients, understanding the language reaction to patient's spoken speech. These skills are necessary for international students-interns both for oral communication with patients and for registration of subjective and objective data about a patient's condition in the medical file [1].

In this regard problems arise: the choice of new forms and methods of teaching, the alignment of the formal approach of teaching with online learning, the organization of independent learning activities (in the mode of self-education) to deepen knowledge in the professional field, the elimination of gaps, the inconsistency in Kazakhstani universities' educational programs of quantitative and temporal characteristics of professional and communicative for the development of foreign medical students.

In a hospital, polyclinic or pharmacy future foreign doctors should find out problems, study symptoms, and help Russian-speaking patients. In this situation there is a problem that is typical when learning any language – understanding a foreign language aurally. Comprehensive training involves training in all types of speech activity. However, this problem can be solved by placing

special emphasis on video and listening using universal media technologies, since working with audiovisual means is an effective aspect of training a foreign student for practice in a hospital with Russian-speaking patients and Russian-speaking staff [2].

INTRODUCTION

A modern international student undergoing active clinical practice in Russian should be ready to work in a new information professional environment, possess the skills and abilities of network and telemedicine communication, freely use electronic, digital and telecommunication technologies in the process of professional communication, know the features of electronic medical documentation and communication technologies for receiving, processing, creating information products and dialogue exchange information [3, 27].

Thus, the problem arises not only to teach an international student-intern the communicative aspect in the professional sphere with the help of new forms of digitalization, but also to teach using these new forms to be a competent specialist who can keep electronic medical records in Russian.

The global media education, which includes not only educational technologies based on media interactions, but also the formation of unique works in the information environment that develop the comprehensive communicative mobility of the individual. Media education is a system of the use of mass communication and information media (print, radio, cinema, television, video, computer technology, photography) in the development of the students individuality. The development system itself, unlike traditional academic subjects that accumulate knowledge, primarily involves the practice of artistic and creative activity, modeling the process of emotional and intellectual development of the student, their capabilities [4, 55].

MATERIALS AND METHODS

The use of digitalization in professional and communicative training offers the greatest opportunities for teachers of Russian who teach for international medical students medical students, but at the same time sets them new tasks. The priorities include: linguodidactic analysis of the network medical discourse; designing the structure and content of the virtual professional and communicative environment, creating conditions for its implementation in the educational process; development of components of a virtual professional and communicative environment - innovative means of teaching professional communication: electronic, multimedia, online textbooks, interactive learning tools with a QR code, mass open language education online courses, specialized websites, etc [5, с. 75].

The aim of the study is to develop, substantiate and experimentally test the methodology of teaching foreign medical students the Russian language in 3-4 years of study of Kazakhstani universities using the online educational course “Russian Lingvomed”. The structure and content of the online platform will be described in the following research papers.

Against this background, there are problems faced by teachers of the Russian language of universities of Kazakhstan, training a foreign medical student for professional practice in 3, 4 years of study. Students in the process of active professional practice act as a doctor’s assistant, take Russian language courses outside the language environment, which are given only 45 hours of classroom time. At the same time, educational materials prepared in a traditional format are mainly used: a textbook, which is the main form of training, PowerPoint presentation, while including in these classes some elements of digital learning that are not always effective.

Modern researchers write about the general digitalization of the world, arguing that all the knowledge, experience, and cultural heritage accumulated by mankind are currently being actively digitized, accumulated in Internet libraries, Internet museums, databases and other electronic (including online) repositories. On the world stage of educational services, universities of Kazakhstan, as well as foreign higher education organizations, have transferred their activities to an information basis, therefore, virtualization of social spheres, creation of virtual educational

(including language-educational) environments occupy leading positions in the formation of the personality of future specialists [5, 68].

Game technology in the process of learning Russian by foreign students is a significant part of the process of learning the Russian language. It is an indispensable assistant for learning and mastering educational material through the game. As for teachers, their role is not only to be a researcher and facilitator when online games are brought into language teaching. A possible area for further study by teachers as a researcher is the search for information. In order to become an effective facilitator, you need not only knowledge about lesson planning, but also skills to include elements of online games [6, 82].

Russian Language course development for special purposes will open up a new opportunity for the international medical student who wants to master their skills of specialized Russian language and maintain this knowledge at a professional level. This form of education will provide an opportunity to study individually, regardless of place and time, to organize a continuous learning process in accordance with the principles of open education. Our article presents Russian methodologies that present online courses for international students.

There are a number of scientific papers devoted to certain aspects in teaching foreign medical students Russian for special purposes. E.A. Volkova considered the issues of formation of communicative and terminological skills of foreign doctors-otorhinolaryngologists. She has developed theoretical and methodological systems for teaching the metalanguage of otorhinolaryngology, which are embedded in the general system of teaching foreign medical students to communicate in the educational and professional sphere [7].

The issues of teaching communication in the educational and professional sphere are considered in the works of V.V. Bely, L.I. Vasetskaya, A.V. Korobkova, O.L. Koroleva, S.V. Matalova. The educational and methodological manual of V.V. Bely presents a system of tasks for 2-nd year foreign medical students studying in the specialty “Medical Science” to achieve their communicative saturation and professional sufficiency [8].

L.I. Vasetskaya developed a model of teaching basic intentions of professional speech of an international student, the selected communicative minimum determines the content of a set of educational materials, as well as monitoring the level of formation of communicative competence in the educational and professional sphere of communication [9].

A.V. Korobkova, analyzing the developed exercises, describes the stages of formation of grammatical skill in teaching professional communication to foreign dental students to encourage the patient to perform an action [10].

O.L. Koroleva demonstrated a series of exercises aimed at the formation and consolidation of specific skills: exercises for teaching professional communication to foreign medical students in dialogic and monological speech [11].

S.V. Matalova created a system of tasks for the formation of skills of professional communication of a therapist with a patient for diseases of any pathology [12].

The work of L.S. Gasparyan is based on the problems of formation of oral medical communication skills. As a result of his research, a methodology for teaching oral speech communication using innovative interactive, modular, algorithmic, design, research, contextual technologies (using information and communication technologies) has been developed [13].

N.K. Kolesova investigated the problems of teaching foreign students modern genres of professional medical discourse, where a special method of teaching professional Russian speech on the example of the genre of thematic conversation is proposed. The researcher has developed an elective course “Professional Speech” for foreign students of the medical university (II certification level) [14].

E.N. Ozerova considers the issues of monitoring the quality of professional and communicative training of foreign medical students. As a result of the research, a set of assessment and test tasks of a teaching, training and control nature was created in accordance with the stages of professional and communicative teaching of the Russian language to international medical students at the faculty of pre-university training [15].

V.B. Kurylenko analyzes the problems of professional and communicative development of foreign applicants, residents, postgraduates, practicing medical specialists who increase the level of professional training outside the language environment. As a result of the research, the author introduced into the pedagogical process: a) a multilingual educational and methodological complex for international applicants of medical schools of the Russian Federation; b) a specialized website for residents; c) a massive open online course, the purpose of which is to form and improve the professional and communicative competence of foreign doctors and pharmacists [5].

RESULTS

At the same time, the scientific literature does not present personality-oriented exclusive means of teaching Russian language (levels A2, B1), which will take into account the professional needs of 3rd and 4th year students of the specialty “General Medicine”, as well as the forms of educational activity familiar to them, but using media educational technologies.

The Department of the Russian Language of the RUDN Medical Institute has developed a specialized website: here are electronic versions of textbooks for foreign students studying in the specialties of “Medicine”, “Pharmacy”, “Dentistry”: textbooks with a QR code are also connected to the site: at any place and at any time foreign students can apply to the main training course and independently or on behalf of a teacher additionally work out this or that material.

The site includes several sections: “Russian as a Foreign Language for Students”, “Russian as a Foreign Language for Residents and Graduate Students”, “Russian as a Foreign Language for Applicants”. Sections addressed to students have a similar structure. Russian medical terminology exercises are presented here, which form the terminological competence of students (“Study of Russian medical terminology”), training grammatical skills (“Learning the grammar of Russian medical discourse”, developing monological skills (“Learning to talk about organs and the human body”, etc.) and dialogic speech (“Learning to discuss medical problems”), reading skills and abilities (“Reading texts on medicine”). Electronic courses of professional and communicative training of foreign medical students have “paper” analogues – educational and methodical complexes.

Russian Language Online Course for International Medical Students has also been created on the RUDN University website: intensive correction course, “Medical Rhetoric and the Culture of a Doctor’s Speech”, as a result of which foreign students who have/ are receiving secondary professional or higher medical education, who wish to undergo intensive training in Russian, will be able to develop and improve their skills and communication in educational and professional spheres [16], [17].

Scientific papers of the presented works show solutions for to certain issues for Russian universities, while many fundamentally important aspects remain unexplored. Among them is the problem of creating a universal media-educational environment (A2, B1 levels) based on medical terminology and high-professional texts for 3rd-, 4th-year general medicine students undergoing clinical practice course training using all types of speech activities. Development of requirements for students' independent work in Russian language is a problem of self-education. Intensification of the process of mastering medical terms and their active use in communication in professional environment. Verification of the studied material and assessment of knowledge on the studied profile topics. Improvement of additional training programs for teachers of Russian as a foreign language conducting course training in Russian language for special medical purposes.

DISCUSSION

Thus, the theoretical significance of the online course “Russian lingvomed” for foreign medical students lies in the description of the methodological base of online media content in the context of the history of teaching Russian as a foreign language, in the selection of exclusive media

educational tools applicable to the online platform “Russian Lingvomed” in the framework of the formation and adjustment of professional competence of foreign students in the field of medicine.

The practical application of the platform consists in the possibilities of wide use of the platform in medical universities: “Russian Lingvomed” online course is used for synchronous and asynchronous teaching of professional Russian language for foreign medical students; research materials can serve as a basis for compiling electronic teaching aids of the Russian language, as well as web platforms for professional purposes of teaching foreigners. They can be used in lectures on the methodology of teaching Russian as a foreign language in the systems of basic and additional education.

CONCLUSION

Thus, the analysis of scientific and methodological literature on a given topic shows the relevance of this study, but many of its aspects are insufficiently developed in the scientific literature. Some of them are presented in a scientific article:

- a large set of traditional Russian language teaching tools (levels A2, B1) for special purposes and a lack of a universal media educational environment for professional training of foreign medical students without interruption from clinical practice;
- existing knowledge of the digitalization of the educational process among teachers of Russian as a foreign language and a lack of special training for them to develop and implement these new digital learning tools in the system of professional and communicative training of foreign medical students.

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Шетелдік медицина студенттеріне арналған «Russian Lingvomed» онлайн курсы туралы сұраққа

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Қазіргі университеттегі цифрландыру-бұл білім беру технологияларын жаңа жолмен дамыту мүмкіндігі: интернет қол жетімді веб-сайттармен және оқытушының да, шетелдік студенттің де шығармашылығы мен дамуына арналған құралдармен алдыңғы қатарға шығады. Веб-сайттар – бұл пайдаланушыларға ақпарат алуға және беруге шексіз мүмкіндік беретін жалпыға қол жетімді медиа арналар. Киберкеңістік ақпараттың әрбір қатысушысы белсенді пайдаланушы бола алатын ауқымды ақпарат алмасу, интерактивті диапазон жасайды. Цифрлық кеңістікте Жаратушы мұғалім көптеген пайдаланушыларды жинақталған жұмыстарымен таныстыра отырып, өз материалдарын өңдей және шығара алады. Бұл мақала Қазақстан Республикасының медициналық мекемелерінде кәсіптік практикаға даярлау үшін орыс тілі бойынша курстық даярлықтан өтетін ағылшын тілінде оқытатын 3-4 курстарда клиникалық практикадан өту үшін шетелдік медицина студенттеріне орыс тілін қосымша оқытудың жаңа нысаны проблемасына арналған, онда оқытушы мен шетелдік студенттің өзара іс-қимылы қашықтықтан жүзеге асырылады және оқу процесіне тән барлық нәрсені көрсетеді Интернет-технологиялар құралдарымен іске асырылатын компоненттер (мақсаттар, мазмұн, әдістер, ұйымдық нысандар, оқыту құралдары).

Кілт сөздер: цифрландыру, үздіксіз онлайн оқыту, орыс тілі шет тілі ретінде, орыс Lingvo med, шетелдік медицина студенттері, киберкеңістік.

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Об онлайн-курсе «Russian Lingvomed» для иностранных студентов-медиков

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Цифровизация в современном университете – это возможность по-новому развивать образовательные технологии: на первый план выходит Интернет с доступными веб-площадками и инструментарием для творчества и развития как преподавателя, так и студента-иностранца. Веб-сайты являются общедоступными медиаканалами, которые дают безграничную возможность пользователям для получения и передачи информации. Киберпространство создает масштабный информационно-обменный, интерактивный диапазон, в котором каждый участник информации может стать активным пользователем. В цифровом пространстве преподаватель-творец может редактировать и издавать собственные материалы, знакомя огромное количество пользователей со своими наработанными произведениями. Данная статья посвящена проблеме новой формы дополнительного обучения русскому языку иностранных студентов-медиков для прохождения клинической практики на 3-4 курсах с английским языком обучения, проходящих курсовую подготовку по русскому языку для подготовки к профессиональной практике в медицинских учреждениях Республики Казахстан, при которой взаимодействие преподавателя и студента-иностранца осуществляется на расстоянии и отражает все присущие учебному процессу компоненты (цели, содержание, методы, организационные формы, средства обучения), реализуемые средствами интернет-технологий.

Ключевые слова: цифровизация, непрерывное онлайн-обучение, русский язык как иностранный, Russian Lingvomed, иностранные студенты-медики, киберпространство.

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ПРЕДМЕТНЫЙ И МЕТАПРЕДМЕТНЫЙ КОМПОНЕНТ В УЧЕБНО-МЕТОДИЧЕСКОМ ОБЕСПЕЧЕНИИ ОБУЧЕНИЯ ФИЛОЛОГИЧЕСКИМ ПРЕДМЕТАМ В НАЧАЛЬНОЙ ШКОЛЕ В РЕСПУБЛИКЕ БЕЛАРУСЬ

В статье рассматривается реализация в основных и дополнительных учебных и методических пособиях требований нормативных документов, регламентирующих организацию образовательного процесса на I ступени общего среднего образования Республики Беларусь: действующего образовательного стандарта и учебных программ по учебным предметам. Объектом изучения служат некоторые особенности обучения предметам филологического цикла: русского и белорусского языков, русского и белорусского литературного чтения. Предмет изучения – направленность образовательного процесса на достижение учащимися начальной школы предметных и, главным образом, метапредметных результатов. Теоретические положения и методический комментарий иллюстрируются дидактическим материалом, предлагаемым для использования как в урочной, так и во внеурочной деятельности: факультативных, поддерживающих и стимулирующих занятиях.

Ключевые слова: предметный компонент, метапредметный компонент, филологические предметы, учащиеся начальной школы.