

увеличения срока дисквалификации и выплаты штрафов, а также в проведении разнообразных форм профилактических мероприятий антидопинговой направленности, в воспитании нравственных и ценностных установок личности спортсмена.

3. Этические вопросы допинга в спорте как никогда актуальны на сегодняшний день, когда они становятся также инструментами политического влияния. Каждый спортсмен самостоятельно несет ответственность за наличие запрещенных препаратов в своём организме, но так или иначе, чистый спорт, без фармакологических средств стимуляции выносливости уже трудно себе представить. И мы должны констатировать, что спорт высших достижений становится сферой конкуренции национальных фармтехнологий и биоиндустрий.

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## **ОБУЧЕНИЕ ИНОЯЗЫЧНОМУ ГОВОРЕНИЮ СТУДЕНТОВ-МЕДИКОВ НА ЗАНЯТИЯХ НЕМЕЦКОГО ЯЗЫКА В НЕЯЗЫКОВОМ ВУЗЕ**

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### **Аннотация**

**Введение.** Сегодня является актуальной разработка учебных пособий и электронных образовательных ресурсов для медицинских вузов, так как профессионально-ориентированное обучение иностранному языку требует новых подходов и методов обучения. Одним из эффективных методов обучения иностранной речи является упражнение. **Цель исследования** – создание упражнения для обучения иноязычному говорению на занятиях немецким языком студентов-медиков 1 курса. **Материал и методы.** В процессе проведения исследования были использованы следующие методы: анализ и синтез, сравнение, обобщение, анкетирование. Материалом исследования послужили ответы респондентов на вопросы анкеты «Оценка удовлетворенности упражнением». **Результаты.** Создание коммуникативно-ситуативного упражнения с опорой для совершенствования профессионально-ориентированной диалогической речи на немецком языке у студентов-медиков 1 курса. **Выводы.** Студенты научились осуществлять устное речевое общение на немецком языке в ситуации общения с коллегой о заболеваниях пациентов.

**Ключевые слова:** методика преподавания, обучение говорению, немецкий язык, речевые упражнения, диалогическая речь, профессионально-ориентированное обучение

## **TEACHING FOREIGN LANGUAGE SPEAKING TO MEDICAL STUDENTS IN GERMAN LANGUAGE CLASSES IN A NON-LINGUISTIC UNIVERSITY**

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## Abstract

**Introduction.** Today, the development of textbooks and electronic educational resources for medical universities is relevant, since professionally oriented teaching of the foreign language requires new approaches and teaching methods. One of the effective methods of teaching foreign speech is exercise. **The aim of the study** is to create an exercise for teaching German spoken language to the 1st year medical students. **Material and methods.** In the course of the research, the following methods were used: analysis and synthesis, comparison, generalization, and questioning. The research material was textbooks for medical students and textbooks for teaching German written by Russian-speaking authors for teaching medical students, scientific articles on the methodology on teaching a foreign language; respondents' answers to the questionnaire «Assessment of satisfaction with the speaking exercise». **Results.** Creation of a communicative and situational exercise based on the improvement of professionally oriented dialogical speech in German among medical students. **Conclusion.** Students learned how to carry out oral speech communication in German in a situation of communicating with a colleague about the diseases of patients.

**Keywords:** teaching methods, speaking training, German language, speech exercises, dialogic speech, professionally oriented training

## INTRODUCTION

Germany is one of the leading countries in medical research and development. Many new treatments, technologies, medical devices and pharmaceuticals are emerging in Germany. Knowledge of the German language will facilitate access to the latest medical advances and developments. In addition, most medical journals, scientific publications and materials are available in German. Proficiency in German makes it possible to study primary sources and participate in academic research. Therefore, there are a number of textbooks and teaching aids for teaching German by authors such as: V.A. Kondratyeva, L.N. Grigorieva [1]; T.S. Arkhangel'skaya, G.Ya. Arkhangel'skaya, G. Y. Stratonova [2]; S. S. Eskhadzhiyeva, L. B. Abdulvakhabova [3].

In most cases, in these textbooks and manuals, oral speech training is carried out on post-text language and speech exercises (substitutions, transformations, question-answer exercises, etc.), on conditional speech exercises (microdialogues, situations, working with tables, retelling texts etc.) and on speech exercises (messages on topics, situational tasks, working with diagrams, drawings, etc.).

Based on the results of the analysis of popular medical textbooks and German teaching aids, the most frequent exercises for the development of the speech skill were the tasks in which the author asks to formulate questions to the text and offer the interlocutor to answer them orally. There were also found situational exercises, but in insignificant quantity.

In training aimed at the development of dialogic speech skills, communicative exercises are most often considered. Communicative exercises are a type of creative exercises aimed at the highest level of practical mastery of the language and the formation of speech skills [4]. According to V.L. Skalkin's classification, communicative exercises include the following subtypes: responsive (question-and-answer) exercises, reproductive, discursive, compositional, game and situational [5]. Let's look at situational exercises in more detail.

Situational exercises are exercises aimed at developing analytical thinking and acquiring skills of working with theoretical knowledge in practice. One of the varieties of situational tasks are role-playing situations. Situations of communication, modeled in a role-playing game, allow to take into account various kinds of interpersonal relations and to defend one's point of view. The structure of role-playing game includes: role, situation and role actions [4]. It is expected that this type of exercise will be an effective way to teach professionally oriented dialogical communication in German.

**The aim of the study** is to create an exercise for teaching German spoken language to the 1st year medical students.

## MATERIAL AND METHODS

The following methods were used in the process of conducting the study: analysis and synthesis, generalization (in the search and processing of information, selection of necessary information), comparison (in the comparison of data obtained as a result of the study). The research material was the respondents' answers to the questionnaire «Assessment of Satisfaction with the Exercise». The questionnaires contained 9 questions: 1) What is your age? 2) What university do you study at? 3) What is your department? 4) Where do you currently reside? 5) Did you enjoy this

exercise? 6) Were you able to complete this exercise? 7) If you had difficulties, what were they? 8) Was it difficult for you to make a diagnosis? 9) Were you able to apply the knowledge gained in other disciplines? 12 respondents took part in the survey who were 1st year students of the Faculty of Preventive Medicine of the Ural State University. There are 4 male and 8 female students aged 17-19 years old, living at the time of study in Yekaterinburg. The respondents' German language proficiency level was A2-B1.

## RESULTS

Therefore, we have developed a communicative-situational exercise with support for improving professionally-oriented German dialogic speech for the 1st year medical students. The supporting material for our exercise was cards including symptoms of diseases and examples of questions to compose a dialogue. The exercise proposes to visualize a situation where the student acts as a doctor who discusses and diagnoses of the patient with his/her colleague. For this purpose, they use medical records of their patients, i.e. medical history (fig. 1; fig. 2).



Fig. 1 Examples of questions to compose a dialogue



Fig. 2 Cards including symptoms of diseases

The survey revealed that all respondents rated the exercise positively and all were able to cope with it. However, 58.3 % had difficulties in performing the exercise. The respondents 1) did not know the name of the disease in German (5 respondents); 2) did not know the translation of some symptoms; (2 respondents); 3) could not diagnose the disease (2 respondents).

Approbation of the exercise and questionnaires showed that students found this exercise useful for improving their speech skills in German. They applied the knowledge gained in other disciplines and made a correct diagnosis. But there were difficulties with the fact that some students did not know the names of diseases in German. All the respondents coped with the exercise.

The survey revealed that all respondents rated the exercise positively and all were able to cope with it. However, 58.3 % had difficulties in performing the exercise. The respondents 1) did not know the name of the disease in German; (5 respondents) 2) did not know the translation of some symptoms; (2 respondents) 3) could not diagnose the disease (2 respondents). 25% of the respondents were able to diagnose without difficulty, 41% thought it was average, for 25% it was difficult and 9% did not know. All respondents were able to apply the knowledge gained in other disciplines and found the exercises useful for improving their German speaking skills.

## DISCUSSION

Based on the results of the analysis of foreign language textbooks, a similar exercise was found in the teacher's book for the textbook «Oxford English for Careers: Nursing 1 Student's Book» [6]. A distinctive feature is that the author offers a diagram to make a diagnosis and does not offer support for composing a dialogue. In English-language publications, similar exercises with disease descriptions were found to develop vocabulary skill. The exercises in this workbook will help students to expand their knowledge and use of medical vocabulary [7].

The results showed that situational exercises including handouts (cards), situation (task text), supports (dialogue questions) are effective in teaching foreign language speaking to medical students. Also, the advantage of the developed exercise is the development of interdisciplinary links aimed at repeating knowledge about the symptoms of the most common diseases. The approbation helped to identify the weaknesses of this exercise. After the approbation, the authors of the exercise developed answer options for each disease, which are used as hints on the back of the cards (fig. 3).

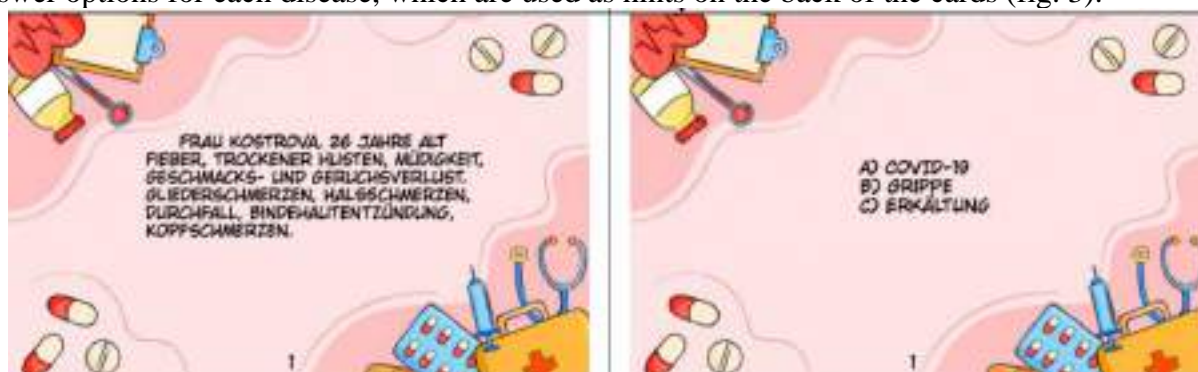


Fig. 3 Cards including symptoms of diseases and suggested answers to them

## CONCLUSION

As a result of the approbation and questionnaire survey, the developed exercise can be recommended for use in German language classes at medical schools for 1st year medical students to improve professionally-oriented German dialogic speech.

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