

## **IMPROVEMENT OF LANGUAGE TRAINING OF FOREIGN STUDENTS**

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The formation of an open intellectual space in Europe requires the active participation in this process of all higher, including medical, educational institutions of Ukraine. One of the defining provisions of the Bologna Process is compliance of the level of education in Ukraine with world standards, the possibility of application and use of knowledge from graduates of higher educational institutions, including medical, in European countries [1]. Doctor, midwife, paramedic, a nurse and a dental technician must have perfect professional knowledge and skills. With the development of security in health there are changes in medical education, the functions of medical staff become much broader. But having only subject knowledge is not the key to their successful professional activity. Doctors will work in conditions of the changed structure of medical care, considerable increase in editions of special medical literature in a foreign language and the widespread introduction of the latest medical and diagnostic equipment health care system. Therefore, the professional competence of a medical professional includes not only general care for patients with the basics of manipulation techniques, but also knowledge of a foreign language [2].

According to the "European recommendations", foreign students of non-language universities must master the common and professionally oriented foreign language. This also applies to students of higher medical educational institutions, who in language acquisition should acquire a level of communicative competence that allows them to use foreign language in medical field of professional activity. The problem of the quality of training of medical staff is becoming increasingly important due to the growing demands on the level of their training. Modern training of a medical specialist should be focused on mastering foreign language, which involves correct use in terms of norms and style, situational and contextual adequate use of speech as a means of oral and written communication in all areas of professional communication. Knowledge of a foreign language for a medical specialist becomes his significant personal characteristic, which implies the ability to engage in business communication [3].

Professionally oriented medical Ukrainian is an integrated subject, the study of which combines cycles of learning grammar, vocabulary, spelling and pronunciation in general classical Ukrainian, as well as the study of grammar, vocabulary and style

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of the actual medical Ukrainian language. In addition to the above subjects, the course is closely associated with clinical disciplines and disciplines of the general medical cycle, because it is impossible to teach students the topic of medical orientation, without having an idea of its content.

Teaching professional vocabulary to foreign students of medical universities is a necessary component in achieving the main purpose of teaching Ukrainian to foreign students as a means of communication in professional activities [4].

In order to be able to read medical literature and understand oral messages freely enough, as well as to be able to understand each other with specialists, first of all you need quantitative and qualitative specification of the desired learning outcomes, establishment of specific criteria for language proficiency at the phonetic, lexical / grammatical levels.

To this end, it is necessary to select: a) phonetic; b) lexical common language, general scientific and terminological; c) morphological-syntactic minima in accordance with the receptive and productive aspects the purpose of training.

Among all the variety of language material to be mastered by medical students, vocabulary has a special place, because the accumulation of vocabulary and the ability to use it is prerequisite for mastering all types of speech activity. Therefore, in the process of teaching Ukrainian language in medical schools much attention is paid to the study of professionally-oriented vocabulary.

The experience of our work has shown that after graduating from the preparatory departments the most developed species speech activity of foreign students of a medical institution is reading. By a comparative experiment in groups it was proved that the vocabulary of medical direction is better mastered by those students in whom reading skill is formed.

Extensive use of professionally oriented texts generates interest in students to study a foreign language, which is associated with strong reserves to improve learning language.

Mastering anatomical, clinical and pharmaceutical vocabulary is of great importance in reading professionally oriented texts, vocabulary of Ukrainian language, knowledge of which is an important component of foreign language communicative competence of a medical specialist, as well as the enrichment of future medical employees with common vocabulary as a basis for fruitful interactive speech activity.

Problem tasks require reflection, interpretation and updating of professional information, own evidence. Take into account the principle of clarity is a stimulus to speech activity. Visibility evokes positive emotions in students, helps in better perception, understanding and memorization of the material; the foreign student deliberately questions certain provisions, opinions or statements.

Language training of foreign students of medical universities is an extremely important component of professional training of medical worker. The study of language in a professional direction nowadays acquires special significance for future doctors, and it is the teacher who must find such methods that this process is interesting and desirable for students [3]. To achieve this goal it is necessary to use the latest information technology interactive learning, through which students will learn to clearly articulate and express their own position, communicate, discuss, perceive and

evaluate information, actively use terms in all forms activities of the future medical worker.

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