

Гордієнко О. В., Шевкун А. В.
Запорізький державний медичний університет,
Запоріжжя, Україна

ІНТЕРАКТИВНІ ТЕХНОЛОГІЇ У ВИКЛАДАННІ ІНОЗЕМНИХ МОВ ПРОФЕСІЙНОГО СПРЯМУВАННЯ (З ДОСВІДУ ВИКЛАДАННЯ У ЗДМУ)

Стаття присвячена аналізу проблем впровадження дистанційної та змішаної форм навчання в умовах, спричинених пандемією, використовуючи інтерактивні технології при викладанні дисципліни «Іноземна мова за професійним спрямуванням» студентам медичних закладів вищої освіти (на прикладі ЗДМУ). У результаті дослідження було розроблено сучасний комплекс методів, засобів та прийомів викладання дисципліни «Іноземна мова за професійним спрямуванням», доцільність яких визначалась критеріями, які затверджені в робочих програмах з дисципліни, програмах, розроблених спільно з Британською Радою та рекомендованих Міністерством освіти і науки України, а також Загальноєвропейськими Рекомендаціями з мовної освіти. Результати дослідження дозволяють представити навчальний матеріал засобами дистанційного навчання без суттєвих якісних втрат і сприяють більш ефективному досягненню цілей, передбачених програмою вивчення дисципліни, зберігаючи стимул та зацікавленість студентів в освітньому процесі. Запропонований у статті комплексний підхід до вирішення нагальних проблем з викладання іноземної мови в сучасних умовах є перспективним і стане у нагоді не лише на період дистанційної та змішаної форм навчання, а й після пандемії, як допоміжний при впровадженні та оцінюванні самостійної роботи студентів.

Ключові слова: іноземна мова за професійним спрямуванням; англійська мова; заклад вищої освіти; студент-медик; платформа MS Teams; дистанційні форми навчання; асинхронний та синхронний режими викладання.

The article is devoted to the analysis of the problems of introduction of distance and blended forms of education in the conditions caused by the pandemic, using interactive technologies in teaching the discipline “Foreign language for specific purposes” to students of medical institutions of higher education (ZSMU case study). As a result of the research, a set of modern methods and means of teaching the discipline has been designed, expediency of which was determined by the criteria of approved programs in the discipline, programs developed together with the British Council and recommended by the Ministry of Education and Science of Ukraine, as well as CEFRL. The results of the study allow to present educational material by means of distance learning without significant quality losses and contribute to more effective achievement of the goals set by the program of the discipline, while maintaining the incentive and interest of students in the educational process. The comprehensive approach to solving urgent problems suggested in the article is promising and will be useful not only for the period of distance and blended learning, but also after the pandemic, as an aid in the implementation and evaluation of independent work of students.

Key words: foreign language for specific purposes; English language; higher education establishment; medical student; Microsoft Teams; distance learning; asynchronous and synchronous teaching modes.

The conditions caused by the quarantine restrictions due to the coronavirus pandemic (SARS-CoV-2) demand a rapid adaptation of classical methods and means of

organization and implementation of teaching the discipline “Foreign language for specific purposes” to medical students. According to the recommendations of The Ministry of Education and Science, in order to maintain continuity of education, Higher Education Institutions (HEI) of Ukraine are given the opportunity to interact with participants in the educational process through tools built into the Learning Management System (LMS), E-mail, Messengers (Viber, Telegram, etc.), video conferencing (MS Teams, ZOOM, Google Meet, Skype, etc.), forums, chats, etc. [2].

The article is focused on features of teaching the discipline “Foreign language for specific purposes” to the students of medical HEI in the conditions of distance and blended learning. The comprehensive approach proposed by us in the study will help address the pressing issues of today.

MS Teams from Microsoft Office 365 was taken for our study due to the fact that this cloud service was chosen by our university as a base for teaching in quarantine conditions caused by the pandemic. The capabilities of this platform are used on a maximum level for all academic disciplines of medical and pharmaceutical faculties, which are taught at the Department of Foreign Languages.

In the conditions of a lockdown classes take place with full visualization in synchronous and asynchronous modes in MS Teams, and when learning offline the platform is used for independent work of students.

According to The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (also known as CEFR, or CEF and CEFRL), while learning a Foreign language for specific purposes, the four following communication skills are being developed: Listening, Reading, Speaking, Writing. In recent years, the fifth one – Use of English – has been separated from the Reading skill.

I. Listening.

While training Listening in the process of teaching the discipline “Foreign language for specific purposes”, according to CEFR, the following skills are assessed: the ability to keep up with an animated conversation between native speakers, to follow the main points of extended discussion around, to understand most TV news and current affairs programmes, documentaries, live interviews, talk shows, plays and the majority of films in standard dialect [1, p.49].

The overall Listening comprehension on the level B1+ suggests that students are able to understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.

The tools of MS Teams allow the implementation of these tasks both during classes with the teacher and independent study. We offer several ways to achieve the goals of the lesson:

1. Calling. In the conditions of distance and blended learning, the teacher can use available online resources from the “database” of both general medical, dental and pharmaceutical topics during the videoconference with the students. Such Youtube channels as TedxTalks (dentistry, dental care), TED-Ed, Mental Dental, Medic Mind, Osmosis, Armando Hasudungan, The National Library of Medicine, iMedicalSchool, Online MedEd, etc. will be useful. Using a screen demonstration, the teacher shows videos to students, which makes it possible to perform the following tasks to test understanding of the content of the message:

1.1. Discussion. The teacher encourages a collective discussion to assess students’ ability to analyze information and define keywords.

1.2. Multiple choice answers, “True or false?”, Complete the sentences. A web

application “Microsoft Forms”, which is a part of MS Teams, will help the teacher to carry out the tasks. The Forms allow to create tests with one or more correct answers, to randomly order the questions and the answers.

2. Assignments allow to create the tasks using all of the abovementioned Listening exercises for independent studying or a homework. The teacher can add a link to a Listening file, worksheets etc. to the assignment. Students can upload their work as a file of popular text formats or images, complete a test in Forms and get a comment on their performance from their teacher.

II. Reading.

Reading comprehension, according to CEFR, suggests acquiring skills in reading correspondence, reading for orientation, reading for information and argument, reading instructions [1, p.53-59].

The key competence for the level B1+ is the ability to read straightforward factual texts on subjects related to students’ field and interest with a satisfactory level of comprehension.

The typical tasks for training reading skills when learning a foreign language are: multiple choice; true or false; complete the sentences about the text; put the paragraphs into the correct order; match the headings with the paragraphs etc.

In the distance education, the teacher can use the abovementioned screen demonstration (during videoconference with students), Assignments and Forms.

III. Use of English.

The most popular tasks for assessing Use of English skills are: fill in the gaps with the correct word, word formation and transformations. The teacher can use both the abovementioned MS Teams tools, and encourage students’ activity with the help of other web applications using screen demonstrations, such as LearningApps and Quizlet.

The teacher may also find it efficient to use Whiteboard, Freehand by InVision – which allows not only to write on the interactive board, but also to create mood boards and mind maps, – and OneNote. All of the mentioned tools have the permission settings. The teacher decides whether to give students the permission to edit the content, or to use the board individually.

IV. Writing.

In accordance with CEFR, students must demonstrate such skills on the level B1+, as to convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision, write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point students feel to be important [1, p.82-83].

The assignments usually demand from a student to write an essay, a letter of proposal, a report, a review, a formal or informal letter etc.

Although completing the tasks for training Writing skills in most cases suggests an individual work with the Assignments, the teacher can make the process more interactive organizing work on the mistakes and giving the key strategies to successful writing for each type of task during videoconference. Such tool as Whiteboard may be helpful. It allows a visual presentation of key points, regarding the most efficient completion of tasks, in a form of a structured plan or an illustration demonstrating relations between points and providing short text notes. Using the interactive methods during a videoconference has a significant advantage in improving students’ performance in the development of Writing competence over a plain commentary to a student’s work with a grade.

V. Speaking.

In the process of teaching of the discipline “Foreign language for specific purposes”, students must acquire skills of a confident communication in relation to the professional sphere and sphere of interests, expression of opinions on abstract, cultural topics, such as films, books, music, etc. [1, p.48-53].

The teacher and the students can interact through a videoconference with the web camera turned on, see each other and an interlocutor’s reaction. It enables to organize all of the Speaking tasks: questions on general and personal topics according to the thematic plan, description of illustrations with comparison, monologic and dialogic utterances on a given topic or situation etc.

Conclusions. The existing tools of the MS Teams platform were investigated in the article. A set of methods and means for the development of Language skills (Listening, Reading and Use of English, Writing, Speaking) in the process of teaching the discipline “Foreign language for specific purposes” to medical students with extrapolation to classical ones using modern information and communication technologies were developed.

The prospects for the further study are the investigation of the specifics of other platforms recommended by the Ministry of Education and Science of Ukraine, such as ZOOM, Google Meet, Skype, etc., as well as in comparing the effectiveness of their tools to achieve goals and objectives of the discipline.

Also in the future it is possible to analyze in detail the changes that continue to occur in the role of the teacher in distance and blended learning as a tutor, moderator and process designer, where student-centeredness is a priority.

REFERENCES

1. Common European Framework of Reference for Languages: Learning, teaching, assessment. Companion volume. 2020. URL: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/16809ea0d4> (Last accessed: 27.04.2021).
2. Regarding the organization of current, semester control and certification of students with the use of distance technologies (Letter № 1/9-249, from 14.05.2020). Ministry of Education and Science of Ukraine : official website. URL: http://osvita.ua/legislation/Vishya_osvita/73574/ (Last accessed: 27.04.2021).

UDC 378.147.016.018.43

Daszykowska-Tobiasz J.
Uczelnia Państwowa im. Jana Grodka w Sanoku,
Sanok, Polska

JAKOŚĆ ŻYCIA DZIECKA W CZASIE PANDEMII COVID-19 **CHILD’S LIFE QUALITY DURING COVID-19 PANDEMIC**

Kryteria jakości życia podlegają przemianom wraz z wiekiem – co za tym idzie – poziomem rozwoju człowieka. W odniesieniu do dzieci przyjmuje się, że te same kryteria służą do oceny jakości życia i jakości rozwoju. Oddziaływanie pandemii COVID-19 na dzieci jest niewątpliwie negatywne, a zadaniem dorosłych jest ochrona najmłodszych przed jej konsekwencjami. Zdaje się, że jedynym rozwiązaniem jest stworzenie dzieciom klimatu do prawidłowego rozwoju, szczególnie kochającej się rodziny, warunków do nauki, zabawy, zabezpieczenie kontaktów ze środowiskiem społecznym (głównie z rówieśnikami) oraz respektowanie ich praw i potrzeb.