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EFFICIENCY OF LEARNING TECHNOLOGIES IN FOREIGN LANGUAGES

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The article identifies the main learning technologies used to teach students in higher education. Learning technologies have been found to help improve the learning process and improve learning outcomes. Teaching English in non-language specialties requires special efforts. The main focus is on improving professional skills. Foreign language classes are based on professional terminology, typical texts and topics that correspond to the specialty. Medical disciplines occupy an important place in the priority of students' studies. The main learning technologies used in working with students of higher medical educational institutions are analyzed. The task before teachers is to use such technologies that will enrich the educational process. The purpose of the article is to analyze the main teaching technologies that are advisable to use when working with medical students in foreign language classes. It is investigated that learning technologies influence the teaching of foreign languages. One of the technologies used in teaching foreign languages is information and communication technology. To form the communicative culture of students of higher educational institutions, problem-based learning technologies, heuristic, game and dialogic are widely used. We can trace how problem-based learning can be used in the education of medical students. Heuristic technology in the process of forming a communicative culture allows students to creatively and independently approach solving tasks, situational tasks, and actively act in difficult situations. It was found that the use of research, simulation, information, problem-based learning and heuristic are common and used in foreign language teaching.

Key words: *learning technology, foreign language, education, medical, studying process.*

Козаченко Ю. С. Ефективність технологій навчання іноземних мов

У статті визначено основні технології навчання, які використовуються для навчання студентів у вищих навчальних закладах. Встановлено, що навчальні технології сприяють удосконаленню освітнього процесу та покращенню результатів навчання. Особливих зусиль потребує викладання англійської мови на немовних спеціальностях. Заняття з іноземної мови базуються на професійній термінології, типових текстах і темах, що відповідають спеціальності. Важливе місце в пріоритеті навчання студентів посідають медичні дисципліни. Проаналізовано основні технології навчання, які використовуються в роботі зі студентами вищих медичних навчальних закладів. Перед викладачами стоїть завдання використовувати такі технології, які збагатять навчальний процес. Метою статті є аналіз основних технологій навчання, які доцільно використовувати під час роботи зі студентами-медиками на заняттях з іноземної мови. Досліджено вплив технологій навчання на навчання іноземних мов. Однією з технологій навчання іноземних мов є інформаційно-комунікаційні технології. Для формування комунікативної культури студентів вищих навчальних закладів широко використовуються технології проблемного навчання, евристичні, ігрові та діалогічні. Ми можемо простежити, як проблемне навчання може використовуватись у навчанні студентів-медиків. Евристична технологія у процесі формування комунікативної культури дає можливість учням творчо та самостійно підходити до вирішення завдань, ситуаційних завдань, активно діяти у складних ситуаціях. На заняттях з іноземної мови ефективним для формування комунікативних умінь є метод асоціацій і аналогій, який є одним із прийомів евристичної технології. Було встановлено, що використання дослідження, моделювання, інформації, проблемного навчання й евристики є поширеними та використовуються у викладанні іноземної мови.

Ключові слова: *технологія навчання, іноземна мова, освіта, медицина, навчальний процес.*

Introduction. Teaching English in non-language specialties requires special efforts, because the main focus is on improving professional skills. Foreign language classes are based on professional terminology, typical texts and topics that correspond to the specialty. Therefore, there is a need to improve the technologies used in the educational process. It should be noted that medical special-

ties are no exception. The curricula are fully consistent with the medical field and consist mainly of studying systems and medical terminology. Medical disciplines occupy an important place in the priority of students' studies. Obviously, reforms and innovations have influenced the change in attitude towards learning English. Students take the Unified State Examination, which includes questions on the English language. The task before teachers is to use such technologies that will enrich the educational process. It will correspond to the goal of each lesson and allow to improve the teaching methods that were used previously.

Material and methods. Teaching foreign languages occupies a prominent place in the development of education. In connection with the changes and development of society, the direction of Ukraine is clearly defined. Recently, the reform of Ukrainian education has been gaining serious momentum. It is important to note that the Ukrainian vector of development is a European direction. "After signing the Association Agreement with the EU, one of the key tasks is to bring Ukrainian legislation into line with the regulatory documents of the European educational space. In doing so, one should take into account not only the content of regulatory norms, but also their legal status, which is often advisory, the methods of development and approval, the system of institutions that make decisions and participate in their development, etc." [1; 2, p. 48–52].

This only proves once again that the level of English language proficiency must increase. One of the tasks of teachers is to use modern technologies that motivate students to study, and most importantly, the learning process will be interesting and effective.

Important changes have also occurred in the Law of Ukraine on Higher Education of Future Doctors. This is due to the change in emphasis. From now on, medical students will test their knowledge of English in practice. When taking the exams Step – 1, Step – 2 and Step – 3, students must pass tests in Ukrainian and English [3].

The purpose of the article is to analyze the main teaching technologies that are advisable to use when working with medical students in foreign language classes. S. Genkal, N. Ignatenko, M. Pelcher, I. Stoyko, I. Stavytska, Z. Sharlovich and others were engaged in the study of learning technologies for teaching pupils and students. Due to the relevance of the issue, we believe that research into teaching technologies in foreign language classes in the training of medical students is important and necessary.

Discussion. As Z. Sharlovich notes, the following technologies play an important role in the formation of communicative skills of a student of a higher medical institution:

– humane and personal technology (focus on an individual approach to the student),

– problem-based learning technology (emphasis on the student's cognitive abilities),

– integration technologies (use of skills, abilities and knowledge from other disciplines),

– game technologies (completion of the task by means of realization of a certain plot),

– dialogic technologies (creation of communicative environment),

– heuristic technology (formation of creative abilities in students) [7, p. 24].

One of the technologies used in teaching foreign languages is information and communication technology. The main goal of this technology is to develop students' skills in conducting research activities and using information and communication technologies. These are technologies that allow students to constantly search for knowledge using learning tools.

As I. Stavytska notes, the active and effective implementation of this technology is an important factor in creating a new education system that meets the requirements of modernization of the traditional education system. The scientist claims that improving the quality of education occurs through its fundamentalization, that is, informing students about modern changes, achievements and innovations on a larger scale [6, p. 157–159].

We are confident that information and communication technologies allow us not only to enrich the educational process, but also to improve existing methods and forms of work. Using the example of English classes, we can confirm that it is impossible to imagine modern teaching methods without the use of ICT. Topics such as "Higher Medical Education in the UK and the USA", "Infectious Diseases", "Methods of Treatment and Diagnosis of Perio-

dontal Disease", "The US Healthcare System" require updating of the material and constant improvement.

Obviously, not only these topics should be constantly updated, but everything related to medicine should correspond to modern sources, because information is constantly changing. Note that with the help of modern devices, students have the opportunity to participate in online seminars, read scientific articles by famous foreign doctors and scientists. One of the youth ways of self-expression is blogging. You can have different views on this, but there is also a cognitive aspect to it. Students can view blogs of foreign doctors, learn about the work of various hospitals, enrich their active vocabulary and improve communication and listening skills. Students themselves talk about this and share their impressions of viewing. Surely, this is a good and currently popular way that encourages students to constantly improve and motivates them to learn new words and expressions.

To form the communicative culture of students of higher educational institutions, problem-based learning technologies, heuristic, game and dialogic, are widely used. Problem-based learning technology is especially relevant for the formation of communicative skills and abilities, motivation and cognitive activity, for self-development and self-improvement of students.

As noted by the scientist I. Ignatenko, problem-based learning begins with the creation of a problem situation. A problem situation is a state in which a cognitive motive arises. In turn, the way out of a problem situation is focused on finding answers to problem questions and solving problem tasks or tasks [4, p. 82].

We can trace how problem-based learning can be used in the education of medical students. During classes, students study symptoms, analyze medical histories, and investigate the main signs of diseases. During the study of various systems, the teacher creates a problem situation, namely, sets a situational task in which students must make a diagnosis. Often, the teacher can create a discussion that resembles a medical consultation. Of course, this motivates them to find the right answers, organizes and gives a sense of the real situation.

Heuristic technology in the process of forming a communicative culture allows students to creatively and independently approach solving tasks, situational tasks, and actively act in difficult situations. According to scientists, the effectiveness of heuristic learning lies in motivating students to productive activities and actively involving them in creative activities. We are talking about the relationship between forms, methods, techniques and means with the didactic principles of developmental learning, and most importantly, heuristic technology allows you to create a strong system of knowledge, which consists in the transformation and use of knowledge, the development of creative thinking and creative abilities [1, p. 305].

So, we have to note that heuristic technology best helps teachers to reveal the creative potential of students, strengthens their motivation and improves the creative process. What is brainstorming worth? Students are maximally involved in the work, and the tasks motivate them to become more active. In foreign language classes, this method is ideal for solving situational problems. The teacher voices the history of the disease, describes in detail the symptoms and certain features of the anamnesis (age, gender, marital status, profession of the patient and duration of the illness). The group's task is to determine the patient's diagnosis. With the help of brainstorming, all students are involved in finding the right solution.

In addition to determining the diagnosis, they must name a plan of action for the patient's treatment. Sometimes, situational tasks specify the tests and procedures that the patient undergoes during treatment. Brainstorming is especially effective in study groups where the level of communication skills is not at a high level, This method increases their motivation, allows them to actively engage in solving the problem, find non-standard solutions, and most importantly, it is possible to involve students of different levels. When solving a situational problem, they are aimed at finding the right solution, so communication takes place in a relaxed atmosphere. This method also helps to activate the vocabulary that doctors have learned earlier. It is important to note that in such tasks, students need knowledge of clinical disciplines, but in foreign language

classes, students supplement their knowledge, study foreign experience, and master the vocabulary of an international language.

In foreign language classes, the method of associations and analogies, which is one of the methods of heuristic technology, is effective for training communicative skills. With the help of this method, students conduct comparative analysis and form a parallel between different objects. When studying diseases (for example, the nervous system), students are tasked with distinguishing symptoms of diseases, recognizing term elements, deciphering abbreviations, and understanding their meanings. Therefore, students must form certain associations that they need to remember words. The association method is considered one of the popular methods of learning any foreign language. The method of analogies will help students draw parallels between Latin and English. To understand medical terms, they will need to know the term elements from Latin, so the method of analogy is indispensable when learning medical terminology from English. Even the names of diseases consist of term elements, each of which has its own translation; using the analogy with Latin, students can guess their translation without knowing the exact meaning.

In turn, the method of associations and analogies is divided into the method of focal objects, synectics and empathy. The empathy method is widely used in English classes, which helps students draw parallels between the disciplines of the clinical cycle and topics in a foreign language. This very effectively contributes to the development of logical thinking, creativity and critical thinking.

Simulation learning technologies are one of the technologies that allow for a person-centered approach in various situations. As scientists note, students have the opportunity to debate, discuss ways to solve problems, build research logic, and make important decisions. Also, quite often these technologies are also called "active learning" technologies, which contribute to the organization of team activities and the use of the group as a mechanism for personal development [5; 4, p. 112].

We are confident that simulation methods allow students to cooperate in one team progressively and effectively distribute roles. Each student is an independent unit, but working in a team, they unite into a group, have a single goal and task. Teamwork motivates students to find the right solutions by working together. This indicates the need to find compromises, distribute roles and work as a single mechanism. Teamwork has its pros and cons. First, some students begin to show themselves as leaders, distribute roles, or generally perform the main activity on their own. This indicates a misunderstanding in the team. Passive students may not show themselves at all, which negatively affects their opinion, self-esteem, and work productivity. The teacher should help in such a situation, draw the students' attention to the fact that everyone's work will be evaluated and they should clearly understand that teamwork is a collective result, not the result of each individual student.

It is important to use game and dialogue technologies to train students' manners and behavior in real situations, in which students demonstrate themselves as doctors who are responsible for their words, actions, and the health and lives of patients. In foreign language classes, these technologies will allow for effective collaboration in pairs. For example, during topics such as “Polyclinic”, “At the doctor”, “Treatment of children's diseases”, students work in pairs. This develops communication skills, students exchange ideas, experiences and analyze each other's answers. This experience allows them to apply this experience in practice in the future. Students feel like doctors, communicate in a style that is characteristic of them or analyze how their classmates behave and can use the same behavior models or, conversely, draw attention to the inappropriateness of using certain styles.

Humane-personal technology is an important technology that confirms that the emphasis on the individual is fundamental in the work of a medical professional with a patient. During the training of medical students, the emphasis is formed on the patient's personality. Obviously, every doctor must understand the importance of work and responsibility in medicine. A patient is a person who trusts a doctor and seeks his advice and help, and therefore, starting with medical education, it is necessary to focus on humane and personal technology.Surely, even in English

classes, issues of ethics and deontology, attitude towards the patient and respectful attitude towards the patient are raised.

So, we can conclude that to diversify the methods and forms of teaching, it is necessary to use different learning technologies. For the effective use of technology, it is important to pay attention to which technology may be suitable for each individual student group. The use of modern teaching aids is part of information and communication technology.

It is this technology that opens up the entire spectrum of ICT applications. Search technologies allow students to actively engage in research activities by motivating them to learn a foreign language and search for new resources and sources of information. Heuristic technology is one of the most used nowadays; it allows you to involve all students in active interaction in class, make associations between clinical disciplines and the English language, and be as prepared as possible for interactive tasks. Simulation and dialogic technologies provide students with the opportunity to feel like real doctors, gain experience in communicating in different situations, and develop their communication skills. In the future, we plan to explore learning strategies that are appropriate to use in foreign language classes.

Medical students are constantly working on studying systems, their anatomical characteristics, clinical and therapeutic components. When the teacher voices the system, students already have an idea of the functions, structure and main organs that are part of this system, diseases and symptoms that affect the diagnosis. During the lesson, medical students complete tasks, read texts, answer assigned questions, and work in groups. One of the tasks is to name the symptoms that are characteristic of a particular disease. Working with symptoms allows you to activate the educational material, draw parallels with previous material, and put forward hypotheses for determining the diagnosis.

Conclusions. The use of technology in foreign language classes expands the boundaries of teaching. Technology can motivate students, enrich the learning process, and improve foreign language teaching. Important technologies include: interactive technologies, developmental learning technologies, collaborative technologies, and critical thinking technologies. We are confident that the above technologies are appropriate and effective in teaching foreign languages. Interactive technologies allow students to be more active. Working in groups and pairs, distributing roles during dialogue.

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