



AKADEMIA POLONIJNA
POLONIA UNIVERSITY



Polonia University in Czestochowa

Scientific and pedagogical internship

UKRAINIAN TRADITIONS AND EUROPEAN INNOVATIONS IN PHILOLOGISTS' TRAINING

February 21 – April 3, 2022

**Częstochowa, Republic of Poland
2022**

Scientific and pedagogical internship «Ukrainian traditions and European innovations in philologists' training» : Internship proceedings, February 21 – April 3, 2022. Częstochowa, 2022. 36 pages.

ORGANISING COMMITTEE

Andrzej Krynski, Prof. PhD, ThDr., Dr h.c. mult., Rector of Polonia University in Czestochowa;

Oksana Babelyuk, Prof., Dr. habil., Polonia University in Czestochowa.

Each author is responsible for content and formation of his/her materials.

The reference is mandatory in case of republishing or citation.

CONTENTS

Translator training: the concept of competences in higher education Afonina I. Yu	4
Формування цифрової компетентності студентів-філологів Гоцинець І. Л.	7
До проблеми навчання технологіям усного перекладу Карабан А. В.	10
Innovative pedagogical technologies while teaching discipline «Foreign Language for Professional Purposes» in Ukrainian institutions of higher medical education Kulichenko A. K.	13
Teaching foreign languages as a way of intercultural communication development Leleka T. O.	17
Written youth speech – actual problem Rudenko M. Yu	21
Екзистенційні аспекти викладання сучасної української літератури у навчальних закладах України Чонка Т. С.	24
Формування професійних компетентностей перекладачів-філологів з урахуванням поліаспектності білінгвізму Шаповал А. С.	29

8. Karaban V., Karaban A. Exploring the potential for CAI implementation in interpreter training in Ukraine. *SHS Web of Conferences*. 2021. Vol. 105. P. 02002. URL: <https://doi.org/10.1051/shsconf/202110502002> (date of access: 14.03.2022).

9. Zanot I. Teaching dialogue interpreting by distance mode in the COVID-19 era: a challenge for the present, an opportunity for the future. *The Interpreters' Newsletter*. 2021. Vol. 25. P. 213–231.

10. Карабан В., Карабан А. Програмні засоби для усного перекладу. *Індустрія перекладу: теорія в дії* : матеріали Міжнар. науково-практ. конф. для пер., молодих уч. і студентів, м. Київ, 11–12 груд. 2020 р. 2020. С. 25–27.

INNOVATIVE PEDAGOGICAL TECHNOLOGIES WHILE TEACHING DISCIPLINE «FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES» IN UKRAINIAN INSTITUTIONS OF HIGHER MEDICAL EDUCATION

Kulichenko A. K.

*Doctor of Pedagogical Sciences, Associate Professor,
Associate Professor at the Department of Foreign Languages,
Zaporizhzhia State Medical University
Zaporizhzhia, Ukraine*

Rapid changes in modern society require technologies to differentiate medical education, which help educational institutions and are appropriate in certain educational situations or should be abandoned. Thus, according to J. Moran and coauthors, «continuous innovation between medical education and students remains organizations to make full use of the potential of pedagogical technologies» [8, p. 796].

The discipline «Foreign Language for Professional Purposes» in Ukrainian institutions of higher medical education focuses on the study of professional material in a foreign language by students and improves the formation of such general competences as the impact on abstract thinking, analysis and synthesis; use of knowledge in practice; communication in state and foreign languages; adaptation and action in a new environment; development of criticism and self-criticism, etc.

Thus, we believe that when teaching the discipline «Foreign Language for Professional Purposes» in domestic institutions of higher medical

education, case-based learning, problem-based learning, team-based learning, and facilitation are among the practical, innovative pedagogical technologies.

Case-based learning is not essential for the 21st century. Instead, it emerged in the late 19th century at Harvard University and dealt with legal and medical education. Thus, S. Kenter believes that a specific case, which is analytical insightful, highlights a fundamental concept and opens new ways to research or develop theory... [5, p. 567].

Case-based learning has the following successive stages: case presentation; case analysis by groups; group discussion (brainstorming); formulation of educational goals; dissemination of new information; presentation of results by each group; identifying areas for improvement and their integration in clinical practice [12, p. 578].

Problem-based learning was developed in Canada in the 1960s. This pedagogical phenomenon has been one of the most innovative in medical education since the 1980s. However, it received a new interpretation at the beginning of the 21st century.

S. McLean argues that problem-based learning is similar to case-based learning but has apparent differences [7, p. 42]. B. William adds that some call the term «problem-based learning» harmful and misleading and emphasize no clear definition of this phenomenon. Most synonyms are related to the terms «integrated learning», «patient-centred learning», «path model», «project-based learning», and «case-based learning» [12, p. 577].

Problem-based learning focuses on carefully selected and developed problems that require students to acquire critical knowledge, solve complex, independent strategic learning issues and demonstrate teamwork skills. Students work in small groups, gathering from time to time to study alone and solve a problem together [6, p. 300]. We agree with J. Dring that «the introduction of problem-based learning at the beginning of medical education (preclinical years. – A. K.) will begin to form not only clinical knowledge and judgments but also provide the confidence and training necessary for independence» [3, p. 27] and increase the level of foreign language proficiency.

Team-based learning was first introduced into business curricula in the 1970s at the University of Oklahoma [9]. However, it should be noted that at the beginning of the 21st century, this innovative pedagogical technology was implemented in medical education – to develop higher-level design skills that can be applied to actual clinical cases. Creating an educational environment that depends on productive group interaction and individual responsibility of team members, team-based learning prepares students

for clinical experience, which largely depends on teamwork skills, critical thinking and problem solving [2].

As an innovative pedagogical technology, facilitation has been applied in medical education since the mid-1990s to support the above-mentioned pedagogical technologies. A. Feenberg and C. Xin argue that facilitation is the art of leadership in group communication, and a facilitator is the one who acts as a leader. In the online educational space, it is often used as a synonym for «moderation» or «moderator» [4].

B. Spengler notes that facilitation is when a neutral person helps the group work together more effectively. Facilitators can work with small groups within the organization or with representatives of different organizations that interact in cooperation or reach a consensus [10]. However, according to the Talent Development Glossary Terms, facilitation is the involvement of participants in the creation, discovery and application of learning ideas. Typically, a facilitator is a person who asks questions, moderates discussions, presents activities, and helps participants learn [11].

A. Burgess, with coauthors, notes that when working in small groups, a facilitator should perform the following specific tasks:

- setting clear goals at the beginning of the class;
- facilitating classes and ensuring their timely conduct;
- supporting the content of the class, ensuring the logical sequence of learning, providing stimulating material and questions;
- testing understanding of a topic;
- encouraging students to ask questions throughout the class;
- clarifying issues that may cause misunderstanding or confusion among students;
- providing effective feedback;
- managing group dynamics, particularly conflict resolution and correcting unprofessional behaviour, etc [1].

It is vital to use different survey strategies that promote different responses during facilitation, focusing students on reflection and discussion [1].

So, case-based learning, problem-based learning, team-based learning and facilitation are among the critical pedagogical technologies during practical classes within the discipline «Foreign Language for Professional Purposes» in Ukrainian institutions of higher medical education. These pedagogical phenomena not only influence the formation of necessary general competences but also lay the basis for future successful study of clinical disciplines.

References:

1. Burgess A., van Diggele C., Roberts C., Mellis C. Facilitating small group learning in the health professions. *BMC Medical Education*. 2020. No. 20. <https://doi.org/10.1186/s12909-020-02282-3>
2. Deardorff A. S., Moore J. A., Borges N. J., Parmelee D. X. Assessing First Year Medical Student Attitudes of Effectiveness of Team-Based Learning. *Journal of the International Association of Medical Science Educators*. 2010. No. 20(2). P. 67–72.
3. Dring J. C. Problem-Based Learning – Experiencing and understanding the prominence during Medical School: Perspective. *Annals of medicine and surgery*. 2019. No. 47. P. 27–28. <https://doi.org/10.1016/j.amsu.2019.09.004>
4. Feenberg A., Xin C. What is facilitation? *Dialogues, Propositions, Histoires*. 2010. URL: <http://base.d-p-h.info/fr/fiches/dph/fiche-dph-8213.html>
5. Kanter S. L. Case Studies in Academic Medicine. *Academic Medicine*. 2010. No. 85(4). P. 567. DOI: 10.1097/ACM.0b013e3181d953f3
6. Kinkade S. A Snapshot of the Status of Problem-Based Learning in U.S. Medical Schools, 2003-04. *Academic Medicine*. 2005. No. 80(3). P. 300–301
7. McLean S. F. Case-Based Learning and its Application in Medical and Health-Care Fields: A Review of Worldwide Literature. *Journal of medical education and curricular development*. 2016. No. 3. P. 20377. <https://doi.org/10.4137/JMECD.S20377>
8. Moran J., Briscoe G., Peglow S. Current Technology in Advancing Medical Education: Perspectives for Learning and Providing Care. *Academic Psychiatry*. 2018. No. 42. P. 796–799. <https://doi.org/10.1007/s40596-018-0946-y>
9. Parmelee D., Michaelsen L. K., Cook S., Hudes P. D. Team-based learning: a practical guide: AMEE Guide No. 65. *Medical Teacher*. 2012. No. 34 (5). E275–E287
10. Spangler B. Facilitation. *Beyond Intractability*. 2003, July. URL: <http://www.beyondintractability.org/essay/facilitation>
11. What Is Facilitation? *Talent Development Glossary Terms*. URL: <https://www.td.org/talent-development-glossary-terms/what-is-facilitation>
12. Williams B. Case based learning – a review of the literature: is there scope for this educational paradigm in prehospital education? *Emergency Medicine Journal*. 2005. No. 22. P. 577–581.