

**ОСОБЛИВОСТІ ВИКОРИСТАННЯ КОМУНІКАТИВНОГО МЕТОДУ ВИВЧЕННЯ УКРАЇНСЬКОЇ МОВИ ЯК ІНОЗЕМНОЇ У ВИЩОМУ МЕДИЧНОМУ НАВЧАЛЬНОМУ ЗАКЛАДІ**

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**PECULIARITIES OF APPLICATION OF COMMUNICATIVE METHOD OF STUDYING UKRAINIAN LANGUAGE AS FOREIGN ONE AT HIGHER MEDICAL EDUCATIONAL INSTITUTION**

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**Цуркан М. В. Особенности использования коммуникативного метода изучения украинского языка как иностранного в высшем медицинском учебном заведении. Целью статьи является описание и анализ особенностей использования коммуникативного метода в преподавании украинского языка как иностранного в медицинских университетах. В работе применены следующие методы исследования: описательный; синтеза и обобщения научных теорий. Новизна работы заключается том, что до сих пор на должном уровне не рассмотрена специфика применения коммуникативного метода именно в медицинских вузах Украины. Выводы.** Определено, что коммуникативный подход к обучению иностранным языкам дает возможность преподавателю научить студентов-иностранцев моделировать речевые взаимодействия, использовать язык как средство социального действия в условиях конкретных ситуаций общения.

**Ключевые слова:** коммуникативный метод, студент-медик, украинский язык как иностранный, коммуникативная ситуация, коммуникативная компетенция.

**Setting the problem.** Mastery of foreign language at high level is not possible without multilevel lingual preparation. A teacher must possess modern methods of teaching foreign language, special educational methods and techniques in order to choose one or another teaching method as good as possible according to the future profession and students' needs. The process of language teaching at domestic institutions often reflects long ago outdated grammatically-translational method. That's why we observe reforming of educational process at institutions of Ukraine in accordance with Pan-European requirements and competences nowadays. In particular, among measures of improvement of the situation connected with language teaching, it is necessary to point out such as: informatization of educational environment, adjustment of cooperation with European institutions in spheres of educational and scientific activities by Ukrainian educational institutions, international students' exchanges, grants, possibility for obtaining the second higher education, studying with master programs and passing internship abroad.

**Historiography review.** Determination of approaches and directions of studying is one of the most important factor in learning language system. Linguo-didactics have proposed various approaches in relation to improvement of processes of teaching language. Communicative method of learning foreign languages is not appropriately investigated, however there is fairly rich experience of methodical organization of communicative-oriented studying. In particular, we can highlight such researchers: A. Aleksyuk, N. Babych, Z. Bakum, L. Baranovska, O. Biliayev, I. Bim, S. Vitvytska, M. Viatiutniiev, I. Zymnia, S. Karaman, O. Kopus', S. Nikolayeva, Yu. Passov, M. Pentulyiyk, V. Skalkin, N.

Ushakova, S. Yavorska and others. Ukrainian linguo-didactics (Z. Bakum, L. Palamar, K. Plysko) determine studying of communicative skills as typical formation of cognitive activity of subject of studying. Affirmation about increasing of efficiency of formation of professional communicational skills of foreign students is justified in the works of S. O. Ridkozubova, while talk about introduction of pedagogical technology with such stages: motivational-stimulant (stimulation of positive motivation), cognitive-activity, reflective-corrective<sup>1</sup>.

**The aim of the article** is description and analysis of peculiarities of using communicative method in teaching Ukrainian language as foreign one at medical universities.

**Setting the main material.** Educational technologies of teaching foreign languages also must be changed under conditions of reforming of higher schools. Our case concerns teaching Ukrainian language as foreign one, which performs not only communicative role for foreign citizens, but first of all it designed to provide foreign students with ability to obtain knowledge from all subjects at professional level which they need in order to form theoretical basis and practical skills in future profession. Students must be prepared of the basis of qualitative modern, carefully selected educational material for conscious using of Ukrainian as foreign language in professional activity. Communicative and constructivist approaches are considered to be leading methods of teaching foreign languages by methodical science of the present time. However, the history of teaching of foreign languages has numerous attempts of using various methods.

Communicative method developed in 60s-70s in Great Britain, when English language gradually started to acquire

<sup>1</sup> Ridkozubova S. O. Formuvannja profesijnykh komunikatyvnykh uminj inozemnykh studentiv vyshhykh tekhnichnykh navchalnykh zakladiv [Formation of professional communication skills of foreign students of higher technical educational institutions], Kharkiv, 2015, 21 p.

status of the language of international communication. Right then it was found out that approved traditional methods language learning of that time ceased to satisfy the needs of the majority of those who study English as foreign language. The reason of refusal from previously elaborated methods was that new generation of language users has come, that was pragmatists who consider foreign language first of all as means of communication. Their needs consisted in not deep, clearly academic studying of language, that was proposed by traditional university programs, but in possibility to apply knowledge on the practice as soon as possible. D. H. Haims gave the definition to communicative competence as to the most general term for determination of person's possibilities. He claims that competence depends on the language knowledge and ability to use it depending on the situation<sup>2</sup>. Therefore, communicative method provides bigger activity of students. In this case, the task of a teacher is to involve all attendants in the classroom into the conversation and to direct them into the right direction of language learning and speech mastering.

According to Ye.I. Pasov, the author of communicative method „communication provides lingual direction of educational process, which consists in not only that lingual practical topic is pursued (basically, all directions of the past and present set this aim) but in that practical using of a language is the way to this aim. Practical lingual direction is not only the aim but also it is means where all terms are dialectically interdependent”<sup>3</sup>.

Background of occurrence of communicative method and the term „communicative competence” has become the concept of lingual competence of N.Homskyi that consists in the ability of a speaker to generate grammatically correct structures. Studying foreign languages with the help of communicative method has activity character, as lingual communication is realized with the help of „lingual activity”, then it serves for solving tasks of productive activity in conditions of „social cooperation” of communicators (I.A. Symova, H.A. Kytaihorodska, O.O.Leontiiiev). Participants of communication try to solve real and imaginary tasks of common activity with the help of foreign language. „Strictly speaking, lingual competence does not actually exist. There is only the system of lingual actions, that comprises in any activity that is completely theoretical, intellectual and partly practical”<sup>4</sup>.

It is necessary to point out, that in our opinion, communicative approach to studying foreign language is not holistic systematic method in pure form. It is rather complex of methods which are called to teach real communication in lingual environment, most of which were approved during lessons and before. Peculiar playing of the life situations is a leading reception of communicative method, which have to stimulate students to active „communication”. Therefore, it is important that topics are connected with everyday life of students, reflect situational problems of their future profession, etc.

It is necessary to highlight central features of communicative method: language teaching is teaching of communication; the aim of the process is mastering of communicative competence (the ability to correctly and easily use linguistic system); student forms own language system through attempts and mistakes<sup>5</sup>. Communicative method by Pasov provides such components of educational process:

Lingual direction of educational process;

Individualization by leading role of personal aspect;

Functionality that provides selection of foreign language material;

Situationality that is considered as means of lingual stimulation and as a condition of development of lingual skills;

Constant changing of the subject of communication, circumstances, tasks<sup>6</sup>;

According to B. Tarnopolskyi, communicative organization is an important factor of communicative method, which provides three basic conditions: 1 direction of student's studying not to obtaining of lingual knowledge but to production of skills (grammatical, lexical, phonetical, lingual skills) which provide possibility of realization of foreign language lingual activity during communication, realization of language in acts of communication [B. Tarnopolskyi, 52]. 2 The second condition is connected with implementation of the principle of communicative organization, it provides communicative character of exercises which are used in educational process for development of skills and lingual abilities (the principle of situational lingual communication)<sup>7</sup>. The researcher affirms that it is the most appropriate to apply exercises of different levels, preferably to use exercises of the highest level which are designed to learn lingual material and development of lingual abilities in real communicative situation as well as those which comply with the aim of studying that is the development of communicative competence. 3 Formation of incentive-motivational phase of activity in students, creation of the need of foreign language lingual communication<sup>8</sup>.

Ukrainian language as foreign one is studied for many years at Bukovynian state medical university, however, there are the number of problems which occur as the result of the fact that all medical subjects are taught in English for students who are foreign citizens, it predetermines peculiar apathetic attitude towards our subject. Medical practice serves as the only inducement for students, which they pass at 3<sup>rd</sup> and 5<sup>th</sup> courses, it takes place at local hospitals where all patients speak Ukrainian. It is necessary to freely possess the language not only at the level of everyday communication, but at high professional level in order to conduct appropriate survey of a patient at practice, to make anamnesis, to talk with a patient, etc. Here we deal with the concept of lingual competence which is perceived by scientists and methodologists as possession of four types of abilities – listening, speaking, reading and writing. Mentioned four indissoluble between each other lingual abilities can give the

<sup>2</sup> Hymes D. H. “Models of the interaction of language and social setting”, *Journal of Social Issues*, 1967, 23(2), P. 8–38.

<sup>3</sup> Pasiv Je. I. Komunikatyvnyj metod navchannja inshomovnogho ghovorinnju [The communicative method of teaching foreign language speaking], 1985, 208 p.

<sup>4</sup> Zymnjaja Y. A. Pedagoghycheskaja psichologhyja [Pedagogical psychology], 1999, 384 p.

<sup>5</sup> Pasiv Je. I. Komunikatyvnyj metod navchannja inshomovnogho ghovorinnju [The communicative method of teaching foreign language speaking], 1991, 223 p.

<sup>6</sup> Pasiv Je. I. Komunikatyvnyj metod navchannja inshomovnogho ghovorinnju [The communicative method of teaching foreign language speaking], 1991, 223 p.

<sup>7</sup> Tarnopoljskyj B. Metodyka vykladennja anghlijskoji movy [Methods of teaching English], 1993, 167 p.

<sup>8</sup> Vdovin V. V. Komunikatyvnyj pidkhid jak optymaljnij zasib vyvchennja inozemnoji movy u vnz [A communicative approach as an optimal means of studying a foreign language at a higher educational institution], [E-source], URRL: [http://vlp.com.ua/files/07\\_36.pdf](http://vlp.com.ua/files/07_36.pdf)

result with the help of which foreign student will be able to freely communicate with Ukrainian patients.

Urgent habit which is required for foreign medical student is to study correctly and clearly express opinion for further avoidance of lingual conflicts, while performing service duties. Communicative method of studying acquires significant meaning in this aspect, as its main content provides communication when students are able to freely express their opinion, using proper grammatical rules, etc.<sup>9</sup>. Kharkiv authors T.M. Aleksieienko, O.M. Trostynska, A.B. Chystiakova from Kharkiv conducted questionnaire for Kharkiv foreign students with the topic of content of studying and they concluded: during studying at the university, foreign students consider education-professionals sphere of communication as the most significant one as well as types of lingual activity which enter this sphere<sup>10</sup>.

For providing of communicative character of educational activity, it is necessary to organize it taking into account personalities of those who study, namely a teacher of medical institution must direct the whole educational process into formation of lingual competence of a future doctor. Such organization is oriented into "learner-centered approach" need of a student, where „personal individualization" is taking into account (selection of materials and tasks with clear consideration of personality of each student, group, faculty, specialty, etc.).

Lingual competence in Ukrainian language as foreign one for medical students must be divided into two large groups. The first group includes generally lingual realities – sociocultural competence, which is consisted of: geographic competence - knowledge of students about culture of a country; lingual-geographic competence provides possessing of peculiarities of lingual and non-lingual behavior of speakers, adequate understanding of traditional native population (gesticulation, emotionality, specific etiquette, etc.).

The second group of lingual competence properly applies to medical discourse in Ukrainian language as foreign and foreign students must learn it at high professional level. This group also has several levels. Firstly, students must learn medical terms system of Ukrainian language (professional words and anatomical vocabulary: structure of the body, internal and external organs, organs systems, etc.), and later to learn how to use this vocabulary as doctors in dialogical and monologue speaking. Namely, to possess habits of professional interrogation of a patient, making anamnesis, conducting the conversation and therefore, explaining the problem of a patient, that is expressed in coherent monologue speaking with ability to convey the nature of an illness in descriptive construction to a patient who doesn't always has profound knowledge of medicine.

Spontaneity is a specific feature of dialogical expression, that's why a teacher must create variety of different lingual situations in order to prepare a student to absolutely different questions of patients, colleagues and others, deploying a conversation, etc. Formation of lingual abilities

happens with the help of consistent transition from simple lingual units (a word, a word combination, a sentence) to more complicated and large ones (semantic fragment, a text, detailed dialogues, monologues) and from elementary operations (for example, imitation, playing) to more complex. Creation of various lingual situations is called as a principle of contextual stipulation (situationality) and it means that language and lingual means are used within appropriate social context, namely situationally. The situation and context allow to recognize and semanticize as well as to remember the meaning of each lexical unit, as mechanical memorizing don't allow to remember words, grammatical forms, sentences for long. While context allow adequately understand each word, sentence due to its conceptuality with correlation of its meaning with the meaning of outward units. In additions, situationality as obligatory element of communicative method allow to stimulate lingual activity of students and develop their lingual skills<sup>11</sup>, communicative method has very important advantage, as it possesses enormous variety of exercises: role games are used here, as well as dialogues, simulation of real communication<sup>12</sup>.

Undoubtedly, communicative method cannot get around without learning the grammatical system. Moreover, Ukrainian language belongs to the range of inflectional languages, that's why its assimilation needs great effort of a student and high professional level of a teacher. The task of a teacher consists in helping students consistently overcome each difficulty of grammatical phenomenon one by one. That's why it is necessary to inform the rule in the process of automation in small doses (preferably in schematic visualized form) where interference is the most reliable. Similar way of transferring rules is called „quantization". The amount of „quanta" of a rule depends on the set of functional and formal difficulties of assimilation of grammatical phenomenon and it is absolutely individually in each separate case. Functional and formal difficulties are phenomena of different order and „quanta" of a rule help to overcome these difficulties and must be presented in adequate form. Functional „quanta" of a rule should be presented in verbal form and formal „quanta" in schematic ones<sup>13</sup>.

**Conclusions.** The basic principle of communicative method of studying is lingual activity and production of conscious coherent speaking. This approach consists in realization of the way of studying where classified, correlative and ordered studying of Ukrainian language as foreign is exercised as means of communication and professional activity of medical students. Communicative approach to studying foreign languages gives the possibility for a teacher to teach foreign students model lingual interactions, to use language as means of social activity and interaction in conditions of specific situations of communication. **Perspectives of further investigation.** Further developing of communicative approach in teaching Ukrainian language for foreign students consists in formation of the system of means and instruments of increasing the efficiency of its

<sup>9</sup> Shvydka Ju. O. Komunikatyvnyj metod u navchanni inozemnoji movy majbutnikh medychnykh pracivnykiv [The communicative method of learning a foreign language for future health professionals], [E-source], URRL: [http://myenglishclub.at.ua/index/komunikativnij\\_metod\\_u\\_navchanni\\_inozemnoji\\_movi\\_majbutnikh\\_medichnykh\\_pracivnykiv/0-66](http://myenglishclub.at.ua/index/komunikativnij_metod_u_navchanni_inozemnoji_movi_majbutnikh_medichnykh_pracivnykiv/0-66)

<sup>10</sup> Vorona N. O. „Problema zmistovogho napovnenja kursu ukrajinsjkoji movy jak inozemnoji" [The problem of course the essential content Ukrainian language as a foreign language], *Mova, istoriia, kultura u linhvokomunikatyvnomu prostori : zbirnyk naukovykh prats [Language, history, culture in the linguistic communicative space: a collection of scientific works]*, 2015, Vol. 2, P. 22–28.

<sup>11</sup> Kuznjecova O. M. „Komunikatyvnyj metod vykladannja inozemnykh mov ta osoblyvosti jogho zastosuvannja u nemovnykh VNZ" [The communicative method of teaching foreign languages and especially its use in non-language universities], [E-source], URRL: [http://rusnauka.com/21\\_NNP\\_2010/Philologia/70613.doc.htm](http://rusnauka.com/21_NNP_2010/Philologia/70613.doc.htm)

<sup>12</sup> Domashnjeva A. I. Metodyka vykladannja anghlijskoji movy u pedagogichnomu vuzi [Methods of Teaching English at a Pedagogical University], 1983, 211 p.

<sup>13</sup> Kolker Ja.M. Praktychna metodyka navchannja inozemnoji movy [Practical method of teaching a foreign language], 2000, 190 p.

its application in the development of professional lingual activity.

**Tsurkan M. Peculiarities of application of communicative method of studying ukrainian language as foreign one at higher medical educational institution. The aim of the article** is description and analysis of peculiarities of application of communicative method in teaching Ukrainian language as foreign one at medical universities. Teaching Ukrainian language as foreign one performs not only communicative role, it foremost designed to provide foreign students ability to obtain knowledge of all subjects at professional level, which students need in order to form theoretical basis and practical skills in future profession. We have been used the following **methods of investigation**: descriptive, synthesis and generalization of scientific theories. **The novelty of the work** consists in that specificity of application of communicative method is still not considered at appropriate level namely at medical universities of Ukraine. **Conclusions**. It has been defined that communicative approach for studying foreign languages gives the possibility for a teacher to teach foreign students to model lingual interactions, to use language as means of social action and interaction under the conditions of specific situations of communication.

**Key words:** *communicative method, student-physician, Ukrainian language as a foreign one, communicative situation, communicative competence.*

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**Received:** 18.02.2018

**Advance Access Published:** March, 2018

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