

UDC 37.014

DOI <https://doi.org/10.32782/health-2025.2.30>

COMMUNICATIVE APPROACH TO FOREIGN LANGUAGE TEACHING OF FUTURE MEDICAL WORKERS IN HIGHER EDUCATIONAL INSTITUTIONS

Chornous Vira Petrivna,

Candidate of Pedagogical Sciences, Associate Professor,
Associate Professor of the Department of Social and Humanitarian Disciplines
KZVO "Rivne Medical Academy"
ORCID: 0000-0003-3756-1269

Husar Galyna Iosypivna,

Senior Lecturer of the Foreign Languages Cycle Commission
Professional Medical College
KZVO "Rivne Medical Academy"

The article considers the communicative approach to leaning a foreign language for future medical professionals. The essence of the communicative method is the organization of effective language activity in foreign language classes and implies the need to build the educational process as a model of communication. The object of study is communicative activity, which is implemented in four types of speech activity: speaking, writing, listening and reading.

The main tasks of the communicative method of studying foreign languages have been identified: forming students' interest in studying foreign languages, developing languages skills while studying a foreign language, updating a basic knowledge, forming a culture of communication and manifestation of moral qualities, and using language in future professional activities.

The main aspects of using communicative approach in teaching foreign languages are highlighted, key characteristics, the foundations of communicative learning and the features of formation of professional communicative competence are highlighted. It has been determined that the communicative approach is a new direction in foreign language communication, which allows future medical workers to model real life professional situations and use language as a means of social interaction in their future professional activities.

The forms and methods of students' work in the educational process that influence the formation of communicative competence are described. These are interactive methods, business games, disputes, discussions and methods of organizing educational activities. The main factors that contribute to the formation of communicative competencies of future medical professionals in the learning process and its results are professional interest, a high degree of dynamism, richness of content and maximum potential for linguistic and emotional motivation of future specialists.

The main components of foreign language communicative competence are outlined: grammatical, social, linguistic, discursive and strategic. It has been proven that learning based on a communicative approach is focused on learning a foreign language through communication, which, in turn, involves the formation of foreign language speech skills and abilities through the implementation of foreign language speech activities and the acquisition of primary communicative skills.

Key words: *speech activity, communicatively oriented learning, methods of teaching foreign languages, communicative competence, principles of communicative learning.*

Віра Чорноус, Галина Гусар. Комунікативний підхід до навчання іноземної мови майбутніх медичних працівників у закладах вищої освіти

У статті розглянуто комунікативний підхід до вивчення іноземної мови майбутніх медичних працівників. Сутність комунікативного методу полягає в організації ефективної мовної діяльності на заняттях іноземної мови та передбачає необхідність побудови навчального процесу як моделі спілкування. Об'єктом навчання є комунікативна діяльність, яка реалізується у чотирьох видах мовленнєвої діяльності: говорінні, письмі, аудіюванні та читанні.

Визначено основні завдання комунікативного методу вивчення іноземних мов: формування у студентів інтересу до вивчення іноземних мов, розвиток мовних навичок під час вивчення іноземної мови, актуалізація опорних знань, формування культури спілкування та прояву моральних якостей, використання мови у майбутній професійній діяльності.

Висвітлено основні аспекти використання комунікативного підходу у навчанні іноземних мов, виділено ключові характеристики, основи комунікативного навчання та особливості формування професійної комунікативної компетенції. Визначено, що комунікативний підхід є новітнім напрямом іншомовного спілкування, що дає змогу майбутнім медичним працівникам моделювати життєві професійні ситуації та використовувати мову як засіб соціальної взаємодії у майбутній професійній діяльності.

Описано форми і методи роботи студентів у навчально-виховному процесі, які впливають на формування комунікативної компетентності. Це інтерактивні методи, ділові ігри, диспути, обговорення та методи організації освітньої діяльності. Основними чинниками, які сприяють формуванню комунікативних компетентностей майбутніх

медичних працівників до процесу навчання та його результатів, є професійний інтерес, високий ступінь динамічності, насиченість змісту і максимальний потенціал для мовної та емоційної мотивації майбутніх спеціалістів.

Окреслено основні компоненти інішомовної комунікативної компетентності: граматичний, соціолінгвістичний, дискурсивний, стратегічний. Доведено, що навчання на основі комунікативного підходу зорієнтоване на вивчення іноземної мови через спілкування, що, своєю чергою, передбачає формування інішомовних мовленнєвих навичок і вмінь шляхом здійснення інішомовної мовленнєвої діяльності та набуття навичок первинної комунікативної компетенції.

Ключові слова: мовленнєва діяльність, комунікативно-орієнтоване навчання, методи навчання іноземних мов, комунікативна компетенція, принципи комунікативного навчання.

Introduction. Modern requirements for the training of a qualified specialist primarily require being a participant in intercultural communication and having the necessary communication skills in the areas of professional and situational communication in oral and written forms, practical skills in foreign language proficiency in various types of speech activity within the scope of topics determined by professional needs; and be able to master the latest professional information through foreign courses. All this increases the demand for qualified specialists who are fluent in a foreign language, in particular the language of international communication, and makes it necessary to study the “Foreign language” course.

The processes of globalization of modern society, the rapid development of modern information and communication technologies and the economy, and the deepening of Ukraine’s ties with other countries have significantly increased interest in learning foreign languages. The issue of intensification and optimization of ways of mastering a foreign language by specialists of any field is becoming increasingly relevant. Great changes are taken place in education: as a result of these processes, new approaches, special teaching techniques, methods of teaching foreign languages are being developed in educational institutions at all levels. New tasks require changes in the requirements for the level of language proficiency, the definition of new approaches to the selection of content and the organization of material. To achieve a high level of foreign language, it is important for teachers to master new teaching methods and be able to optimally select one or another method in accordance with the level of knowledge, needs and interests of students.

The relevance of the study is due to the fact that at the current stage of society’s development, the issue of integration, of education, including in the field of teaching foreign languages, in particular English is acute. It should be noted that “the process of mastering communicative competence involves not only acquisition of knowledge, skills and abilities in the English language but also the formation of positive motivation and interest in studying it [3] by applying a communicative approach. The effectiveness the foreign language learning largely depends on the

chosen approach to learning. At the current stage of development of foreign language learning, the communicative approach is considered the main one, since it is focused on learning foreign languages through communication. The implementation of this approach in the educational process with foreign languages means that the formation of foreign language speech skills and abilities occurs through and thanks to the implementation of foreign language speech activities.

Analysis of recent research and publications. Communicativeness as a direction today comes to the fore primarily because after putting forward the goal of learning – the development of the ability to communicate in a certain foreign language, over time the discrepancy between traditional teaching methods and the new goal of deepening cultural and economic ties between countries and increasing the mobility of people in various spheres of life become increasingly apparent.

This approach was determined as a result of methodical understanding of scientific achievements in the fields of linguistic – the theory of communicative linguistic, psychology and theory of activity, which was reflected in the works on psychology and methods of teaching foreign languages. Works on the psychological theory of speech activity (I. Zymnia), on intercultural communication (E. Vereshchagin, V. Kostomarov, O. Mitrofanova, etc.), on the theory and methodology of communicative teaching of a foreign language (I. Bim, E. Vereshchagin, N. Gez) laid the methodological foundation of communicative teaching.

Communicativeness is a focus on the person, the optimality of learning from the point of view of the effectiveness of influencing the other. This approach directly aimed at building a dialogue and its implementation is also called communicative-active in modern methodology [8, p. 115].

Many methodologists were involved in the development of the communicative approach. Among them, one should mentioned R. Langs who is the author of the idea of this approach, U. Littlewood, G. Pifo, O. Karpyuk, N. Sklyarenko who made a significant contribution to the theory and practice of this method, developed and defined its basic principles, methods and forms of work.

Communication is a key concept of the communicative approach is synonymous with “communication” since from the Latin communication it means “message”, “communication”, “transmission”, “connection” a universal concept used by all sciences.

S. Nikolaeva defines the essence of the communicative approach through the activity-based nature of learning: setting and solving specific learning tasks by students [2, p. 42]. According to D. Phillips, the communicative approach allows us to avoid formal approaches based on grammar and translations and move towards “live” communication [9, p. 94]. Therefore in teaching a foreign language to students it is necessary to have a communicative orientation in all types of learning, learner-centered approach, the main types of student work [3, p. 37].

The purpose of the article is to highlight the importance of communicative approach in teaching a foreign language to medical students.

The main objectives of the study:

1) to determine the importance of using the communicative method in foreign language classes for future medical professionals;

2) to identify tasks that influence the development of a culture of business communication among future medical specialists in English classes.

Materials and methods. To achieve the set goal of the study, a set of theoretical methods was used – analysis of scientific and methodological, psychological and pedagogical literature, study of regulatory and program documentation on the topic of the study.

Research results. Modern educational realities provide for mechanisms for organizing learning that contribute to the successful achievement of the final stage at any level of education. Such trends require an integrated approach to the development of various skills within any discipline. In particular, foreign language disciplines are no longer viewed as set of language skills. The educational community is faced with a clear goal – the formation of communicative competence of students.

This goal involves systematic organized and coordinated work on the development of all language components of students in four types of language: reading, speaking, listening and writing.

Foreign language communicative competence is defined as an ability to establish and maintain professional contacts with participants in language environment. In order to form English language communicative competence, it is necessary to develop oral and written communication skills, namely communicative competence, which is realized through the performance of such types of speech activities as speaking, listening and reading [1].

It is worth noting the opinion of D. Phillips that the communicative approach is “an attempt to avoid formal approaches based on grammar and translations and move on to approaches through which will use language as a means of communication” [9, p. 94].

V. Ovcharuk claims that when learning a foreign language, the goal is to have students achieve a level of communicative competence that allows them to communicate (understanding, listening, reading, speaking and writing). It is explained that communicative competence consists of three main types – speech, language, social and cultural. Communicative consists of four types of competences: listening, speaking, reading and writing; linguistic competence includes lexical, grammatical, phonological and orthographic competence; social competence includes two types: country studies and linguistic studies. In this case competencies are considered as learning outcomes and are characterized in detail which allow to understand the meaning of this concept [3].

The communicative approach to teaching a foreign language is coming to the fore today, because in addition to the main goal of learning – developing the ability to communicate foreign language, there is a need to deepen cultural and economic ties between countries, increase the mobility of people in various spheres of life.

The goal of communicative learning is to help students acquire communicative competence for the practical implementation of acquired skills and abilities in the professional sphere. This approach is aimed at the development of dialogical speech, assumes the focus on a person and therefore is called “communicative active” [2].

The main tasks of the communicative approach in higher education institutions:

- forming students’ interest in learning English language;
- targeted learning of communication in English within the communicative minimum;
- engaging students’ speech experience of communication in their native language for transfer to communication in English;
- actualization in the learning process of positive character traits, formation of a new culture of communication, manifestation of moral qualities;
- introduction with elements of social and cultural life of English speaking countries;
- formation positive attitude to environment that involves tolerance, respect to other people [3, p. 21].

When teaching a foreign language in a higher education institution students are required to have a clear knowledge of terms in both the foreign and native languages. In addition, translation of foreign

lexical units and knowledge of their equivalents are necessary for their memorization. The study of language system is largely intuitive. Unlike traditional methods, in communicative language learning, grammar is only necessary for the correct construction of phrases and sentences. Vocabulary is not studied in isolation but in the context of its use. The complexity of communicative communication lies in the fact that an individual finds himself between two cultures, correlate with his own experience and learn to express his thoughts [3].

The principles of communicative method of teaching foreign languages:

- the activity based nature of communicative learning, since speech communication occurs through speech activity;
- the focus of the students' education is not acquiring language knowledge, but on developing skills (grammatical, lexical, phonetic) that provide the possibility of carrying out foreign language speech activities during communication, the implementation of language in acts of communication;
- humanistic approach to learning, students are given the opportunity to express their own thoughts and feelings, personal self-expression becomes more important than demonstrating language knowledge;
- students' interest in the learning process according to their interests, abilities and needs [8].

The communicative methodology of teaching foreign languages is characterized by the fact that communication, dialogical speech come to the fore, that is the main emphasis is placed on real communication. A feature of communicative textbooks is that contain authentic educational material that is, the nature of the content of foreign language information correspond to the current stage of development of the language being studied. Accordingly the tasks for the texts are constructed in such a way as to encourage students to talk, to appeal to their own experience.

In the study of M. Kenel and M. Swain the following components of foreign language communicative competence are distinguished:

- grammatical competence (the level of mastery of the grammatical minimum, including vocabulary, spelling and pronunciation);
- sociolinguistic competence (the ability to appropriately use and understand grammatical forms in various sociolinguistic contexts to use individual communicative functions);
- discursive competence (the ability to combine individual sentences into a coherent message, using various syntactic and semantic means);
- strategic competence (the ability to use verbal and non-verbal means when there is a threat of

communication breakdown in the case of insufficient level of student competence or due to the presence of side effects) [7].

Of course, one cannot fail to note the importance of educational games in communicatively-oriented teaching of a foreign language, which includes games aimed at training language forms, studying vocabulary, crosswords and games using language. Analysis of the educational and methodological literature of foreign scientists indicates significant achievements in the development of didactic games for learning English language. Positive experience in using educational materials developed by such methodologists as M. Drecke, V. Lind, V. Lofert, H. Boehme, A. Shpir allows not only to involve students in productive, active, educational and cognitive activities, but also encourage teachers to create and develop their own educational materials, taking as a basis authentic information sources from modern mass media.

The most important characteristic of the communicative method is the use of authentic materials, that is, those that are actually used by native speakers. Teaching materials are selected according to the situational-thematic or functional principal. That is grammatical and lexical materials correspond to the topic and situation of function (what the students need to be taught – communication, listening, reading or writing skills in a foreign language. Depending on this, a curriculum is developed, which according to P. Wilkins can be of three types: grammatical, situational and conceptual [10, p. 134].

The teacher in the classroom takes on the functions of an organizer of communication, asks leading questions and draws attention to the original thoughts of the participants and acts as an assistant in discussing of issues. It should be noted the importance of the three most important aspects of the teacher's activity: organization of the process, ensuring speech partnership, creating psychological climate [5, p. 221].

Grammar games can be used at different stages of learning and are a unique tool for forming the grammatical component of communicative competence of students [8, p. 47]. The advantages of the game format of work in the process of learning grammar are a high degree of dynamism, richness and maximum potential for linguistic and emotional motivation of students. In addition to grammar games, an important role in the communicative teaching of practical grammar is played by the project method, various forms of working with expressions, proverbs and sayings.

The communicative orientation of learning is a prerequisite for success in students' practical mastery of a foreign language. As a practice shows, this is largely facilitated by an atmosphere of

collective communication organized on the basis of communicative situations. Situations stimulate students to perform communicatively motivated speech acts and communication in such situation allows students to learn foreign language material. Dialogue and monologue are of great importance. Several participants may be involved in this process. The maximum convergence of learning process and real communication in terms of such important parameters as communicatively motivated speech behavior of a teacher and students as well as a objectivity of the communication process, is ensured by careful selection of communicative and speech intentions and situations that reflect the interests and needs of students.

Conclusions and prospects for further research.

The requirements for teaching English in terms of

communicative approach are summarized as follows: the material for teaching grammar should reflect the natural use of language in communication without artificial examples and situations; the educational material should distinguish between formal and functional aspects so students can establish a connection between them in certain context; it is advisable to present grammatical material in an accessible format in order to present in a new contexts; the introduction of a new material should be preceded by a repetition of learned material, explanations and rules should be concise and simple, reflecting the specific of the grammatical material. We see the prospects of further exploration in the study of the implementation of a communicative approach when teaching, writing and listening.

BIBLIOGRAPHY

1. Бреус О. Д. Шляхи формування іншомовної професійної комунікативної компетентності студентів медичних коледжів у процесі викладання англійської мови. *Young Scientist*. 2017. № 7. С. 264.
2. Методика викладання іноземних мов у середніх навчальних закладах : підручник / С. Ю. Ніколаєва та ін. Київ : Ленвіт, 2002. 328 с.
3. Овчарук О. Компетентісний піхід в освіті: загальноєвропейські підходи. *Інформаційні технології і засоби навчання*. 2009. № 5(13). <http://www.ime.edu-ua.net/em.html>
4. Пометун О. І. Компетентісний підхід – найважливіший орієнтир розвитку сучасної освіти. *Рідна школа*. 2005. Січень. С. 66.
5. Стойко С. В. Реалізація комунікативного підходу в навчанні іноземних мов. *Вісник Чернігівського національного педагогічного університету. Серія «Педагогічні науки»*. 2011. Вип. 85. С. 220–223.
6. Тарнопольський О. Б. Методика викладання англійської мови. Київ : Вища школа, 1993. 167 с.
7. Canal M. From Communicative Competence to Communicative Language Pedagogy. *Language and Communication*. London : Longman, 1983. P. 2–27.
8. Meddings L. Teaching unplugged. Delta Publishing. 2009. 103 p.
9. Philips D. Language in School. *From Complacency to Conviction*. CILT. 1988. P. 12.
10. Widdowson G. Teaching Language as Communication. Oxford University Press, 2000. 168 p.

REFERENCES

1. Breus O. D. Shliakhy formuvannya inshomovnoi profesiinoi komunikativnoi kompetentnosti studentiv medychnykh koledzhiv u protsesi vykladannya anhliiskoi movy [Ways of forming foreign language professional communicative competence of medical college students in the process of teaching English]. *Young Scientist*. 2017. № 7. S. 264. [in Ukrainian]
2. Metodyka vykladannya inozemnykh mov v serednikh navchalnykh zakladakh: pidruch [Methods of teaching foreign languages in secondary schools: textbook]. [dlia stud. vyshch. navch. zakl. osvity] / [Nikolaieva S. Yu., Bihych O. B., Brazhnyk N. O. ta in.]. Kyiv : Lenvit, 2002. 328 s. [in Ukrainian].
3. Ovcharuk O. Kompetentisnyi pikhid v osviti: zahalno-yevropeiski pidkhody [Competency-based approach in education: general European approaches]. *Informatsiini tekhnolohii i zasoby navchannia*. 2009. № 5(13). Rezhym dostupu: <http://www.ime.edu-ua.net/em.html>. [in Ukrainian].
4. Pometun O. I. Kompetentnisnyi pidkhid – naivazhlyvishyi orientyr rozvytku suchasnoi osvity [The competency based approach is the most important guideline for the development of modern education]. *Ridna shkola*. 2005. Sichen. S. 66. [in Ukrainian].
5. Stoiko S. V. Realizatsiia komunikativnoho pidkhodu v navchanni inozemnykh mov [Implementation of a communicative approach in teaching foreign languages]. *Visnyk Chernihivskoho natsionalnoho pedahohichnoho universytetu*. Chernihiv : ChDPU, 2011. Vyp. 85 (Seriia: Pedahohichni nauky). S. 220–223. [in Ukrainian].
6. Tarnopolskyi O. B. Metodyka vykladennia anhliiskoi movy [English teaching methodology]. Kyiv : Vyshcha shkola, 1993. 167 s. [in Ukrainian].
7. Canal M. From Communicative Competence to Communicative Language Pedagogy. *Language and Communication*. London : Longman, 1983. P. 2–27.
8. Meddings L. Teaching unplugged. Delta Publishing. 2009. 103 p.
9. Philips D. Language in School. *From Complacency to Conviction*. CILT. 1988. P. 12.
10. Widdowson G. Teaching Language as Communication. Oxford University Press, 2000. 168 p.