

досліджень, а також дають змогу вдосконалити навички інтернів у критичній оцінці, розв'язанні проблем у професійному спілкуванні. Упровадження такої навчальної платформи допоможе подолати розрив між ланками вищої освіти й допомогти інтернам зрозуміти й представити наукові дослідження, а також підготуватися й досягти успіху в аспірантурі й майбутній кар'єрі в науці й медицині.

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PRACTICAL SUGGESTIONS FOR TEACHING ACADEMIC WRITING TO MEDICAL APPLICANTS FOR HIGHER EDUCATION

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Поширеність англійської мови змушує професіоналів у всіх сферах науки та техніки передавати результати своїх досліджень англійською мовою, щоб їх зрозуміли та визнали. Щоб цього досягти, від здобувачів вищої освіти очікується знання академічного стилю та стандартів англійської мови.

Ключові слова: здобувачі вищої освіти, навчальний процес, практичні навички, викладання, навчання письма.

The prevalence of English compels the professionals in all spheres of science and technology to render their research results in English in order to be understood and acknowledged. In order to achieve this, applicants for higher education are expected well-versed in the academic style and standards of the English language.

Key words: applicants for higher education, learning process, practical skills, teaching, writing.

The ability to use academic and professional level of English is a strategic prerequisite for the further advancement of higher medical education in Ukraine [10]. The major challenges in academic English vocabulary in terms of spelling and punctuation have already been discussed in works of several scientists [3; 4; 5; 6; 7]. The given paper focuses on practical suggestions for developing practical skills in writing and implication for learning/teaching process at Poltava State Medical University.

According to the National Curriculum for Universities (English for Specific Purposes), applicants for higher education have to be able to:

- write clear, detailed texts for variety of purposes related to personal areas (letter of application, CV, cover letter, motivation letter, references);
- take notes on points which seem to be important during practical lessons, workshops, conferences, meetings;
- draft and produce business and professional correspondence (business letters, reports, e-mails, faxes, memos);
- write summaries and abstracts, reports, conference papers, etc. with high degree of accuracy [8].

Writing is a specific skill required in many contexts throughout life. For instance, applicants for higher education can write e-mail to a friend informing what happened during the day in their personal diary. Academic writing seeks to express, not to impress; it is purposeful, economical, and audience-oriented. In many ways academic writing is easier than creative writing, yet it still requires hard work, especially from the beginners.

Not only Ukrainian applicants for higher education of abovementioned specialty experience troubles when following the main international standards [1; 2] for writing process (adopting new conventions of styles, referencing, and layout), but also teachers face some difficulties: lack of methodological handbooks and guidance, limited number of hours, interference of native rhetorical and stylistic features, diversity of terminology. A decades-long writing has been seen as only a supporting system for learning grammar and vocabulary, rather than as a skill in its own right. For many years, teaching of writing focused on the written product rather than on the writing process [1]. However, methodologists have looked again at writing as a process and put forward ways of teaching this skill which acknowledge and emphasize its importance.

The best way to achieve clear, consistent and readable academic writing is encouraging applicants for higher education to think about what they are going to write – by planning the content and sequence of what they will put down on paper. Brainstorming (applicants for higher education in pairs or small groups come up with as many ideas as they can through discussion) is the best activity, which leads applicants for higher education to plan for a forthcoming task. While planning the applicant for higher education is encouraged to think about the content considering the purpose of their writing and to focus on the audience.

Writing high-level academic papers involves innumerable, simultaneous skills requiring intensive knowledge and practice. The comment voiced by some respondents that the acquisition of rich, flexible discipline-appropriate discourse is lengthy process. Researchers suggest that it takes most English language learners five to seven years to develop native-like academic language proficiency and literacy [4]. It is true that unless medical researchers are taught to express their ideas in a proper way, they will find it difficult to write primary research articles or any other types of academic or professional texts.

Thus, the following recommendations are highly valuable [6]:

- It is necessary to avoid such legalese lexis as “herewith, forthwith, aforementioned”, etc., as these words are redundant and unclear.
- The shorter the sentence is, the more impact it produces. It is preferred to split each sentence after 12-15 words. In this context, the linking words may be of use (e.g., “as a result”, “furthermore”, “however”, etc.).
- Sentences with verbs are shorter and clearer, whereas sentences with nouns are generally long.
- Sentences in active voice are shorter than those with the passive.
- It is important to use positive words (e.g., “to improve”, “to reinforce”, etc.).
- It is required to avoid clichés and stock phrases, i.e., expressions that have been used so often that they have lost their real meaning. These phrases sound verbose, pompous and old fashioned (e.g., “Owing to the fact that...”).
- It is essential to use short words, which are easier to read.
- If technical jargon is used, the author must be 100% confident that the audience understands it; otherwise, an alternative word (or a glossary of terms) is needed.
- It is advised to use pronouns “I /we / you”, as they are addressing the audience directly and add a personal tone to the writing.

There are many resources available for medical applicants for higher education to improve their training in academic writing, or to upgrade their knowledge and skills on ongoing basis. Training may involve short one or two day courses or workshops by professional bodies, for example, a two-day training “Academic writing as a tool for integrity” led by Victoria Taylor, PhD in Rhetorical and Communication (The University of Arizona, Tucson) in Kyiv, Kharkiv, Odessa, Lviv in May, 2017. A growing number of higher medical educational settings are developing and incorporation on-the job ‘mentor-guided’ training as well as designing special programs for medical applicants for higher education. This training is usually provided by ESL lecturers or instructors more experienced in academic writing who help to uncover its practical implications [2; 8; 9].

Rapid development of integration processes in Ukraine necessitates placing more emphasis on teaching academic grammar and lexis, which will enable the Ukrainian medical applicants for higher education and staff to produce the English-language written discourse of competitive quality. Therefore, one of the most relevant tasks of teaching process is identifying grammatical structures and vocabulary with a view to improve the academic writing skills.

Thus, the following conclusions can be made. Increasing the effectiveness of teaching academic writing is an important factor of raising the professional competence of future specialists in Medicine. Implementation of some specific techniques (cultivating critical and independent thinking, exhibiting cultural awareness, adherence to format and style) in the process of teaching academic writing improves the quality of teaching since it helps to develop not only professional but also socio-cultural competence.

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