

використовується ними в діагностиці захворювань, хоча й не завжди усвідомлено [5]. Виникає переконання, що саме у сфері розвитку і тренування професійного мислення приховані можливості, які дозволяють значно підвищити якість підготовки молодих фахівців стосовно прийняття професійних рішень. Така думка побічно підтверджується істотним підвищенням ефективності вирішення інтелектуальних завдань в деяких галузях, пов'язаних з впровадженням більш оптимальних форм організації знань (зокрема в інформаційних технологіях).

Таким чином, перехід у навчанні студентів, особливо старших курсів, від стратегії нарощування у них обсягів знань до стратегії навчання прийняттю професійних рішень (нехай і на меншому обсязі знань) може стати альтернативним підходом у вирішенні завдання підвищення якості підготовки молодих фахівців.

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THE SUBSYSTEM OF EXERCISES FOR TEACHING PROFESSIONALLY ORIENTED DIALOGIC SPEECH OF MEDICAL STUDENTS

У статті наведені рекомендації щодо формування професійно орієнтованої компетентності майбутніх лікарів в процесі навчання професійно орієнтованого діалогічного мовлення. У статті пропонується підсистема вправ для навчання діалогічного мовлення.

Ключові слова: професійно орієнтована компетентність, діалогічне мовлення, підсистема вправ, майбутні лікарі.

В статті пропонується рекомендації для формування професійно орієнтованої компетентності майбутніх лікарів в процесі навчання професійно орієнтованого діалогічного мовлення. У статті пропонується підсистема вправ для навчання діалогічного мовлення.

Ключевые слова: профессионально ориентированная компетентность, диалогическая речь, подсистема упражнений, будущие врачи.

The article offers recommendations for the formation of professionally oriented competence of future doctors in the process of teaching professionally oriented dialogic speech. The article discusses a subsystem of exercises for teaching dialogic speech.

Key words: professionally oriented competence, dialogic speech, subsystem of exercises, future doctors.

New tendencies to the development of a modern society and the integration of Ukraine into the European community dictate the necessity to achieve the European standards of teaching medical students. As a result, higher educational institutions face new demands to the Ukrainian educational system and to personal and professional qualities of graduates of higher medical educational institutions.

When teaching any language, one should pay special attention to the maximum development of oral speech, in particular, dialogue as one of its forms. O. B. Tarnopolsky [6], L.O. Maksymenko [4], V. A. Buhbinder [1], L. V. Volkova [2] dealt with the problem of creating a system of exercises for teaching professionally oriented foreign language communication. They made a significant contribution to the creation of a system of exercises for teaching professionally oriented speech. L. G. Rusalkina [5], O. B. Tarnopolsky [6], considered the system of exercises for future doctors in general, without focusing on dialogic speech. Therefore, the question for effective training of medical students in professionally oriented English-speaking dialogue remains open.

This paper represents an effective subsystem of exercises focusing mainly on developing professionally oriented competence of medical students.

Under the subsystem of exercises for teaching/learning dialogic speech (DS) we understand a set of exercises, which is used to provide stimulation of interests of medical students to their practical professional activity and strengthening their motivation to communicate with the doctors of the English-speaking society. The proposed subsystem of exercises takes into account the psychological, linguistic and sociolinguistic features of DS and is aimed at developing these components.

Given the specifics to our study, the requirements of professional orientation in learning, the authenticity of educational materials and providing a game component in the process of acquiring knowledge, mastering skills and developing communication skills are of particular importance. The professional orientation determines the main requirement for the task and needs the use of such methodological techniques as heuristic conversation and "brainstorming".

According to the information provided in the report of the British Council and the Ministry of Education and Science of Ukraine "The internationalization of Ukrainian universities: the English language dimension" [3], the effectiveness of learning is due to methods of enhancing cognitive activity of students. The most productive methods are role-plays, heuristic conversations, discussions, project methods, and the use of information and communication technologies. They are interconnected by the fact that their forms and content allow to achieve critical thinking along with the communicative competence.

In order to develop students' *critical thinking*, we need to create conditions for their self-analysis, comparison, inductive and deductive thinking, and so on. "*Brainstorming*" is a well-known psychological technique for stimulating creativity, which involves the production of ideas by students to solve a problem in the process of discussion in small groups. Working in pairs or small groups greatly helps students who find it difficult to express their opinions in front of the group mates. This organization of

educational activities provides an opportunity to train practical skills in DS: listen to each other, agree or disagree, understand language phenomena more deeply. There is no need to logically substantiate the ideas put forward, remove psychological barriers to foreign language communication and accelerate the development of communication skills and abilities in DS. In brainstorming, the main thing is to generate ideas, to create the widest possible "*bank of ideas*", and not to substantiate them. Therefore, brainstorming can serve as a learning activity that precedes a discussion, conversation or discussion of cases.

Project methodology is ideal for teaching English for specific purposes, because the implementation of projects allows creating conditions as close as possible to the conditions of future professional activity, increases the positive procedure motivation. These features of the projects are close in the organization of educational activities to the *role-plays/business games*, so in this study it is possible to combine them. Each role-play/business game can be used to develop a specific learning project based on its results, and each learning project, in turn, can be the basis for a new role-play/business game.

The most difficult is a *dialogue-discussion*, when the interlocutors try to present arguments and reach certain conclusions. Such dialogues are spontaneous and can occur at various international conferences, consultations, health forums, and so on. The ability to lead a discussion in the specialty allows individualizing the learning process, to create conditions for creative effort. A prerequisite for discussion is the presence of a problem. For example, students can be asked to discuss the specifics of working with elderly patients, the causes of medical errors, conflict situations and overcoming them. Authentic materials of visual and auditory information, containing typical situations of business professional communication, can be used as a basis for discussions.

Other requirements for the tasks are the choice of the *level of speech activity management: full, partial, minimum*. The degree of management depends on the stage of training. At the preparatory stage, the exercises are *fully controlled*, at the main/basic stage – *partially and minimally controlled*.

The same requirements for exercises determine the presence of verbal supports: *specially created supports* are mainly for drill practice (preparatory stage), *natural auditory* or *auditory-visual supports* or their absence – for speech practice (main stage).

In the teaching process, we *usually apply full control*, but the most effective is the principle of approximation, when minor errors are ignored during the communication, which do not violate the communicative nature of speech.

Having identified the basic requirements for exercises, as well as general classification of exercises for teaching communication, exercises were developed for teaching professionally oriented DS in accordance with generally accepted criteria, namely:

- 1) motivation – all exercises of the subsystem are motivated;
- 2) the focus on obtaining or providing information – receptive, receptive-reproductive, receptive-productive, productive;
- 3) the degree of communicativeness – communicative, conditionally communicative, non-communicative;
- 4) the degree of control over the speech activity of students – exercises with full, partial and minimal control;
- 5) presence / absence of supports – exercises without supports, with specially created verbal and nonverbal supports, with natural supports;
- 6) presence / absence of a role component – exercises without a game component, with a role game component;

7) way of organizing work – frontal, individual, paired, in small groups.

The proposed subsystem of exercises for teaching DS is based on the characteristics of groups, types and kinds of exercises and is implemented sequentially in two stages of training: preparatory and basic (I, II, III substage), as shown in the table below.

Stage/ sub- stage	Groups of exercises	SUBGROUPS OF EXERCISES
Preparatory	1. For replication skills development	1.1. To enhance knowledge about typical situations of professional communication of doctors and communicative intentions in DS.
		1.2. To use remarks for establishing contacts on the phone in person or through a secretary; explanation of the reason for the call; occurrence of interruption of communication, damaged lines, the presence of technical noise; use of "running commentaries".
		1.3. For overcoming psychological barriers on the perception and transmission of information in conditions of eye contact absence, as well as for the formation of socio-cultural competence
Basic	2 To develop skills and abilities to combine cues in mini-dialogue	2.1. For the formation and improvement of grammatical and lexical competence
		2.2. To relieve difficulties before listening to a mini-dialogue
		2.3. To check the detailed understanding of what is heard
		2.4. To develop the ability to ensure the accuracy and appropriateness of the use of speech in accordance with communicative situations similar to the model of mini-dialogue
II	3. For the formation and development of skills to produce a professionally oriented mini-dialogue using communicative situations, similar to the dialogue-sample	
III	4. To develop the ability to create their own professionally oriented dialogues of different functional types based on the proposed roles within the problem situation	

The specificity of mastering professionally oriented DS has caused special training of students, so the preparatory stage was singled out. As part of the preparatory phase, a subgroup of exercises 1.2 was included in the exercise subsystem to address the communication difficulties discussed in subsection 1.3. These types of educational activities remove the psychological barrier from communication, increase motivation, require creative, productive thinking.

Certain socio-cultural features need to be used in the learning process at the preparatory stage of subgroup of exercises 1.3, as well as such techniques as heuristic conversation and "brainstorming". Such interactive teaching methods create comfortable learning conditions in which each student feels his success and intellectual ability

Exercises for teaching DS at a preparatory stage are mainly conditional-communicative (determination of the form and content of speech, limited speech patterns,

reproduction of fragments of communication, training nature of exercises), and are considered at this stage leading. Communicative exercises are also not excluded, as holistic communication can also be limited to one communicative function, and such a function can be implemented in further speech practice.

In dialogic speech, there is always a receptive component – the perception of the interlocutor's speech. Therefore, the exercises of all teaching stages are mostly receptive and can be receptive-reproductive (when the interlocutors' remarks are predetermined language forms, ready-made phrases and clichés) or receptive-productive. We can not talk about only receptive, reproductive or productive exercises in teaching DS in general.

A characteristic feature of the exercises at preparatory stage is the use of mostly two levels of management of actions / activities of students (depending on the purpose of the exercise): full management or partial management. Fully controlled speech actions are imitations of speech units that must be addressed to the recipient of the speech. In exercises with partially controlled actions, they are performed according to a certain speech pattern, but the student has a choice of speech units according to the speech situation (examples are exercises for substitution, transformation, multiple choices, filling gaps, completing a speech pattern, answering questions and error correction).

Interactive methods are also used in the third sub-stage, when students record the created dialogues, and students analyze this recording in extracurricular time with the obligatory note of the most successful ideas or options in terms of socio-cultural norms. Exercises of this substage differ in greater complexity of tasks, search work, creative approach in performance. Usually sub-stage III exercises are motivated, productive, communicative with minimal control with natural supports (role cards for a continuous business game) and with a role-playing component.

Characteristic features of DS led to the creation of a subgroup of exercises aimed at overcoming socio-cultural difficulties, as well as exercises to ensure the psychological mood of the communicant to perceive by ear and transmit messages in conditions of eye contact and its absence.

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**АФГАНІСТАН ЯК ТЕКСТ У РОМАНАХ Х. ХОССЕЙНІ
“A THOUSAND SPLENDID SUNS” ТА М.М. КАЙЄ “THE FAR
PAVILIONS”**

У статті аналізуються параметри Афганістану як тексту на матеріалі романів Х. Хоссейні “A Thousand Splendid Suns” і М.М. Кайє “The Far Pavillions”. Схарактеризовано статус географічних об’єктів, архітектурних споруд, антропогенний простір, міські реалії та їхній зміст у контексті художніх творів двох різних історичних періодів, що відображають Другу англо-афганську війну 1878-1880 рр. та Афганський конфлікт 1979-1989 рр. із його наслідками. Вулиця в обох творах приймає на себе характеристику жителів, які семантично значимо маркують топос, до якого належать. Герат мислиться як традиційний, статичний локус. Кабул представлено у русі та трансформації. Ключовою у романах є опозиція «свій» - «чужий», що реалізується з позиції національної ідентичності. При цьому зображення афганських міст як тексту у творі Х. Хоссейні є більш ускладненим. Текст Кабулу дозволяє письменнику представити соціальну та гендерну ієрархію героїв у системі міського простору. Семантично ємкою є хронопомічна сітка міста, що відображає низку режимних змін та алгоритми політичної риторики.

Ключові слова: *категорії міста як тексту, афганський локус, «свій» - «чужий», стихійність та двоїстість, трансформація.*

The article analyzes the parameters of Afghanistan as a text on the material of the novels “A Thousand Splendid Suns” by Kh. Hosseini and “The Far Pavillions” by M.M. Kaye. The status of geographical objects, architectural structures, anthropogenic space, urban realities and their content in the frame of fiction of two different historical periods, reflecting the Second Anglo-Afghan War of 1878-1880 and the Afghan conflict of 1979-1989 with its consequences, is being characterized. In both works the street acquires the features of its inhabitants, who are semantically significant in the marking of the topos they belong to. Herat is portrayed in the context of the traditional, static locus, whereas Kabul is represented in its movement and transformation. The opposition “own” – “alien”, which is realized from the standpoint of national identity, is a key one in the novel. At the same time, the depiction of Afghan cities as a text in the work by Kh. Hosseini tends to be more complicated. The text of Kabul allows the writer to present the social and gender hierarchy of the characters in the system of urban space. The chronotopic grid of the city is semantically relevant, reflecting a number of regime changes and the algorithms of political rhetoric.

Key words: *the categories of the city as a text, the Afghani locus, “own” – “alien”, spontaneity and duality, transformation.*

В статье анализируются параметры Афганистана как текста на материале романов Х. Хоссейни “A Thousand Splendid Suns” и М.М. Кайе “The Far Pavillions”. Охарактеризован статус географических объектов, архитектурных сооружений, антропогенное пространство, городские реалии и их содержание в