

**FORMATION OF UKRAINIAN LANGUAGE COMPETENCE AS PART OF FOREIGN STUDENTS'
PROFESSIONAL TRAINING IN MEDICAL UNIVERSITIES OF UKRAINE**

10. Tkachuk, Gh. & Medvedjeva, M. (2023). IKT jak zasib formuvannja informacijno-cyfroviji kompetentnosti studentiv pedagoghichnykh universytetiv [ICT as a means of forming information and digital competence of students of

pedagogical universities]. *Youth & market*, Vol. 1(209), pp. 74–80. DOI: <https://doi.org/10.24919/2308-4634.2023.272479>. [in Ukrainian].

Стаття надійшла до редакції 05.11.2024

UDC 378

DOI: <https://doi.org/10.24919/2308-4634.2024.316503>

Nataliia Hantimurova, *Postgraduate Student of the
General Pedagogy and Preschool Education Department,
Drohobych Ivan Franko State Pedagogical University*

**FORMATION OF UKRAINIAN LANGUAGE COMPETENCE AS PART OF FOREIGN
STUDENTS' PROFESSIONAL TRAINING IN MEDICAL UNIVERSITIES OF UKRAINE**

The article substantiates the importance of forming Ukrainian language competence, which is part of the professional training of foreign students. The diversity and complexity of this process marks the specifics of medical education, which involves the use of professional terminology both in educational and practical activities is noted. The article focuses on the need to study the Ukrainian language, which is the basis for the successful integration of foreign medical students in the educational process and facilitates the process of adaptation to life in Ukraine.

The main difficulties that foreign students face that arise at the initial stage of studying the Ukrainian language are considered. The main ones are differences in grammar; phonetics, spelling, style, etc. Attention is focused on the positive impact of preparatory faculties, which provide basic knowledge not only in professional disciplines but also acquaint with the culture, traditions and social life of Ukrainians. Due to this, the training of foreign medical students in the initial courses is quite successful and does not require additional efforts related to the organization of educational activities.

The main approaches to the formation of Ukrainian language competence of foreign students, namely the development of communication skills not only in classes on the Ukrainian language but also during the study of professional disciplines, are analyzed. It is noted that modeling clinical situations and practical classes with patients in hospitals have a positive effect on the assimilation of new material and the improvement of language skills. Mastering the Ukrainian language contributes not only to the successful training of foreign medical students but also to further professional activity in medical institutions of Ukraine, where the state language is the main means of communication.

Keywords: *Ukrainian language competence; foreign students; medical universities; communication; professional training.*

Fig. 2. Ref. 12.

Наталія Гантімурова, *аспірант кафедри
загальної педагогіки та дошкільної освіти
Дрогобицького державного педагогічного університету імені Івана Франка*

**ФОРМУВАННЯ УКРАЇНОМОВНОЇ КОМПЕТЕНТНОСТІ ЯК СКЛАДОВА ПРОФЕСІЙНОЇ
ПІДГОТОВКИ ІНОЗЕМНИХ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ В МЕДИЧНИХ
УНІВЕРСИТЕТАХ УКРАЇНИ**

У статті обґрунтовано важливість формування україномовної компетентності, яка є складовою професійної підготовки іноземних здобувачів вищої освіти. Відзначається багатогранність та складність цього процесу, який полягає у специфіці медичної освіти, що передбачає використання фахової термінології як у навчальній, так і практичній діяльності. У статті акцентується увага на необхідності вивчення української мови, яка є основою для успішної інтеграції іноземних здобувачів вищої медичної освіти у навчальний процес та полегшує процес адаптації до проживання в Україні.

Розглянено основні труднощі, які виникають у іноземних здобувачів вищої освіти на початковому етапі вивчення української мови. Основними з них є відмінності у граматиці, фонетиці, орфографії, стилістиці тощо. Акцентується увага на позитивному впливі підготовчих факультетів, які дають базові знання не лише з фахових дисциплін, а й ознайомлюють з культурою, традиціями та соціально-побутовим життям українців. Завдяки цьому навчання іноземних здобувачів вищої медичної освіти на початкових курсах є досить успішним та не потребує додаткових зусиль, що пов'язані із організацією освітньої діяльності.

Проаналізовано основні підходи до формування україномовної компетентності студентів-іноземців, а саме розвиток комунікативних навичок не лише на заняттях з української мови, а й під час вивчення фахових дисциплін. Зазначається, що моделювання клінічних ситуацій та практичні заняття із хворими в лікарнях позитивно впливають на засвоєння нового матеріалу та вдосконалення мовних навичок. Опанування українською мовою сприяє не лише успішному навчанню іноземних студентів-медиків, а й подальшій професійній діяльності в медичних закладах України, де державна мова є основним засобом комунікації.

Ключові слова: *україномовна компетентність; іноземні здобувачі вищої освіти; медичні університети; комунікація; професійна підготовка.*

FORMATION OF UKRAINIAN LANGUAGE COMPETENCE AS PART OF FOREIGN STUDENTS' PROFESSIONAL TRAINING IN MEDICAL UNIVERSITIES OF UKRAINE

Introduction. Modern globalization, establishing intercultural relations and exchange of experience in international academic communities emphasize the importance of foreign students' training at medical universities in Ukraine. High-quality communication is a key factor for successful performance of professional duties. That is why the formation of Ukrainian language competence among foreign students who receive higher medical education at universities in Ukraine is very important. Fundamental knowledge of the Ukrainian language contributes not only to the successful integration of foreign students in the educational process, but also to the preparation for future professional activities in the medical field, which requires communication skills with both patients and medical personnel. Ukrainian language competence is an integral part of the professional training of future foreign doctors, as it is necessary for understanding scientific medical literature, maintaining the necessary documentation, establishing correct diagnoses and consulting patients. Insufficient language proficiency can become a barrier to effective training and further professional activities of foreign students in Ukraine.

Review of the sources. The process of professional training of foreign students and the formation of their Ukrainian language competence is the subject of research by many scientists. The peculiarities of future foreign doctors' training to master professional terminology in medical institutions of higher education was studied by N. Avramenko. The problem of teaching the Ukrainian language to foreign students is investigated by L. Bey and O. Trostynska. The concept of language education of foreigners in higher education institutions of Ukraine was studied by T. Mazuryk. Scientists O. Kovtunencko, T. Filat, L. Serbinenko, M. Sidora, O. Zaporozhets state that the difficulties of attracting foreign stu-

dents primarily arise from lack of language knowledge. Also such scientists as O. Ignatyuk, I. Sladkikh, T. Dementieva, V. Gumenyuk emphasize the importance of language training at medical universities of Ukraine.

The purpose of the article is to analyze the main features of the formation of Ukrainian language competence of foreign foreign students who study at medical universities in Ukraine.

Presentation of the material. Training of future foreign doctors in Ukraine is one of the effective forms of cultural and scientific cooperation, which contributes to strengthening the authority of our country in the international stage and is a source of additional funding for education. It was noted by N. Avramenko that foreign students are a special category of youth. Their aim is to obtain higher education of the European model in Ukraine. After entering medical institutions of higher education they are trained under a special program for foreigners to study the language and culture of the country and some specialized disciplines [1, 37]. Before the full-scale invasion, Ukraine held a worthy position among developed European countries in terms of the total number of foreign students. In most cases foreigners chose medical, dental and pharmaceutical specialties.

Future foreign doctors obtain higher medical education in 16 universities of Ukraine. According to the Ukrainian State Center for International Education in 2023, the number of medical students was as follows: at Zaporizhzhia State Medical University – 2875 foreign students; Kharkiv National Medical University – 2429; O. Bogomolets National Medical University – 2421; National Pirogov Memorial Medical University, Vinnytsia – 2124; Odessa National Medical University – 1941; I. Ya. Horbachevsky Ternopil National Medical University – 1737 [11, 37].

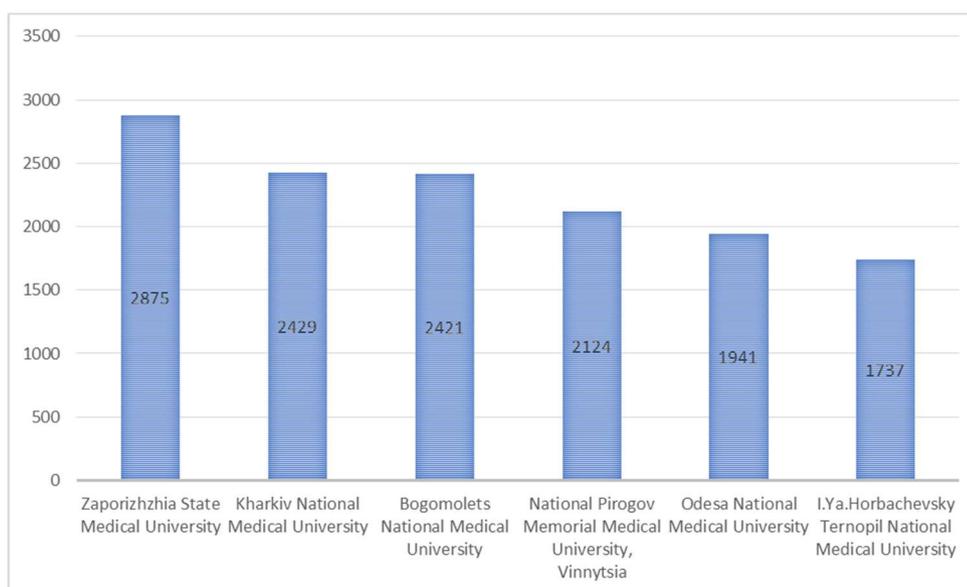


Figure 1. The number of foreign students at medical universities of Ukraine as of January 1, 2023.

The formation of Ukrainian language competence is an important component of the professional training of foreign medical students. It provides a successful integration of foreign students into the professional medical environment of our country, compliance with the requirements of medical care and communicative interaction with patients.

Competence (from Lat. *competens* (*competentis*) – proper, appropriate), according to the materials of the dictionary of foreign words, means awareness, knowledge, authority [10, 282].

The term “competence” is studied by modern native and foreign scientists. Ukrainian pedagogue N. Moiseyuk believes that “competence is the quality of the individual, which is necessary for high-quality productive activity in a certain area” [6, 18]. She emphasizes that competence includes not abstract general and subject skills, but specific life skills that will be necessary for a person of any age or profession.

Scientists A. Antonova and L. Maslak describe competence as a harmonious, integrated, systematic combination of knowledge, skills, norms, emotional value attitude and reflection, which ensure the readiness of the individual to solve practical problems [2, 101].

According to M. Golovan, “competence is the possession manifested in effective activity and including a personal attitude to the subject and product of activity. Competence is an integrative formation of the individual, integrating knowledge, skills, experience and personal properties that determine the desire, ability and willingness to solve problems and tasks that arise in real life situations, while realizing the significance of the subject and result of activity” [3, 29].

Competence as an ability to perform different tasks or work is also defined in the normative documents of the International Board of Standards for Training, Performance and Instruction (IBSTPI). Moreover, the concept of competence implies a set of knowledge, skills and attitudes that allow an individual to act effectively or perform certain functions aimed at achieving certain standards in the professional field [12, 31].

As Ukraine is a popular country for medical education, many students come here from countries where the Ukrainian language is not used. So, in most Western countries, educational services are provided only to those foreign citizens who speak the language of instruction and have appropriate certificates of secondary education and preliminary language training. In Ukraine foreign citizens are offered preparatory departments. According to O. Ignatyuk, the preparatory faculty for foreign citizens is the first step in mastering the knowledge base, skills and abilities in the field of the future profession. Training of foreign citizens in the preparatory department (faculty) is a complex, branched, creative process that depends on many factors: the initial level of training, the mental state of students

during the adaptation period, the ability to assimilate information in a non-native language and many others. Applicants of the preparatory department (faculty) during their studies should acquire a certain basic set of knowledge, skills and abilities in the chosen specialty [5, 40].

In I. Ya. Horbachevsky Ternopil National Medical University, foreign students, in addition to language training, have the opportunity to get acquainted with the content of general scientific disciplines. In particular, they study subjects such as “Chemistry”, “Physics”, “Mathematics”, where they learn the basic terms and concepts that are necessary for further education in higher medical education institutions in Ukraine. Also, students of the preparatory department (faculty) study the course “Country Studies” through which they get acquainted with the history, culture and customs of Ukraine. According to surveys, this course is very interesting for foreign citizens and helps them to adapt more easily to life in a new country.

Institutions of higher medical education in Ukraine pay special attention to the development of Ukrainian language competence during the studies of foreign students.

On the opinion of I. Semenenko “the effectiveness of professional training of foreign students depends on the assimilation of the language of the country of study as a means of communication. During the process of language training the professional value attitude of foreign students to specialized training should be laid as a conscious attitude to the subject of educational activity. This awareness is expressed in the understanding of the importance and significance of language training for their professional education” [8, 230]. In the process of studying the problem of teaching foreign students in higher education institutions, attention is drawn to the need of establishing integrative ties between teachers of language training and teachers of a professional profile. It is also considered appropriate to introduce interdisciplinary connections for all specialties without exception. This will allow students to process professional texts already during language training.

In order to master speaking, reading and writing in Ukrainian language, it is important to learn consciously the system of the language as a whole (phonetics, vocabulary, grammar), as well as the laws of the language (comparison of the systems of Ukrainian and English languages).

Based on the analyzed sources, it can be assumed that Ukrainian language competence is a set of knowledge, skills and abilities that are necessary for the effective use of the Ukrainian language in all activities, in particular in the professional activities of a doctor. It is an important component of the general language culture, which allows a person to communicate, learn, work and participate in public life effectively.

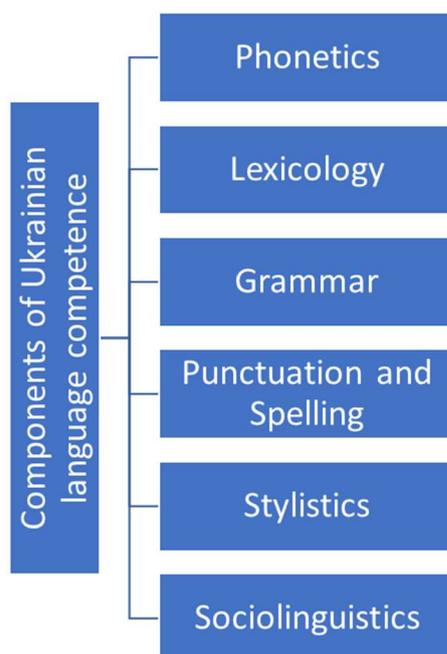


Figure 2. Components of Ukrainian language competence for foreign medical students

These components are considered in the process of learning the Ukrainian language by foreign students who study at medical universities of Ukraine. As the course of the modern Ukrainian literary language is designed to provide professional training in the modern Ukrainian literary language, to help students practically master its literary norms, to form strong skills of written and oral speech

During the first months of training, future foreign doctors need to learn a large number of new words, specific terms and phrases of the Ukrainian language. The medical student has to solve various problems that require the formation of skills and knowledge in various areas of educational and professional activities, in particular, communicate with patients during practical training in the hospital, writing a medical history, working in laboratories, participating in scientific and practical conferences, etc.

In order to solve these problems and to ensure the possibility of communication in the Ukrainian speaking environment, a foreign medical student needs to master the skills and abilities in all types of speech activity (reading, listening, speaking, writing).

The specifics of the methodology of teaching the Ukrainian language as a foreign requires attention, firstly, to the peculiarities of the Ukrainian language communication environment and secondly, to the assimilation of professional subjects from the first days of being in a medical university. This motivates the relevance of personality oriented approach to the preparation of a future foreign doctor, the search for such pedagogical conditions that would maximize the

formation of a person capable of independently regulating ones own education in medical university.

The whole system of training is aimed at mastering the language material and consists of four stages:

- 1) knowledge message;
- 2) formation of speech skills;
- 3) improvement of speech skills;
- 4) development of speech skills.

According to T. Serghienko in teaching foreign students it is important to form speaking skills that are most realized in typical doctor-patient situations at different stages of communication:

- At the stage of actual communication – the skills of expressing formulas of speech etiquette and using interrogative sentences regarding the passport characteristics of the patient;

- At the stage of the system survey – the skills of using various types of questions in order to collect medical history and find out the patient's symptoms;

- At the stage of objective examination – the skills of motivation the patients to perform certain actions during various types of examination, and responds to patients' questions and possible psycho-emotional elements in their behavior;

- At the stage of recommendations – the skills of notifying and expressing explanations about the course of treatment, motivation to observe the rules of usage and dosage of drugs, regimen and lifestyle [9, 70].

During the training of foreign students in the Ukrainian speaking environment, the most efficient and effective can be considered such a training organization that would ensure the involvement of students in the

communicative activities of medical specialist. At the same time the linguistic and mental activity of people are in the spotlight. The main object of study is linguistic communication and the functional properties of language and speech in their inseparable unity.

According to I. Humenna effective communication requires:

- common language of communication participants;
- common vocabulary;
- logical thinking;
- attitude of interlocutors to each other;
- trust in interlocutor;
- honesty, sincerity in the process of communication;
- correspondence between verbal and non-verbal modes of communication;
- the presence of a single communicative space;
- the presence of feedback as well as the significance of information [4, 17].

As the course of studying the Ukrainian language is primarily practical, its purpose is to master the language, which lies in the formation of communicative professional competence of foreign students. Therefore, the communicative approach is the main factor that forms the methodological orientation of language teacher in tutoring the Ukrainian language to foreign students.

In the process of forming communicative skills regarding the study of Ukrainian by foreigners, the most efficient and effective can be considered such an organization of training that would ensure the involvement of students in communicative activities, because the communicative approach involves entering such areas of communication where the intentions of the speaker, his role characteristics, special strategies of speech behavior are manifested. The focus is on issues related to the use of language in specific speech acts and phenomena.

In the process of learning with a communicative approach, students acquire communicative competence – the ability to use the language depending on the specific situation. It is indicative that students learn communication in the process of communication itself.

We consider that free communication should be practiced from the first lessons, that is, the expression of one's own thoughts, proposals, judgments, explanations, questions in unplanned situations. The teacher can start classes with questions that directly relate to the life of students: "How are you doing? What did you do yesterday? How did you spend your weekend?"

To activate the previously studied vocabulary and develop the student's creative abilities at the beginning of the lesson, the teacher can conduct a variety of exercises: sociograms, training cards, chain games, cross-words, exercises such as "question – answer".

According to many researchers, the communicative approach to studying is the most effective, as it is aimed

at the formation and development of speech, mental abilities and skills of students, the practice of situational communication and immersion in the Ukrainian language communication process. Among the positive features of learning based on a communicative approach we propose to use the native language of students for revealing the meaning of educational material, the perception of language in the learning process as means of communication, the development of oral speech when learning a foreign language, the study of grammar in language models that contribute to better assimilation of material.

Another very effective approach to language learning is the activity approach. It is aimed at the formation and development of cross-cutting skills and personality: abilities for teamwork, self-improvement, self-realization, successful adaptation in society, application of theoretical knowledge in practice, etc [7, 117].

Many scientists give competence approach, which focuses on the modern requirements of society in its innovative development, designed to direct the educational process to the formation and development of common (basic) and subject (professional) competencies, resulting in the harmonization of educational and life goals [9, 69]. The center of competence approach in teaching Ukrainian as a foreign language is the formation of communicative speech competence, which is characterized by the ability to use the learned information and skills in accordance with communicative tasks.

The studying of Ukrainian language by foreign medical students is a long-term process and requires the use of various approaches, methods and consideration of personal individual characteristics and national cultural factors.

Conclusion. The formation of Ukrainian-language competence among foreign medical students is an important component of their professional training. Mastering the Ukrainian language not only contributes to the integration of students into the educational process, but also increases their ability to communicate effectively with patients and colleagues in a professional environment. The Ukrainian language helps foreign students to understand medical terminology better, master theoretical and practical knowledge and follow ethical standards which are inherited to the medical profession in Ukraine. The importance of targeted language learning lies in the development of communication skills that are critical for successful medical practice.

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Стаття надійшла до редакції 05.11.2024



"З усіх творинь найпрекрасніше – людина, що отримала прекрасне виховання".

*Епікет
давньогрецький філософ*

"Правда завжди перемагає; інша річ, що деколи перемога може прийти з фатальним запізненням".

*Грина Вільде
українська письменниця*

"Значно легше помилитись цілком, ніж наполовину".

*Йоганн Вольфганг фон Гете
німецький поет, прозаїк, драматург*

"Почніть робити те, що потрібно. Потім робіть те, що можливо. І ви раптом виявите, що робите неможливе".

*Св.Франциск Асізьський
італійський християнський святий*

"Людина повинна поважати своє покликання, яким би воно не було, і підтримувати гідність цього покликання, і вимагати від інших поваги до нього, якщо воно того варте".

*Чарлз Діккенс
англійський письменник*

