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DOI: <https://doi.org/10.24195/2414-4665-2018-4-17>**Inna Strazhnikova,***Doctor of Pedagogy, associate professor of Bohdan Stuparyk Pedagogy Department, Vasyl Stefanyk Precarpathian National University, 57, Shevchenka Str., Ivano-Frankivsk, Ukraine,***Nataliia Venhrynovych,***PhD (Candidate of Philological Sciences), associate professor, Department of Linguistics, Ivano-Frankivsk National Medical University,***Yurii Chopyk,***PhD (Candidate of Pedagogical Sciences), senior lecturer, Department of Linguistics, Ivano-Frankivsk National Medical University, 2, Halytska Str., Ivano-Frankivsk, Ukraine,*

PECULIARITIES OF UNIVERSITY LANGUAGE TRAINING OF MEDICAL STUDENTS (BASED ON JOHN DEWEY'S CONCEPTION OF EDUCATION)

The article examines the role of philological training as a precondition for future specialists' professional training modernization in conformity with their worldview perception. John Dewey's conception of education has been considered which acted as a basis for the development of experimental technique aimed at medical students' linguistic culture formation. To verify the effectiveness of the suggested technique, a program of experimental study of foreign language training at rehabilitation departments has been introduced and tested. The experiment included 253 students divided into two groups: Group 1 studied in accordance with J. Dewey's teaching principles; Group 2 followed the standards of a "typical plan". In the process of education, the latest technical achievements have been used including Internet, YouTube, Skype, that is, all possible types of video and audio communication, since to master a foreign language one must immerse into language environment. According to the results of the initial and final stages of the experiment, it has been found that a high level of foreign language mastering was manifested by the students of Group 1, whereas those of Group 2 showed a much lower level, thus pointing to the obsolescence of the study programs followed by the majority of higher educational establishments in our country. Therefore, the necessity of the developed system of language training for the students of medical and rehabilitation specialties in order to improve foreign language mastering is an obvious fact.

Keywords: John Dewey, reformatory pedagogy, speech culture, foreign language, rehabilitation specialists, communication foundations.

Introduction

The relevance of the issue is explained by a number of socio-political, educational and pedagogical, scientific and theoretical factors. Ukraine has been deliberately, consistently, but with great difficulties, striving to reach European integration. Its inalienable component is the modernization of the content of education in accordance with international standards and requirements, which implies a deep reflection and creative use of foreign historical experience in the formation of an individual on the basis of time-tested principles of theory and practical skills.

Besides, its practical significance is due to the following scientific-theoretical and educational factors: the materials of the research can be used for teaching foreign languages to medical university students, as well as in terms of postgraduate teacher training. This work opens up new opportunities for improving the concept and content of curricula and textbooks, creating methodological recommendations for teachers who work with medical specialists.

In particular, modern Ukrainian scholars have significantly advanced in developing theoretical and methodological foundations of personalistic education which is sometimes considered as a new, innovative direction of historical and pedagogical research, although it has deep

roots, including in the form of biographical studies. In the context of scientific discourse, they define the toolkit and methodological approaches to studying and interpreting the ideas and views of well-known and lesser-known educators of different historical periods. Reinterpreting their creative heritage opens up new approaches and opportunities for studying historical and pedagogical phenomena of the past.

John Dewey is a prominent personality in pedagogy of pragmatism and functional psychology. His works are well-known in the field of education, as well as on the subject of experience, logics, democracy, and ethics. The scientist distinguished two main components: educational institutions and society. People learn new information not for knowledge itself but for skills, they are interested in exactly what they need, that is, a combination of knowledge and activity.

Many scientists (Robert Lado, Harry Hoijer, Edward Sapir, L. Oliinyk, B. Azhnyuk, R. Zorivchak, S. Vlachov, S. Florin) distinguish the phenomenon of culture making it possible to realize the importance of the interconnection of culture and language. The notion of general language and speech is manifested in the domain of spiritual qualities of every person and specialist in particular. This is due to the

awareness of the role and importance of speech culture in future work; growing interest in oneself, their opportunities in terms of self-education, self-improvement, self-realization; strengthening the role of national-linguistic self-consciousness; development of linguistic skills; abilities to adhere to the norms of the literary language, to use it expressively, taking into account conditions and tasks of communication (Hurenko, 2010).

Let us briefly identify and characterize basic principles of J. Dewey's pedagogical theory, which are of fundamental importance for the university language training:

- experience is the final component of knowledge. It is closely linked with the implementation of actions, and not with the study of objects. Thinking becomes an instrument for solving mental problems;

- the things which lead to a practical result are of special significance. According to it, education is carried out not through the assimilation of the theory, but in the process of practical tasks, in which students learn to work in a team and to discover the world;

- the interests of the bachelor are the basis of the educational process. Therefore, it is necessary to use it, directing it;

- making a bachelor's/master's degree student focused on further work in the society. The essence of practical work is not limited by the acquisition of specific knowledge, but involves the participation in social and public work;

- a system of projects, grants. Students acquire information when planning and performing projects.

- continuous improvement for all age groups of the society. Life is constantly changing and developing, so education must constantly respond to changes that are taking place in the world. If this task is not completed, society will face problems without being ready to solve them (Bim-Bad, 2009).

Aim and Tasks

The paper aims to present the results of applying John Dewey's educational conceptions in the context of the language training of university students majoring in rehabilitation as compared to traditional teaching.

The main tasks of the research are as follows:

- to highlight the linguistic basis in the context of J. Dewey's views on the effectiveness of the formation of value orientations of specialists in the field of rehabilitation;

- to describe effective forms, methods and techniques of learning activities that contribute to the practical development of professional competences of students, in particular creativity, the ability to think systematically; adaptability and sociability; perseverance in achieving the goal; caring for the quality of the work performed; theoretical knowledge and practical skills of graduates, understanding social phenomena and demonstrating, at the same time, the ability to solve production problems; the formation of humanity as the basis of personal comprehensive development, the ability to take responsible actions, etc.

- to propose the criteria for the formation of speech culture indicators for university students majoring in rehabilitation while studying foreign languages for specific purposes.

Essence of the experimental technique

In groups, taking into account the elements of J. Dewey's conception, throughout the experiment, we used his teaching ideas: illustrations, advanced technologies. In addition, teaching was based on the use of innovative learning tools, such as youtube, skype, etc. because they help to immerse into the linguistic environment.

When introducing the experimental technique, the main task is to make students interested in the educational process. This stage was aimed at activating associative thinking, providing guidelines, creating necessary emotional background, developing imagination of the students, preparing them for a complete and profound perception of the material, providing the students with the necessary knowledge that will help them to form personal attitude to the phenomena of reality.

At the stage of preparing for the perception of a language situation in a foreign language, students pass into the phase of activity, where the formation of value orientations occurs – the reflection in the consciousness of the specific properties of objects and phenomena of the environment (values), on the basis of which they form their preconceptions of the situation, which causes a desire to continue studying. This step involves the implementation of the principle of transferring the material “from a student to a student”, which implies that senior students recommend new material to junior ones.

The program of the special course envisaged the purposeful development of skills to formulate the definition of different concepts in a foreign language. This work was organized by compiling the table, by sections: volume, number, nature of communication; the essence of the definition; specificity, purpose.

The program of the special course included exercises, composed of various philological elements:

- speech apparatus development,
- respiratory gymnastics, which includes exercises for speech muscles.

- exercises for improving diction and listening comprehension.

Teaching students how to choose an optimal speech tempo was carried out with an emphasis on the need to choose it depending on the linguistic situation at practical lessons, the semantics of the text, while maintaining “correct” breathing.

Research Methods

The following research methods were used to solve the tasks:

- theoretical methods involved philosophical, pedagogical, psychological literature review on the given topic; analysis of current programs, methodical manuals;

- the empirical ones provided observation of the educational process in foreign language classes, interviews with teachers and students, questioning, analysis of oral

and written work of students; methods of statistical processing.

In order to assess the respondents' efficient communicative skills, the following methods were applied: Sociability Scale by V. Ryakhovskiy; Assessment of Self-Control Ability in Communication, Interpersonal Communication Emotional Barriers Assessment (according to the following parameters: inability to control emotions; inadequate expression of emotions; inflexibility, indistinct emotions; unwillingness to be emotionally closer to people).

In order to verify the effectiveness of the proposed methodological model, we conducted an experiment on the basis of "Foreign Language for Specific Purpose" academic discipline as we believe that the formation of professional competence is performed at all stages of studying at a university, including foreign language training.

Sample

253 medical college students of 2-4th years of study majoring in "Nursing" and "Physical Rehabilitation" (studying at Ivano-Frankivsk National Medical University and Vasyl Stefanyk Precarpathian National University, respectively) were involved in the experiment aimed at evaluating the efficiency of approaches to the formation of language culture. Within each group (in terms of a university) they were divided into control (n=133) and experimental groups (n=120). The difference between the groups implied that in the experimental ones, training was based on J. Dewey's ideas, and the control groups students were taught according to the traditional program.

At the initial level, we analyzed curricula, examined the maturity of basic and professional skills of students, applied a generalization method that helped to choose indicators of the estimation of the level of speech culture maturity of the students, etc.

The next level provided the implementation of experimental training, the purpose of which was to change the approaches to the formation of the students' skills in accordance with the objectives of the study. In addition, during the experiment, general pedagogical approaches were introduced in the process of approbation of the special course "Foreign Language Communication Culture for Rehabilitation Specialists" for the formation of speech culture as a component of the competence of future rehabilitation specialists. In addition, during the experiment, the levels of language development of students and the degree of their value orientations maturity were evaluated.

At the last stage of the experiment, the research results were summarized based on the analysis of questioning of teachers, as well as students' answers to certain tasks (tests, listening, situational tasks) aimed at assessing the level of their value orientations maturity.

The effectiveness of the proposed methodology for the formation of value orientations was evaluated on the basis of students' awareness of situational tasks, knowledge operation skills. The respondents' academic

achievements assessment in experimental groups envisaged the identification of the effectiveness of the methodology of forming their value orientations.

Information-cognitive, reflexive-operational, and personality-volitional criteria were used to assess the effectiveness of general pedagogical approaches and the formation of the language culture of the respondents. The criteria were determined according to the level of the maturity of language culture: high, sufficient, medium and low.

A high level is peculiar for those students who have profound professional knowledge and mature speech culture, have an idea of the values in the importance of communication, have substantiated emotional attitude to the education process challenges. This level is characteristic of the students who can motivate themselves for acting, perceive the reality of individuality, recognize everyone's right to their own beliefs, can listen to others and perceive their opinions.

A sufficient level is demonstrated by the students who know and understand the subject, though show unclear attitude to certain issues.

A middle level involves fragmentary knowledge, inability to explain one's own understanding of the issues. This level is peculiar for the students who have not adequately perceived the content and nature of training.

A low level involves minimal professional knowledge, low educational motivation, superficial quality of values.

Levels of the maturity of value orientations were assessed based on the implementation of various tasks, which resulted in the ability of students to independently use the acquired knowledge at classes.

In the process of examining the quality of the language culture of the respondents we conducted testing evaluating their abilities to operate professional terminology in foreign languages. The first indicator was the assessment of knowledge of professional terminology in a foreign language during internship (according to a 5-point scale).

The next indicator of students' knowledge was assessed by the criteria, which included the following tasks:

- continuing a synonymic row in a foreign language;
- listening comprehension;
- speech situations in a foreign language.

In order to verify the effectiveness of implementing the special course "Foreign Language Communication Culture for Rehabilitation Specialists", student cards were introduced, in which the indicators of the quality of knowledge of terminology in a foreign language were clearly determined during the study of the special course in combination with the component disciplines.

Research Results

The results were analyzed according to the number of correct answers (Table 1).

Table 1.

Results of the Respondents' Knowledge of Professional Terminology in a Foreign Language

University	Levels							
	High		Sufficient		Middle		Low	
	EG	CG	EG	CG	EG	CG	EG	CG
Ivano-Frankivsk National Medical University	30	18	20	22	6	11	4	9
Vasyl Stefanyk Precarpathian National University	28	15	20	23	7	23	5	12

The results of the experiment show significant positive changes in the experimental groups, which indicates the effectiveness of the suggested technique.

The obtained data of the students' value orientations make it possible to draw the following conclusions:

- there is a marked decrease in the number of students with a low level of value orientations maturity in the experimental groups;

- in both groups, there is a similar tendency in reducing the number of students with a lack of knowledge, but the percentage is unessential;

- observing the sufficient level of value orientations maturity indicates a certain stability of both groups;

- in the experimental groups there were more students with a high level of professional skills.

Consequently, a comparative analysis of students' skills is indicative of the effectiveness of the introduced methodology. Quantitative and qualitative indicators of the results of the students' performance of the proposed tasks in each group indicate that the training positively influenced the general linguistic development of the students.

Diction is one of the elements of language technology, so special attention was paid to its correction. Work on diction required the study of articulation characteristics of sounds and exercises with increasing complexity (see Table 2).

Table 2.

Results of the Assessment of the Respondents' Listening Comprehension Skills

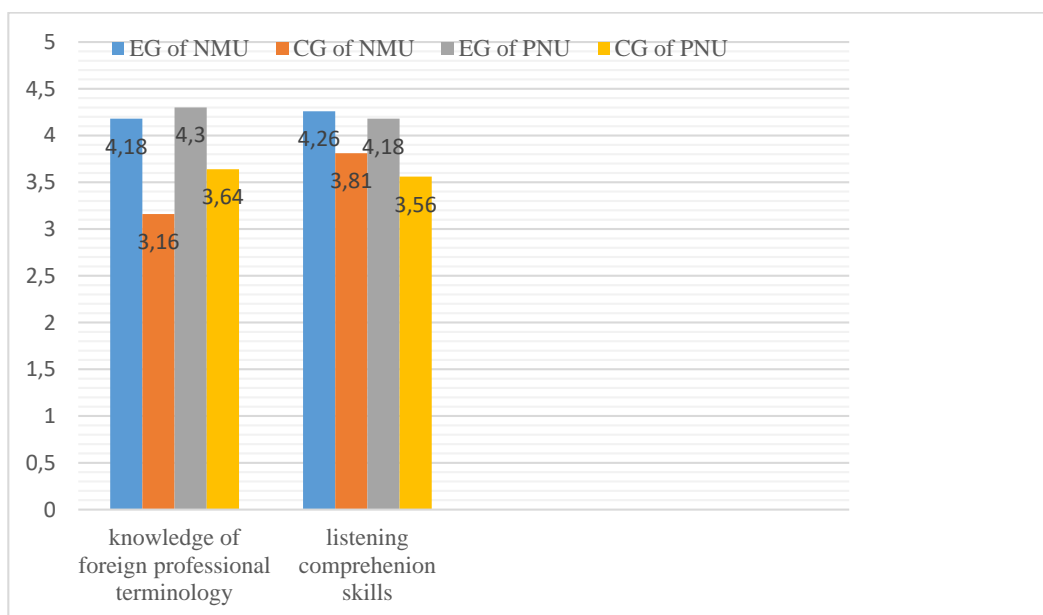
University	Levels							
	High		Sufficient		Middle		Low	
	EG	CG	EG	CG	EG	CG	EG	CG
Ivano-Frankivsk National Medical University	28	15	19	21	9	10	4	14
Vasyl Stefanyk Precarpathian National University	30	17	22	24	6	21	2	11

During the experiment, we observed positive changes according to all distinguished indicators. The most common signs of the most intense changes were as follows:

- skills of using professional terminology in a foreign language - 4.18 points (EG of Ivano-Frankivsk National Medical University), as opposed to 3.61 points (CG of Vasyl Stefanyk Precarpathian National University); 4.3 points - (EG of Vasyl Stefanyk Precarpathian National University), and 3.64 points - (CG of Vasyl Stefanyk Precarpathian National University);

- listening comprehension - 4.26 points (EG of Ivano-Frankivsk National Medical University), in contrast - 3.81 points in the CG of Ivano-Frankivsk National Medical University; 4.18 points - (EG of Vasyl Stefanyk Precarpathian National University), and 3.56 points - CG of Vasyl Stefanyk Precarpathian National University (Fig. 1).

The EG students of both universities were more active, freely operated professional terminology, correctly translated sentences, showed fluency in speech, diction and good listening comprehension skills.



Note: NMU – Ivano-frankivsk National Medical University, PNU – Vasyl Stefanyk Precarpathian National University

Fig. 1. Results of the Respondents' Professional Linguistic Culture Formation

Thus, as one can see, the students of the EG in Ivano-Frankivsk National Medical University have shown better results in listening comprehension (4.26 points), while the students of Vasyl Stefanyk Precarpathian National University have 4.18 points.

However, the respondents from Vasyl Stefanyk Precarpathian National University have better results concerning the skills of professional terminology in a foreign language (4.3 points), as opposed to Ivano-Frankivsk National Medical University students who received an average score of 4.18.

Conclusions

1. Taking into account John Dewey's education theories there have been distinguished priority teaching methods, techniques, types and forms in the process of theoretical development and experimental verification of the technique of value orientations formation that contributed to

foreign languages mastering used for rehabilitation specialists.

2. There have been developed effective methods of forming practical language skills of rehabilitation specialists for studying a foreign language for specific purposes; adaptability, sociability, knowledge of professional terminology in a foreign language; humanity as the basis of personal comprehensive development, ability to take responsible actions, cooperate with other people; the ability to act in a variety of problematic professional and social situations.

3. During the experiment, factors of the profession of a rehabilitation specialist and features of studying in both universities were taken into account; the levels of value orientations maturity of students and potential possibilities of the proposed technique were revealed.

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ОСОБЛИВОСТІ МОВЛЕННЕВОЇ ПІДГОТОВКИ СПЕЦІАЛІСТІВ РЕАБІЛІТАЦІЙНОГО СПРЯМУВАННЯ У ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДАХ (З УРАХУВАННЯМ ПЕДАГОГІЧНОЇ КОНЦЕПЦІЇ ДЖ. Д'ЮЇ)

У статті розглядається роль філологічної освіти як чинника, що здійснює вплив на освіту, виступаючи передумовами модернізації професійної підготовки майбутнього спеціаліста у пізнанні формування світогляду. Для перевірки дієвості системи формування впроваджено та апробовано програму експериментального дослідження вивчення іноземної мови на факультетах напряму реабілітації. В експерименті взяли участь 253 студенти, яких було поділено на дві групи: перша навчалася за принципами вчення Дж. Д'юї, друга – за стандартами «типовий план». Під час навчання були використані засоби інформаційно-комунікаційних технологій: інтернет, ютуб, скайп, тобто всі можливі види відео- та аудіозв'язку, адже щоб вивчити мову, потрібно завжди бути у мовному середовищі. Беручи до уваги педагогічні теорії Джона Д'юї визначено пріоритетні методи, прийоми, види та форми навчальної діяльності в ході теоретичної розробки й експериментальної перевірки методики формування ціннісних орієнтацій студентів, що сприяли процесу засвоєння іноземних мов, які використали для спеціалістів профілю реабілітації. Розроблено ефективні методики формування практичних мовленнєвих навичок фахівців реабілітаційного спрямування для вивчення іноземної мови за професійним напрямом. За результатами початкового та кінцевого етапів експерименту встановлено, що високий рівень знань іноземної мови показали студенти ЕГ, набагато нижчий – КГ, що й вказує на застарілість програм, які подаються у більшості закладів вищої освіти. Тому необхідність застосування розробленої системи на медичних та реабілітаційних спеціальностях для підсилення вивчення іноземних мов є очевидною.

Ключові слова: мовленнєва культура іноземною мовою, фахівці реабілітаційного спрямування, мовленнєві задачі.

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