

These kinds of experience effects greatly on teaching and educational process. As an example, for almost 30 years in Vinnytsia there is a private family school «AIST», which pioneered in Ukraine with the experience of organizing an immersive educational environment through the use of immersion technologies, creating the effect of live presence, through the use of theater pedagogy and modeling interactive intersubjective interaction.

The most effective ways to create immersion during classes and extracurricular time include: immersion technology (in historical epochs, cultural processes, the Olympic Games), project study of literary works, theater festival, the operation of workshops of interest (applied - weaving, soft toy, ceramics, inventions, cooking, intellectual - publishing house "AISToria", club "Debate"; aesthetic cycle - art, vocal).

The reflective component of participation in the workshops, projects, theater seasons provided not only meaningful gaining new experience for each child but also expanding the context of learning through historical, cultural, scientific, practical and everyday component. The institution's immersive educational environment has created and continues to create a permanent flow of cognitive and emotional stimuli and impressions for each student, which gives high educational, socializing, developmental effects, promotes effective choice of future profession and self-realization in personal and public life.

Keywords: immersion technology; project learning; educational experience; presence effect; stimulation of impressions; socialization.

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TEACHING FOREIGN STUDENTS UKRAINIAN LANGUAGE COMMUNICATION: EDUCATIONAL AND PROFESSIONAL SPHERES

Summary. Intercultural communication has lately been a subject for discussion mainly in the sphere of foreign language teaching. An important idea of this article lies in preserving elements of national culture by foreign students in process of penetrating into local culture with the help of communication. Local language plays its integral role as the basic tool of dialogical interaction. The authors of this article focus attention on the concept of Ukrainian language communication with foreign students in medical university which includes all methods and techniques in delivering Ukrainian language lessons, as well as educational and professional lingual communication training of foreign students in medical university.

The article explains that training communication skills in foreign students is one of the most important challenges for teachers. Educational materials based on everyday life events, literature clubs, brain-rings, and other similar contents promote students' interest to study the language. This type of educational approach also helps activate reconstructive imagination, mental cognitive function and the intellectual sphere including comparison, analysis, and systematization. Promotion of cognitive activity during language classes is an important issue.

The authors come to conclusion that every language tutor is supposed to master a system of teaching methods and techniques. The authors prove the importance of splitting the formation of communicative and professional competences into several equal stages aiming at efficient lingual training.

Modern conditions have made it important for teachers to maintain an efficient student-training model covering quality educational contents and thorough daily studying. Student-conducted scientific researches and topical surveys are reported to be important parts of this model. The authors have proved that history, international relations, religion, literature, politics, economics and other aspects of country studies play an important role both in description of educational aims, contents and methods and in determination of language-master criteria.

The authors have also pointed out that the process of adaptation of foreign students in Ukrainian medical educational establishments depends on efficient coordination and integral supervision system.

Key words: foreign student, Ukrainian language communication, intercultural education, intercultural communicative competence, adaptation, emphasis.

Background: The process of studying in medical educational establishments inevitably involves communication of students from different countries representing different cultures. Foreign students are united in their efforts to preserve their native traditions and cultural elements in process of interaction with local culture. Thus, international communication of foreign students includes penetration in guest culture without losing own national identity. Language plays a very special role as a main communication tool for all parties involved into the dialogue.

Foreign students who come to study to Ukraine treat their language teachers not only as objects of initial communication, but as specialists helping them in desired quick social and academic adaptation. Communication skills are essential component of the latter. Thus, formation of communication skills is the basic assignment for language teachers. The concept of Ukrainian language communication of medical university foreign students includes all methods and techniques in delivering Ukrainian language lessons, as well as educational and professional lingual communication training of foreign students in medical university.

Intercultural communication has lately been a subject of discussion mainly in the sphere of foreign language teaching. Globalization and integration of educational process in higher school explain the choice of this acute theme as the article's subject. Moreover, this subject was chosen as a part of research theme at Ukrainian language department of National Pirogov memorial medical university in Vinnytsia. The issue of this article covers both the foreign students' teaching system in medical university, and intercultural communicative competence of foreign students in higher

medical educational establishments considering psychological and pedagogical adaptation aspects as an essential part of the entire education. It must be mentioned that the system of higher education in Ukraine is a ramified and compound system, developed, supplemented and updated by the combination of domestic experience and foreign achievements.

At the present time the importance of intercultural education is rising in sight of promotion of social and cultural competences in educational environment. It is especially important for foreign students eventually facing communication barriers in their professional activity caused by social, political, ethnical, religious aspects. The modern world demonstrates the tendencies to improve the quality of medical services and introduce innovations to professional medical training. The theme under discussion becomes even more acute due to the fact of increased requirements to professional medical training, socialization of foreign students, and formation of intercultural professional competence in foreign students of higher medical educational establishments in conditions of its insufficient methodological support. The factors mentioned above explain the choice of this theme.

References: Analysis of psychological and pedagogical bibliographic sources has revealed a large number of surveys dedicated to theory and practice of competence formation based on competence approach (Bibik N., Grishkova R., Demchenko D., Zelenska O., Kuzmenko V., Kulikova O., Malkova O., Maslak L., Ovcharuk O., Pershina L., Hutorsky A., Cherkesova M., Chernilevsky D. and others). Akimova O., Ivanova M., Klauchek S., Kobernik O., Korotun O., Kushnir I., Moskalyova L., Rybachenko L., Zechmeister Y. and others [5, p. 20] directed their scientific efforts on studying the peculiarities of foreign students' education.

Discussion: Verbal language is the main concept and the basic means of communication of all folks and nations. It is an instrument of culture-transfer to all parties involved into communication. The primary stage of foreign language learning forms initial comprehension about cultural values of Ukraine.

Language classes develop cognitive activity, help students adapt to new cultural surrounding, and train lingual competences in sociocultural sphere. At this stage it is important for language teachers to select proper educational materials as far as their contents, amount and practical usage are concerned.

Educational materials based on everyday life events, literature clubs, brain-rings, and other similar contents promote students' interest to study the language. This type of educational approach also helps activate reconstructive imagination, mental cognitive function and the intellectual sphere including comparison, analysis, and systematization. Promotion of cognitive activity during language classes is an important issue [2].

Language teachers are expected to pursue several goals: to transfer not only their lingual knowledge, but extra-lingual one, teach their students the culture of international communication both with Ukrainians and representatives of other countries.

Cultural linguistics is a special scientific discipline which helps achieve the goals mentioned above. It combines elements of linguistic knowledge, including the semantics of lingual units, with information on culture and everyday life of this country. This is the main concept of this discipline's description.

Cultural linguistics is meant to introduce important information on Ukrainian culture, get familiar with social and psychological norms of local society and help students better understand everyday life in Ukraine and treat it positively. Language teacher is considered to act as a representative of Ukrainian scientific knowledge, cultural values and traditions. It is up to every teacher to select own empiric algorithms mastering their practice, outlook, way of communication, values and other aspects included into cultural code. The latter definition refers to special surrounding-evaluating tool. Cultural codes are compared with people's ideas creating a system of traditions, cultural and behavioural standards interiorized by definite society. Cultural codes are both conscious and subconscious markers (moderators) helping to identify cultures. This is the sign language of culture [6, p. 218].

Mastering the language of education is the medical students' guarantee on quality professional training. Practical foreign language classes start from the first days of educational process and last throughout the entire course of study. Educational material is divided into logically-arranged topics. Lingual and communicative skills are trained at aspect classes. Practical Ukrainian language classes are structured according to the principles of modern communication-based lingual training techniques. Linguistics-based learning activity is the main principle of teaching foreign medical students. This principle is fully compatible with "common language space" which is created by the means of interdisciplinary teaching techniques, because the main target of language education is to develop communicative competence in professional sphere. Interdisciplinary connections of language teachers with their colleagues delivering natural sciences and special subjects are supposed to unite efforts in developing medical students' communicative competence.

The process of communicative competence training is divided into stages. The primary education stage forms initial algorithms as the basis for language knowledge. The intermediate stage extends language knowledge to its practical sphere [3, p.60].

Learning foreign language as a part of advanced professional training helps medical students get familiar with:

1. the most frequently-used lingual units (taught at biology, anatomy, chemistry, physics classes),
2. structural textual models typical for medical disciplines,
3. definitions and terminology.

Lingual knowledge and skills acquired at Ukrainian language scientific style classes help students become better adapted to the main course at medical department.

Studying at the intermediate stage is characterized by difference in:

1. spheres of communication (social culture, social, political and professional spheres),
2. theme
3. character
4. situational communication
5. social roles played by medical students as prospective doctors: nurse, doctor's assistant, consultant, doctor, patient.

The final education stage (5th-6th year) foreign medical students are supposed to advance their lingual skills as close to native speakers as possible. Positive language skills comprise a number of abilities:

1. to understand written/printed texts, to understand their basic messages; to write own text
2. to express own assumptions and to share ideas; to respond to opponent
3. to analyse and to use literature connected with future profession
4. to learn scientific information
5. to describe, summarize and assess clinical research data
6. to submit own work (articles, reports, thesis) [3, p.66]

Modern education opens the necessity to maintain the systemic Ukrainian language communication of foreign medical students in order to organize their daily individual work guaranteeing quality education. Inviting students to take part in research is significant part of this work. The sphere of international cooperation opens reliable opportunities to win grants of different foreign funds and organizations. Adding multimedia learning materials containing test remains an important issue. Practical use of these materials make the educational process for convenient and efficient leaving students more time for scientific research, thus adding innovative element to teaching. During the latest Ukrainian language department meeting all the participants shared the opinion that a teacher is the main person in charge of the educational process based on the criterion "professionalism + efficient teaching techniques + new technologies".

Methodological discussions of the following courses: "Ukrainian Language Teaching Techniques", "Ukrainian Language Learning Practice", "Theoretical Bases of Learning

Vocabulary”, held at the Ukrainian language department, have pointed out students’ academic progress assessment criteria including:

- vocabulary
- grammar structure
- phonetics, pronunciation skills of words, phrases, reading text
- ability to express own ideas both orally and on paper
- logical consequence of idea
- deep knowledge of the subject
- ability to defend own opinions and idea

Cultural linguistics plays an important role in describing goals, contents, teaching techniques and determining students’ knowledge assessment criteria. It is the basis of teaching work in VNPMMU Ukrainian language department. Innovative approach of Ukrainian language teaching has given a portion of positive emotions. Interaction of all participants involved into educational process, presentation of cultural linguistics educational materials has piled up precious experience helping the staff to extend their understanding of efficient philology teaching techniques.

The target of Ukraine’s education is formation, renovation and replenishment of national intellectual core. Quality education refers to a complex of conscious features making specialists capable of successful professional activity under conditions of modern economical processes.

Research results: Quality standards of educational establishments have been immensely influenced by:

- increasing number of medical specialists on employment market
- growing level of both domestic and international competition
- optimization of educational services available on the world market
- removing mobility barriers for students, teachers, scientist
- global employment market

The authors have found out that intercultural communicative competence comprises lingual, communicative and cultural competences. This definition has been introduced as a result of bibliography analysis including the works of Izarenkov D., Iriskhanov K., Yelizarov G., Leontovych O., Pluzhnik Ten, Flemming M., Cherkesov M. and others. According to the survey results, the definition “Intercultural Communicative Competence of Foreign Medical Students” includes communicative and empathic skills used for intercultural interaction. Empathic skills are acquired and used by students in order to master profession-oriented writing and to comprehend emotion-emphasized utterances. Emphasis is a consequent phenomenon of emotion-wrapped language. Training empathic skills help students better understand other participants involved into conversation, to share their feelings and emotions and to take advantage from other people’s experience.

The definition “intercultural communication” comprises different levels of personal interaction of various social groups representing all cultures. It can be treated as interaction between the West and the East.

Modern society members are supposed to get rid of out-dated cliché concerning foreign nations and cultures. Every person is supposed to realize that all cultures have their own system of values. People who do not share the cultural values typical for definite nation or folk group are required to abstain from any approval or criticism and remain politely neutral to these values [1].

Thus, teachers who work with foreign students are expected not only to get slightly familiar with their values, but also to penetrate into definite cultures in order to maintain mutual understanding and efficient educational process.

In frames of cross-cultural penetration, the authors of this article have studied the challenges influencing intercultural communicative competence. To do this, Ukraine-based medical education of foreign students became the research subject. Foreign students in Ukraine are represented by different ethnical, cultural and religious groups. Teachers work with Christians, Muslims, Buddhists, Hinduism followers etc. Various religions, confessions, cultural values and educational

systems create social diversity of students' audience [2].

Intercultural adaptation becomes the biggest challenge for the students who come to study in Ukraine. It refers to a complicated continuous process aimed on making students "compatible" with new social environment.

Survey of bibliography has shown that students' adaptation has two directions: 1. getting accustomed to new social surrounding; 2. Training new personal qualities. Studying in secondary or higher foreign school is the only well-known reliable way of social adaptation. Social adaptation comprises several aspects:

- psychological + pedagogical (getting accustomed to new didactic reality, probably different from methods and techniques applied at students' home countries);
- social + psychological (getting familiar with new social standards, gaining own social status in a new environment, role-play in the system of interpersonal relations);
- psychophysiological (getting used to new conditions of vital activity, different from those in home countries);
- sociocultural (interaction with other people in new cultural surrounding) [4, p 20].

During the course of this research the authors have found out that adaptation of foreign students in Ukraine's higher educational establishments becomes more efficient under conditions of:

- interdisciplinary approach
- integration of different activities
- implementation of modern teaching techniques corresponding the requirements to foreign students' educational standard
- participation in common creative work.

Foreign citizens who come to study in Ukraine treat their teachers not only as representatives of the host country, but also as a key to their social and academic adaptation, so building relations to develop communication skills becomes the priority task for tutors [5, p. 25].

Practical trainings are widely used during language classes with the purpose of maintaining intercultural communicative competence.

The main function of intercultural trainings is to remove social and psychological barriers of adaptation to other cultures. According to Triandis, G.: "To explain the efficiency of trainings is one of the biggest challenges when studying foreign cultures".

Self-analysis studying culture-influenced human behaviour is one of the types of training. The students who successfully undergo this type of training can analyse their behaviour in definite situations. Theoretical value of this training is to make students familiar with cultural and religious differences between nations; practical value is to use this knowledge in cross-cultural and cross-ethnic communication.

Three trainings named "Share with me"; "Visual Perception"; "I understand you" enjoy biggest popularity among foreign students.

1. "Share with me" exercise.

Purpose: empathic analysis of personal qualities; widening opportunities of mutual understanding.

Practical actions: the participants are invited to write down ten personal qualities including tenderness, empathy, joyfulness, emotional sensitivity, benevolence, intellect, leadership, firmness, determination and creativity. This list may change depending on group members and purposes. The teacher explains these definitions, if required. Each student is expected to decide on what qualities are typical for other participants asking them about it and marking the answers on their sheets. All students are expected to be involved into communication. As the result of this exercise each student participant is supposed to have a list of own qualities and a list of their group-mates qualities. This exercise generally takes around twenty minutes. After it all the participants are invited to sit in a circle and discuss the both quality and quantity results.

2. “Visual Perception” exercise.

Purpose: perception and cognition of other people’s individual features.

Practical actions: participants are invited to sit in a circle, look attentively at each other for 2-3 minutes, then close eyes and try to keep in memory each other’s facial features for 1-2 minutes. After the exercise participants share their impressions. The purpose of this exercise is to try to restore in memory as many faces as possible.

“I understand you” exercise.

Purpose: feedback, empathy, nonverbal communication, kinesics.

Students are divided into groups by two, then one of group members orally describes current mood, emotional state of mind, feelings and wishes (4-5 min). Counterparts are expected to either confirm or to deny these assumptions.

This type of training opens foreign students good perspectives in penetrating to other cultures, discovers theoretical and practical diversity of other cultures, motivates them to study harder, gain new knowledge and experience.

Thus, the authors have determined that the process of adaptation of foreign students in Ukrainian medical educational establishments depends on efficient coordination and integral supervision system.

The process of foreign students’ education in Ukraine is challenged by a number of obstacles:

- Mutual understanding between students and teacher
- Slow learning temp
- Secondary school academic result
- Different aspects of economic influence on education process.

Eventually language teachers face a number of other challenges including:

- Insufficient secondary school knowledge slowing down their further academic progress
- Inefficient skills of individual work
- Poorly-trained writing skills, incapability to point out main messages and basic information from written and printed text
- Mechanic learning instead of analysis and comprehension.

Under these conditions, the available experience and language-teaching practice become insufficient and unreliable.

Teachers often face language barriers, misinterpretation of verbal messages, written\printed assignments, exercises and other educational materials. These difficulties eventually create significant obstacles on the way of completing language education plan. Along with it teachers met with representatives of different religions dictating definite behavioural patterns typical for students’ national mentality. Social difficulties are aggravated by medical ones, connected with physical and psychological adaptation.

Thus, the authors have illustrated both positive and negative factors influencing social and professional adaptation of foreign medical students. Along with it the authors have studied and analysed Russian and Ukrainian language educational programs, and came to conclusion that:

- Foreign medical students are offered insufficient educational information on Ukrainian culture
- It is important to introduce a complex plan of actions with the purpose of training intercultural communicative competence in process of teaching Ukrainian language
- It is important to implement a scheme of integral development of creative and communicative skills by the means of indoor and outdoor activities.

The majority of foreign students who come to study in Ukraine might face difficulties in social adaptation. It is connected with local language barrier, building relations with teachers and personal psychological features of every student.

Peculiarities of domestic education system, intensive academic training, different climate, and limited opportunities of taking part in local social life are most widely-spread stress factors negatively impacting foreign students.

Intercultural communicative competence levels of foreign medical students can be verified by the means of diagnostic techniques which include: “Communication and Leadership” test (authored by Fedoryshyn, B.); and “Communicative Skills” test (authored by Mikhalsen, L.). Level of aggression as one of criteria indicators has been determined with the help of Assinger A. method.

Any changes aimed on syllabus improvement in higher educational standards, raise the establishment’s rating. The main standard is the quality of education comprising professional theoretical and practical knowledge, cultural standards, problem-solving skills and others.

Education quality management is based on academic results and the factors influencing them. Education quality is supposed to be constantly monitored in order to have a good command of academic process. To do this, the teachers of Ukrainian language department direct their efforts on creating new tests, renovation of exam cards (4th year), and updating other available academic materials.

The education in Ukraine is based on credit modular system of academic process organization. It opens opportunities for teachers to monitor and control students’ academic results and coordinate students’ work. The main functions of credit-modular system are:

- To motivate students to study better by the means of wider differentiation of grade
- To organize educational process more efficiently.

This system helps better manage and operate the whole educational process and motivate students to study better; recent implementation of e-register of students’ academic progress makes this control more systemic.

Conclusion: quality education refers to a set of features of professional consciousness helping experienced specialists perform their professional activity in correspondence with modern economic requirements. It is evident that any improvements are supposed to be directed on basic quality indicators of higher educational establishments guaranteeing not only theoretical and practical knowledge, but also cultural values and professional skills.

It is up to every teacher to select own empiric algorithms mastering their practice, outlook, way of communication, values and other aspects included into cultural code. The latter definition refers to special surrounding-evaluating tool. Cultural codes are compared with people’s ideas creating a system of traditions, cultural and behavioural standards interiorized by definite society. Cultural codes are both conscious and subconscious markers (moderators) helping to identify cultures.

Cultural linguistics is meant to introduce important information on Ukrainian culture, get familiar with social and psychological norms of local society and help students better understand everyday life in Ukraine and treat it positively.

Psychological features, formation factors, methods, techniques and instruments of intercultural communicative competence of foreign medical students require further research.

It is recommended to supplement teachers’ advanced training programs with topical seminar “Intercultural Communicative Competence in Foreign Students”. The students who demonstrate excellent academic progress, are supposed to be offered individual advanced educational plan and special methodological recommendations based on innovative teaching techniques.

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НАВЧАННЯ УКРАЇНОМОВНОЇ КОМУНІКАЦІЇ СТУДЕНТІВ-ІНОЗЕМЦІВ У НАВЧАЛЬНИЙ ТА ПРОФЕСІЙНИХ СФЕРАХ

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Анотація. До недавнього часу проблеми міжкультурної комунікації були предметом дискусій переважно у сфері викладання іноземних мов. В статті звертається увага на тому, що для іноземних студентів міжнаціональне спілкування являє собою залучення до чужої культури при збереженні національних культур. При цьому особлива, інтегрована роль належить мові, яка виступає як засіб взаємодії суб'єктів діалогу.

Автори акцентують увагу на тому, що сутність проблеми навчання україномовної комунікації студентів-іноземців медичного університету полягає в професійному володінні всіма формами та методами ведення сучасного уроку з української мови, системи навчання україномовної комунікації студентів-іноземців медичного університету у навчальній та професійних сферах.

У дослідженні з'ясовано, що задача формування в іноземних студентів навиків спілкування є однією з основних задач, котрі стоять перед викладачами. Формування інтересу студента-іноземця до вивчення мови потрібно здійснювати за допомогою стимулювання пізнавальної діяльності, що включає в себе добір цікавого матеріалу, зв'язок із життям, літературні КВК та брейн-ринги; емоційне стимулювання пізнавальної активності—це і активізація відтворюючої уяви, і забезпечення безпосереднього сприймання матеріалу; прийомів активізації інтелектуальної сфери (прийоми порівняння, зіставлення, повторення, систематизації та узагальнення вивченого). Зосереджено увагу на активізації пізнавальної діяльності на уроках мови, що є досить актуальною. Дійшли висновків, що в арсеналі кожного викладача має бути ціла система методів і прийомів викладання предмета.

В дослідженні визначили, щоб студент володів українською мовою соціально і достатньо професійно, формування його власне комунікативної і професійно-комунікативної компетентності слід розподілити на етапи, рівні.

Сьогодні перед викладачами постала необхідність налагодження системи навчання україномовної комунікації студентів-іноземців медичного університету, спрямованої на реального студента так, щоб забезпечити його щоденну самостійну роботу і можливість якісного засвоєння дисципліни. За необхідне визначили більш активно залучати студентів до виконання реальних досліджень.

Визначили, що країнознавчий аспект повинен відігравати неабияку роль для опису цілей, змісту і методів навчання, а також має бути важливим для визначення критеріїв, що характеризують рівень володіння мовою.

Ми встановили, що ефективність адаптаційного процесу іноземних студентів українського медичного навчального закладу залежить від спрямованого управлінського впливу та створення цілісної системи організації управління цим процесом.

Ключові слова. Студент-іноземець, україномовна комунікація, міжкультурна освіта, міжкультурна комунікативна компетентність, адаптація, емфаза.

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ТИПОЛОГІЯ ОСВІТНІХ ПРОГРАМ ПРОФЕСІЙНОЇ ПІДГОТОВКИ ІНЖЕНЕРІВ У ГАЛУЗІ НАНОЕЛЕКТРОНІКИ

Анотація. У статті висвітлені питання підготовки інженерів у галузі наноелектроніки в університетах Великої Британії. Освіта в європейських країнах стала чи не найпершою інституцією, яка була інтегрована в єдиний трансєвропейський навчальний простір. Система освіти за кордоном, а зокрема – вищої освіти, може стати тим орієнтиром, який допоможе реорганізувати та налагодити ефективну й безкризову підготовку висококваліфікованих фахівців в Україні. У Великій Британії вища освіта розділяється за декількома напрямками.

Це одержання освіти академічного напрямку, одержання широкої освіти гуманітарного або технічного напрямку, освіти вузькоспеціалізованого напрямку, а також є можливість неперервної освіти та постійного підвищення кваліфікаційного рівня.

Розглянуто програми підготовки бакалаврів і магістрів у галузі наноелектроніки у Великій Британії. У Великій Британії бакалаврські та магістерські програми у галузі наноелектроніки і нанотехнологій пропонують 23 вищих навчальних закладах. Значна кількість студентів, зацікавлених у вивченні нанотехнологій та наноелектроніки та розвиткові науково-технічної кар'єри, обирають саме британські університети, оскільки багато таких організацій знаходяться на території Об'єднаного Королівства, що відкриває перспективу вдалого працевлаштування.

Визначено найпопулярніші вищі навчальні заклади Великої Британії, що готують фахівців у галузі нанотехнологій та наноелектроніки. Університети пропонують широкий спектр бакалаврських і магістерських програм, що базуються на вивченні наноматеріалів, нанотехнологій, наноелектроніки.

Розглянуто детальніше програми підготовки бакалаврів і магістрів у галузі наноелектроніки університету Саунтгемптона. В статті визначено, що програма акредитована Інститутом техніки та технологій, і зареєстрована у Фонді навичок електроніки Великої Британії.

Ключові слова: університети Великої Британії, професійна підготовка інженерів, освітні програми, вища освіта, підготовка бакалаврів і магістрів.

1. ВСТУП

Постановка проблеми. Аналіз стану і динамічного розвитку західноєвропейських освітніх систем дозволяє затверджувати, що сучасний етап є епохою глобального реформування освіти на світовому рівні. Відбувається інтернаціональна уніфікація