THE ROLE OF INTERACTIVE LEARNING TECHNOLOGIES
IN THE PROCESS OF TEACHING FOREIGN LANGUAGES
AT HIGHER MEDICAL EDUCATIONAL INSTITUTIONS

The article highlights the role of interactive technologies in educational process of higher educational institutions. Introduction of interactive teaching methods is one of the most important directions of improvement of students’ training in modern University and is obligatory for the effective implementation of the competence-based approach. Educational process based on the use of interactive methods is organised by means of engaging all the students into the learning process. The roles of the teacher and the student in the process of applying interactive teaching methods are described. The attention is focused on the difficulties of applying interactive learning technologies, which are determined by the lack of technical equipment in educational institutions of Ukraine.

Keywords: interactive learning technologies, interactive teaching style, interactive teaching methods, learning foreign languages, professional competence, higher medical educational institutions.

Introduction

The orientation of Ukraine to joining the world scientific and educational space leads to the introduction of new educational approaches that promote the development of professional communicative competence of future specialists.

Today, the demand for medical professionals, fluent in foreign languages, is explained by many factors: the rapid growth of scientific information, the global trend towards publishing medical journals in a foreign language for extending readership, the necessity for visiting international scientific conferences with the aim of mastering new knowledge and sharing experience. Therefore, a foreign language is considered as an obligatory component of the content of medical education, which promotes effective communication, easy access to information, mutual understanding and competence of specialists. The purpose of learning a foreign language is to develop the students’ ability and readiness for international communication. This involves the development of written (reading, writing) and oral (speaking, listening) skills of foreign language communication.

The aim of the article is to clarify the nature of interactive learning and to study the effectiveness of its application in the educational process of higher medical institutions.

The teachers of foreign languages face the problem of searching for effective ways of teaching the subject, including the increase of informative interest and motivation. They count on interactive learning, which is based on interaction and training, organised according to the results of reflection. The main feature of interactive learning technologies is the interaction of all the subjects of educational process, directed at productive and creative activities.

The introduction of interactive teaching technologies is one of the most important directions of students’ training improvement and is obligatory for the effective implementation of the competence-based approach. Primarily, it is necessary to move from informative forms and methods of learning to active ones, to search the possibilities of combination of students’ theoretical knowledge and their practical needs. Students often fail to comprehend the study material without practical applications. So, the choice of modern teaching technologies, active and interactive methods of teaching should be correlated with the competences that are formed.

Students become full participants of the educational process if interactive technologies are applied. Their experience is just as important as the experience of a teacher. Teachers fulfil several key roles.

1. A teacher not only gives the task, but also encourages students to search for the necessary information; organises the interaction of participants with different fields of information environment. Whereas students often lose interest during lecture-style teaching, interactive teaching styles create the atmosphere of attention and participation, make it interesting, exciting.

2. As an informer, the teacher presents the textual material, demonstrates the video series, answers students’ questions and observes the results of the process.

3. As an organiser, he/she establishes the interaction of the learning process participants with social and physical environment (divides them into subgroups, facilitates independent data collection and coordinates execution of tasks, preparation of mini-presentations).

4. As a consultant, the teacher appeals to the professional experience of students, helps to seek solutions to the tasks, to create new ones [1; 9].

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Liudmyla Lozynska,
PhD (Candidate of Pedagogical Sciences), associate professor,
Olha Tsikhotska,
PhD (Candidate of Pedagogical Sciences), associate professor,
Foreign Languages Department, Vinnytsya National Pirogov Memorial Medical University,
56, Pyrohova Str., Vinnytsia, Ukraine

The teachers of foreign languages face the problem of searching for effective ways of teaching the subject, including the increase of informative interest and motivation. They count on interactive learning, which is based on interaction and training, organised according to the results of reflection. The main feature of interactive learning technologies is the interaction of all the subjects of educational process, directed at productive and creative activities.
So, the educational process based on the use of interactive technologies is organised through engaging all the students without exception into the learning process. Joint activities mean that everyone makes his/her own personal contribution. Thus, there is the exchange of knowledge, ideas, and ways of working. Interactive methods are based on the principles of interaction, students’ participation, group experience, feedback. Exactly these factors create the environment of educational communication, which is characterised by openness, interaction, equality of arguments, accumulation of joint knowledge, possibility of mutual evaluation and control.

The usefulness of interactive learning technologies can be summarised as follows:
1. Activation of students’ cognitive processes.
2. Development of communication skills necessary in the process of communication with teachers and among students, the skills of collective interaction.
3. Providing active learning.
4. Development of such competencies as the ability to analyse, prediction of situation development, formulation and expression of one’s own position, perception and evaluation of information.
5. Implementation of the capability for creative search of solutions to the problem.
6. Significant emotional impact due to the excitement, competitiveness, the creative nature of the activities.
7. Measurable students’ accomplishments. Teachers making use of interactive teaching styles have an opportunity to evaluate how well students master a given subject material.
8. Flexibility in teaching. Applying training methods that involve two-way communications enables a teacher to make quick adjustments to the processes and approaches.
9. Practice makes the learning process perfect. Interactive teaching enhances the learning process.
10. Student motivation. Two-way teaching dispels students’ passivity [2; 3; 9].

One of the advantages of using interactive learning technologies is the similarity of learning process to real practical activities of future specialists. This learning strategy promotes the development of creativity, ability to solve complex problems, analytical thinking; and increases the level of knowledge.

Interactive technologies include discussions, case studies, trainings, role and business games, project activities, development of critical thinking, brainstorming. Also, interactive learning technologies used in the process of training and education of future doctors include the elements of socio-psychological training, psychological tasks, communicative exercises, tasks intended for mastering tolerant interaction, group creative activities that help not only to gain new knowledge, but also to reflect on alternative models of thinking and behaviour, promote the formation of professional skills, social sensitivity, development of self-esteem, self-improvement [4; 5; 6; 7; 8].

These technologies operate at different structural educational levels:
- lectures, explanations, discussions, practical classes-disputes;
- organising educational activities (solving of problems, scientific research);
- professional practice;
- individual development (pedagogical support, dialogue).

Each technology has certain capabilities and sphere of influence. Here are some examples of interactive learning technologies used in the educational process of future doctors at foreign language classes.

Interactive lecture combines aspects of traditional lectures and training games. During a lecture-seminar on the topic “Cardiovascular system” a teacher, first of all, delivers a brief lecture about the role of heart in our life and its structure. Then the students are encouraged to watch the video. Before watching the video the teacher introduces students the new medical terminology on the topic. Together with students, he/she conducts analysis of new terms, finds out which of them are already known to students, as they have already studied the cardio-vascular system at other medical subjects. Then he/she asks the students to answer the questions about the film, using the new words on the topic, the diagram as a guide, and the certain phrases to help them to describe the structure of heart and flow of blood in it (all materials are shown on the interactive whiteboard). Then the teacher asks the students some questions: What heart diseases do they know? What are the symptoms of heart diseases? What are the methods of examining a patient in cardiology? Listening to students’ answers, the teacher expands their knowledge. Thus, he/she engages students to active work during the lectures and presents new material.

After the students have found out more about the structure and work of the heart, heart diseases and their symptoms, the teacher teaches them to take the history of a patient suffering from heart disease. After the instruction the students are proposed to work with a partner: one person plays the role of a doctor and another one – of a patient.

Role play is used to solve complex tasks of teaching new material, fixing and development of creative abilities, as well as for the formation of professional skills [10]. It gives students the opportunity to understand and explore the material from different perspectives. It simulates various aspects of human activity and social interaction.

Cooperative learning is learning in small groups. To cooperate in the framework of the educational process means to work together, combining the efforts to solve the general problem. Subsequently, the students need to exchange knowledge. The essence of this method: “Everyone achieves his/her learning goals only if other group members reach their own” [9].
The result of the cooperative efforts is the general benefit, because success in performing tasks is determined by the nature of the activities of each group member. Obviously, the social values of such learning models are the following: emphasising the role of each student in meeting the overall objective, the formation of group consciousness, positive interdependence, and interpersonal skills.

For example, the purpose of the lesson devoted to the topic “What is tolerance? ABC of a tolerant doctor” was to familiarise students with the concept of tolerance, provide them with the opportunity to formulate their own definitions, show the diversity of interpretations and promote the students’ awareness of its significance.

The teacher wrote different definitions of tolerance on large sheets of paper and attached them on the board back side to the audience. Then he divided the participants into the groups of 3-4 persons. As a result of “brainstorming”, each group had to give their definition of tolerance. It should be short and reflect the fact that, according to their views, was the essence of this concept. After the discussion, the representative of each group briefed their team. Each of them showed a certain line of tolerance. Then the teacher presented the definitions prepared beforehand to the audience. The participants had the opportunity to familiarise themselves with existing interpretations of tolerance and to express their attitude to them.

During the discussion, the teacher asked the following questions, thereby prompting students to consider: What was different in each of the definitions? Was there something common in them? Which definition was the most successful? Is it possible to give one definition of tolerance? Which definition has caused your greatest response? Do you think tolerance is relevant, and if so, why?

Brainstorming is one of the most popular methods of stimulating creative activity. It allows the students to find the solution to complex problems by applying the special rules for the discussion. This method is widely used in many organisations to find unconventional solutions to a variety of problems.

Analysis of specific learning situations (case study) is a method of training designed to enhance skills and gain experience in the following areas: identification, selection and solution of problems; work with information-understanding of the values of items described in the situation; analysis and synthesis of information and arguments; work with the assumptions and conclusions; evaluation of alternatives; decision-making; listening and the understanding of different opinions.

Here is a striking example of an inappropriate message delivered to the patient about certain details of his further treatment, i.e. informing about the specific purpose of surgical intervention, which was discussed with students. It was a fatal case, which happened to a famous actor Eugene Yevstigneev before the operation in one of the London clinics. Eugene Yevstigneev was ill with coronary artery disease with severe heart failure. According to the rules of the clinic, shortly before the planned complex surgery, the process of the operation with the mandatory cardiac arrest was described to the patient in details. The attention of the patient was focused on possible complications including the cardiac rhythm disturbance and annexation of the brain. Also, the possibility of heart transplantation was discussed. Formally, English doctors acted according to the necessary protocol of such treatment. But the actor was an emotional person, with a distinct type of creative thinking. The patient responded to information with sudden and rapid vegetative reaction. His heart suddenly stopped. Resuscitation was unsuccessful — the actor died.

The teacher asked the students to comment on the actions of doctors and wondered what they would do in such a situation.

This method significantly increases the interest of students in solving medical and psychological problems. The tendency to empathy and care demonstrations is observed when using this method. It involves discussions and debate. Discussion method is the basic one in the system of interactive teaching technologies and is a necessary component of them.

Discussions and debates make it possible to consider an opposite point of view and help to understand different approaches to arguments. A characteristic feature of discussion and debate is a polemic, a struggle of opinions. The methods do not require specific solutions. They are designed to teach students to discipline their own thoughts, to adhere to the logic of the evidence, to argue the position. They contribute to the formation of communicative culture; stimulate creativity, thinking; and teach being tolerant to the opinions of others.

Discussion based on a simulation model of the actual activities of a physician and aimed at solving moral dilemmas is an effective teaching method. For a correct analysis of the proposed tasks, it is necessary to put somebody in the place of a doctor, to wonder how he would act in such a situation, to compare his/her actions with another one’s.

Research results and recommendations

The use of interactive technologies cannot exist without technical equipment. Unfortunately, not all educational institutions are equipped with the modern technical facilities. In the Ukrainian education system, it is difficult to apply interactive teaching technologies because of the lack of the required technical equipment in educational institutions, such as interactive whiteboard, computers and multimedia projectors, tablets, and the most important thing, the Internet.

Conclusions

In conclusion, it is necessary to add that interactive teaching as a form of educational process can become the factor that optimises the essence and structure of pedagogical interactions. Technology can work effectively for the benefit of those, who wish to learn and are ready, open to learning new things. Such people are most in demand in the modern world.
The use of interactive learning technologies helps students of medical universities to gain new knowledge more effectively, influences their minds and motivational sphere. Such an educational effect leads to the rethinking of students’ life values, helps them to become mature, spiritually enriched personalities characterised by the desire to establish, maintain, and strengthen friendly relations with people. The students learn to build dialogues, prevent conflicts and understand the thoughts of the interlocutor. Such technology of education stimulates the desire for self-improvement.

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РОЛЬ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ НАВЧАННЯ У ПРОЦЕСІ ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ У ВИЩИХ МЕДИЧНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ

У статті розглядається інноваційний підхід до навчання та виховання молодого покоління в медичних навчальних закладах України. Досліджено роль інтерактивних технологій в навчанні іноземних мов у вищих медичних навчальних закладах.

Ключові слова: інтерактивні технології навчання, інтерактивні методи навчання, іноземні мови, професійна компетентність, вищі медичні навчальні заклади.

Людмила Федорівна Лозинська, кандидат педагогічних наук, доцент, кафедра іноземних мов з курсом латинської мови та основ медичної термінології, Вінницький національний медичний університет імені М. І. Пирогова, вул. Пирогова, 56, м. Вінниця, Україна

РОЛЬ ІНТЕРАКТИВНИХ ТЕХНОЛОГІЙ ОБУЧЕННЯ В ПРОЦЕССЕ ПРЕПОДАВАННЯ ІНОСТРАННИХ ЯЗЫКОВ В ВЫСШИХ МЕДИЦИНСКИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ

В статье речь идет об инновационном подходе к обучению и воспитанию молодого поколения в ВУЗах – интерактивные технологии. Суть обучения по интерактивным технологиям заключается в том, что учебный процесс осуществляется только путем постоянного, активного взаимодействия всех участников учебного про-

Педагогіка – Педагогика – Pedagogy

цеса (как студентов, так и преподавателя). Ориентация Украины на вхождение в мировое научно-
образовательное пространство побуждает к внедрению новых учебно-воспитательных подходов, обеспечиваю-
щих развитие профессиональных коммуникативных компетенций у будущих врачей. Среди потребностей
Украины в медицинских специалистах, свободно владеющих иностранными языками, обусловлена многими
факторами, например, стремительным ростом научной информации, а также мировой тенденцией к изданию
медицинских журналов на иностранном языке для расширения круга читателей. Поэтому ведение иностранным
языком рассматривается как обязательный компонент содержания медицинского образования, который
способствует эффективному общению, легкому доступу к информации, более глубокому взаимопониманию и
конкурентоспособности специалистов. Цель обучения иностранному языку состоит в формировании у студен-
tов способности и готовности к международной коммуникации, предполагает развитие навыков письменного
(чтение, письмо) и устного (разговорная речь, аудирование) иноязычного общения. Перед преподавателями
иностранных языков в высших медицинских учебных заведениях Украины встает проблема поиска эффектив-
nых путей преподавания предмета в т.ч. повышение познавательного интереса, мотивации. Большие надежды
сегодня возлагаются на интерактивное обучение, которое построено на взаимодействии и обучении, организо-
ванное на результатах рефлексии. Основной чертой интерактивной технологии обучения является взаимодей-
ствие всех субъектов учебного процесса, направленное на продуктивную и творческую деятельность. К интерак-
тивным технологиям, которые могут быть применены при изучении иностранного языка студентами медицин-
ских вузов, относятся дискуссии, кейс-технологии, тренинги, ролевые и деловые игры, проектная деятельность,
технология развития критического мышления, психологический тренинг. Одним из преимуществ использова-
nия интерактивных методов является приближение процесса обучения к реальной практической деятельности
будущих специалистов. Такая стратегия обучения способствует развитию у будущих врачей изобретательно-
сти, умению решать сложные проблемы, развитию аналитических способностей; а также повышает уровень
владения иностранными языками.

Ключевые слова: интерактивные технологии обучения, интерактивный стиль обучения, интерактивные
методы обучения, изучение иностранных языков, профессиональная компетенция, высшие медицинские учеб-
ные заведения.

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Рецензент: д. пед. н., проф. І. В. Бужина

УДК: 37.03+372.461+669+057.21

Ольга Юріївна Очеретна,
викладач кафедри лінгвістичної підготовки,
Одеська національна академія зв'язку ім. О. С. Попова,
вул. Ковальська, 1, м. Одеса, Україна

ХАРАКТЕРИСТИКА РІВНІВ СФОРМОВАНОСТІ
АКМЕОЛОГІЧНОЇ КУЛЬТУРИ МАЙБУТНІХ ФАХІВЦІВ
ЕЛЕКТРОЗВ'ЯЗКУ В ПРОЦЕСІ ПРОФЕСІЙНОЇ ПІДГОТОВКИ

У статті розкрито структуру акмеологічної культури (компоненти, критерії, показники) майбутніх фа-
хівців електрозв'язку в процесі професійної підготовки, схарактеризовано рівні сформованості акмеологічної
культури, подано результати констатувального етапу дослідження.

Ключові слова: акмеологічна культура, рівні сформованості, майбутні фахівці електрозв'язку.

Постановка проблеми. Беручи до уваги сучасні потреби суспільства у висококваліфікованих фахівцях
електрозв'язку, готових до практичної діяльності, які володіють знанням технічної іноземної мови, професій-
но впливають на колег і підлеглих під час спілкування, здатні до навчання й самовдосконалення впродовж жит-
тя, постає завдання формування в студентів акмеологічної культури, що сприятиме вирішенню зазначених
завдань. Недостатня кількість наукових розробок у галу-

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