

RUSSIAN LANGUAGE IN THE SPHERE OF PROFESSIONAL COMMUNICATION OF MEDICAL STUDENTS

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Abstract

This article examines the meta-language of medicine as a means of communication in the educational and professional activities of medical students. To become a full-fledged doctor, you need to undergo an internship at a hospital. If we are talking about a Russian-speaking environment, then foreign students need to communicate with their patients in Russian, since most Russians and Russian-speaking people do not speak a foreign language to the proper degree. This article describes the basic language, speech and professional communication skills that medical students need to master after mastering a number of disciplines in their professional language.

Keywords: professional language, medical meta-language, professional teaching of Russian as a foreign language, field of communication of foreign medical students.

Introduction

During the formation of the Russian literary language, its diverse functional diversity arose and developed. The need was determined by the direction and necessity of social practice. The historical division of labor led to the emergence of specialized knowledge expressed in special concepts owned by specialists in this field.

Many domestic and foreign researchers (A. V. Razduev, L. Hoffman, R. G. Piotrovsky, I. A. Bodvan de Courtenay, A. V. Supernskaya, V. P. Danilenko, etc.) have developed a special-purpose language based on continuous connections. I see it as an element of academic language that cannot exist without it. And also. This is explained by the fact that not all professional languages have their own special grammar, only grammatical means and the frequency of their use differ. My research is of the opinion that professional language is a secondary phenomenon.

The closest definition of a special language to the topic of our research is given by O. D. Mitrofanova. formal organization and expression, which distinguishes it from the general literary norm as a whole" [1, p. 278]. Students must first master the national language and only then transfer this knowledge to other functional subsystems within the framework of their communicative needs. Such a path from the core of the language system to individual phenomena will allow students to develop the necessary level of linguistic competence for communicating in Russian not only in education and science, but also in other areas of communication. Having mastered their specialization and prepared them for future professional activity, the student will acquire specialized vocabulary and terminology, skills in reading specialized literature, oral and written speech on the topics and issues of their chosen specialization. Acquire the ability to conduct professional oral communication. The main task of the educational process of teachers of Russian as a foreign language (hereinafter RFL) is to teach foreign students Russian as a means of communication. Russian occupies an exceptional position among all academic disciplines due to the development of other subjects. How well a student masters Russian largely depends on his ability to master special areas [3, p. 150]. It is important for students to master the building blocks of speech that serve the area of scientific communication in their field. In other words, foreign students must simultaneously master the specialization itself, deepen their knowledge of the foreign language on which the educational process is built, acquire a scientific style of speech and professional language.

Main Part

In the methodology of teaching Russian as a foreign language, professional language is defined as that aspect of language teaching that ensures educational, scientific and professional communication when obtaining a specialty in the studied language in an educational institution. was [4, p. 360].

It should also be noted that there is no single specialized language. Depending on the sphere of communication, a certain set of language subsystems is distinguished - the language of individual specialties. R.G. Piotrovsky introduced the term "sublanguage". Later it began to be used to represent a set of language elements and their relationships in texts with a homogeneous theme (see on this matter [5, p.

39])). When talking about medical terminology, the term "medical sublanguage" or "medical metalanguage" is used.

In the dictionary of sublanguages of the medical specialty, three stylistic zones are distinguished:

- 1) Neutral words, inter-style layer of vocabulary.
- 2) General scientific terminology, characteristic of general scientific speech, intra-style layer of vocabulary.
- 3) highly specialized terms specific to a sublanguage, which are special parts of the vocabulary core of a specialized sublanguage [5, p. 29]. Researchers note that medical metalanguage is more receptive to oral, professional and colloquial speech compared to other scientific metalanguages. This is due to the fact that medical practice is based on "live" communication with the patient.

Within the framework of medical metalinguistics, three functional-stylistic varieties are distinguished.

- 1) scientific style;
- 2) official-business style of communication of a doctor in the work environment;
- 3) the style of everyday conversation of doctors and patients with specific lexical constructions, intonation structures, etc. [5, p. 39].

In addition to communication at the university, foreign medical students include clinical training in medical institutions in their education and specialization, so it is necessary to master all three styles to a sufficient degree. Philology is not included in the range of educational, professional and scientific interests of medical students. For them, the Russian language is just a tool for mastering a specialized area. Therefore, teaching the Russian language should be professional and based on modeling future professional activity. The need for speech among foreign medical students arises when a specific communication partner appears. In medical practice, four main types of speech communication are usually distinguished.

- 1) Communication in the "doctor-patient" system.
- 2) communication in the "doctor-medical staff" system;
- 3) communication in the "doctor-doctor (colleague, attending physician, etc.)" system;

In each system, doctors choose a discursive strategy. This is a way of communicative behavior aimed at achieving communicative goals by consistently solving communicative problems [7, p. 61].



In my opinion, the "doctor-patient" pair is the subsphere of communication where it is most important for medical students to demonstrate all their speech skills in Russian to demonstrate professionalism. The system can distinguish several communicative situations: initial examination, thorough anamnesis, analysis of the patient's subjective and objective condition, diagnosis, treatment, discharge, etc.

Anamnesis collection is more than just a list of questions and answers to them; it is an important step in communication between doctors and patients, which significantly affects the success of diagnosis and treatment and establishes trust between patients. also helps. communicate. This is the stage that gives you the most time in your professional language teaching practice.

The doctor's ultimate goal in the process of anamnesis collection is to reach the stage of disease diagnosis. Diagnostics is the main motivation for joint activities of doctors and patients. Foreign medical students should be able to request information about the reason for visiting a doctor, the localization and nature of pain, previous illnesses, previous treatment, genetic factors, etc. Based on this information, as well as instrumental and laboratory research data, the subjective and objective condition of the patient, the doctor can make a correct diagnosis.

To predict a disease, doctors need to know the etiology, the etiology of the disease. Treatment of patients is carried out under constant supervision with a comprehensive examination and the use of various methods and means of modern medicine.

The "doctor-patient-relative" duet is more psychological than practical. The ability to establish contact with relatives facilitates medical activity and promotes the correct attitude of relatives to the patient. This can only affect his condition. Interactions in this system can be initiated by both relatives and doctors. The doctor himself can contact relatives if it is necessary to collect a family history, clarify the symptoms of the disease or explain the treatment system.

It is no secret that the consequences of errors and negligence in the professional activities of doctors are more important for a person's life than the practice of other specialists.

Based on the principles of professional education, Russian language teachers should develop their speech and communication skills in the process of teaching in the language of their specialty so that foreign students can successfully master their specialty. In general, linguistic competence, professional communicative



competence, the current state of communication and thematic content are laid down in the State Standards of Russian as a Foreign Language, and professional modules are certified at level II (level B2 on the scale).) Council of Europe). At the same time, language and speech materials should be selected and presented in such a way that teaching a language for a special purpose is organized most effectively.

When studying vocabulary, the most important thing is to study medical terminology. This is an important layer of vocabulary, since the names of these realities, phenomena and processes may be unfamiliar to the student both in the intermediary language and in the native language, and the use of the intermediary language is often impossible. And here it is important to draw the student's attention to the range of word usage and their compatibility, to the possibility of word formation [8, p. 18].

Teaching them to read in a professional language is especially important, since texts are the main source of information of professional interest. Students will separate key, additional and redundant information, develop compression skills, evaluate texts, find arguments to support their point of view and compare information in two or more texts. must be learned In addition, an important skill is the reproduction of written texts in oral form with the transformation or preservation (depending on the purpose) of their style. Speaking training should be carried out both within the framework of monologue speech and in polylogues. When teaching monologues, it is important to teach foreigners to formulate a speech thesis, formulate statements by content and character corresponding to specific situations, formulate messages in specific sub-styles. Based on their study of the subject area, students can also conduct a dialogue to identify patient complaints (ask questions, answer statements, ask again, ask for explanations), evaluate, express agreement or disagreement. Also, as part of the lesson, students should practice communication skills with medical personnel and patients' families. To do this, it is necessary to carefully consider the stylistic diversity of colloquial scientific language.

When teaching written forms of work, teach students chronological and logical explanations (the course of the disease) and translate oral and colloquial forms of speech into scientific and formal constructions of business style that are important (for example, complaints of a patient in the anamnesis). Teaching how to draw up medical documents (extracts, letters of recommendation, prescriptions, medical reports) is also an integral part of professional language courses for future doctors.

Based on this approach, many respectable universities organize their teaching materials into blocks and develop programs for teaching specialized languages, as a rule, within one or several disciplines, designed for several years of study.

According to the well-known methodologist and teacher of Russian as a foreign language at the medical and agricultural faculties V. B. Kurilenko, it is necessary to resolve the issue of the order of distribution of language and audio material depending on the communicative needs of foreign students. In the process of learning, the priority areas of communication change (or rather, their scope expands, their roles and interrelations change), and the tasks of communication change accordingly (initially, these are the dominant classes and genres of texts covered by medical students). change [9, p. 180]. Specialized language courses are most often conducted at advanced stages of training in the practice of teaching Russian as a foreign language, from the second year, and in some cases from the first year, when the basics of the general Russian language are mastered. will be divided. Before this, training took place at the preparatory faculty. However, depending on the period of study, the role of this aspect changes, and accordingly, the goals, objectives and content of education change.

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