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*I. Horbachevsky Ternopil National Medical University***MOTIVATION AS A KEY COMPONENT OF TEACHING ENGLISH
FOR MEDICAL STUDENTS****Н. І. Єлагіна, Н. О. Федчишин***Тернопільський національний медичний університет імені І. Я. Горбачевського МОЗ України***МОТИВАЦІЯ ЯК ОСНОВНИЙ КОМПОНЕНТ У ПРОЦЕСІ
ВИКЛАДАННЯ АНГЛІЙСЬКОЇ МОВИ ДЛЯ СТУДЕНТІВ-МЕДИКІВ**

Abstract. In today's informative society, there are high requirements for global interaction, which emphasizes the need to learn English. In teaching, motivation emphasizes the student's activity in a communicative environment, as a result of which competencies of a certain level are formed, the desire to be engaged in a certain type of activity is manifested. The aim of the given article is to recognize the importance of motivating students to learn English for Professional Purposes. The article deals with the actual and multifaceted problem of the role of motivation in the formation of foreign language competence of future medical professionals. Its features, the real state of formation, multi-vector, in particular as a component of the international professional competence of future doctors are determined. The features of the latest methods and approaches to motivation for learning English for Professional Purposes by medical students are analyzed, since motivation determines the effectiveness of educational performance and is one of its integral components. This article investigates the issues of the effectiveness of the use of interactive methods in the process of formation of communicative competence of medical students in English classes as well as the basic principles of pair-speaking activities, i.e. students performance, personality development, integrative relationship.

Key words: motivation; English for Professional Purposes; medical students; work in pairs; communicative competence.

Анотація. У сучасному інформативному суспільстві існують високі вимоги до глобальної взаємодії, що акцентує необхідність вивчення англійської мови. У навчанні мотивація актуалізує діяльність студента в комунікативному середовищі, в результаті якого формуються компетентності певного рівня, виявляється прагнення займатися певним видом діяльності. Метою даної статті є визнання важливості мотивації студентів до вивчення англійської мови для конкретних цілей, тобто англійської мови за професійним спрямуванням. Розглядається актуальна і багатогранна проблема ролі мотивації у процесі формування іншомовної компетентності майбутніх фахівців-медиків. Визначаються її особливості, реальний стан сформованості, багатовекторність, зокрема як складової міжнародної професійної компетентності майбутніх лікарів. Проаналізовано особливості новітніх методик та підходів до мотивації щодо вивчення англійської мови за професійним спрямуванням студентами-медиками, оскільки мотивація визначає продуктивність навчальної діяльності і є однією з невід'ємних її складових. Досліджується питання ефективності використання інтерактивних методів у процесі формування комунікативної компетенції студентів-медиків на заняттях англійської мови; основних принципів роботи в парах – активності, розвитку особистості, інтегративного взаємозв'язку.

Ключові слова: мотивація; англійська мова за професійним спрямуванням; студенти-медики; робота в парах; комунікативна компетентність.

Introduction. The knowledge of foreign languages plays an important role in the process of modern active interstate migration of specialists, including the field of medicine, caused by the processes of globalization and internationalization of society. They are necessary to enhance communication between people and the ability to exchange important public and scientific information. This is especially true for young people

getting higher education. The ability to integrate and adapt in a new cultural environment, thanks to the knowledge of a foreign language is one of the indicators of international professional competence of the future specialist. According to international scientific sources, there are about 3000 spoken languages in the world, but only 100 of them are reflected in writing. Such a variety of languages, with the increased importance of international contacts, especially in the medical

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industry (congresses, conferences, academic and professional migration, total computerization) and the high intensity of information spread puts forward the development of multilingualism as one of the priorities. It is an inevitable factor in the process of international communication.

The concept of “multilingual information society” is among the issues discussed by specialists of various industries. Medical field is no exception. The importance of teaching a foreign language has gained political understanding and support at the international level. European experts have developed Common Guidelines that provide a common basis for the development of language training curricula, exams, textbooks, etc. in Europe. They describe in an accessible form what those who wish to master the language must learn and what knowledge and skills they need to develop in order to act effectively. The Ukrainian education system, including medical, is only approaching to these standards, although it also has a powerful school for teaching foreign languages. However, it is missing the most important part, i.e. practical one. After all, it is known that to achieve a high-quality level of foreign language proficiency is possible only in the appropriate language environment. A number of organizational and economic problems impede the implementation of these needs.

Aim and tasks research. Considering above mentioned global changes as well as the increasing demand and imperative on medical and healthcare professionals for English for Professional Purposes (EPP) knowledge, the authors were interested in finding out if these changes have influenced the students, future medical and healthcare professionals in any way, i.e. whether the students have become aware of the increasing need for English language knowledge, and therefore, whether they are motivated to learn EPP, i.e. Medical English. The aim of the study is to identify key aspects, analyze the features of teaching methods and new approaches in motivation to learn English for Professional Purposes by medical students.

Results. One of the most realistic solutions to the problem of interethnic communication, under historical circumstances, was the English language. This is due to the dominance in the world processes of trade, science, technology, culture of English-speaking countries. There are 1,400,000,000 English-speaking people in the world. Native this language is for 400 million. This means that more than one billion people use English as a language of communication and the number of users is spreading. According to S. Drew, this language is

nowadays used to describe the processes and about 35 % of fundamental and 12 % of professional data are made public in English [9]. On the intervention of the English language in many professional and educational spheres, society has different views. Thus, the positive aspect of this situation is the discovery for other peoples of the wealth of the world of English-speaking countries in all its manifestations. In today's globalized world, knowledge of foreign languages is of particular importance due to the need of spreading information, establishing a dialogue between language environments, thus ensuring a stable relationship of knowledge, cultures and national traditions [2]. In addition, S. H. Chyzh notes that English is the language of information technologies, without which modern professional training of future specialists is impossible today. Domestic scientists, including H. Kozlakova (2004), L. Maslak (2009), I. Secret, I. Stavytska (2013), O. Khomenko (2012), S. Chyzh (2012), N. Shcherba (2007) prove the importance of foreign language training in ensuring the quality of education and competitiveness of future physicians. Foreign scientists S. Drew (2008), P. Jager (2002), B. Hubers (2011) and others define foreign language proficiency as one of the conditions for the formation of international professional competence of a specialist.

Transculturality and international migrations of healthcare workers, as indicated above, are inevitable, and entail necessary consequence of good knowledge and proficiency in English, especially English for Professional Purposes, i.e. Medical English. The objective of the learners of the EPP is to use English in a “particular domain”, i.e. to use professional and technical language of the discipline they are studying. EPP learners are mostly adult learners, and their learning goals are to communicate effectively in their academic and professional environment. The content of the EPP course is therefore oriented to the specific learners' needs. For example, since good communication is essential for the successful health outcomes, one of the focuses of the Medical English course is on the spoken interaction in medical settings. There are many aspects that have to be taken into consideration that have an impact on language acquisition. Age, intelligence, learning achievements, aptitudes, anxiety, personalities, attitudes, self-identities, parental encouragement and motivation are just some of them [7].

Based on the Education and Training 2020 Framework, we encourage the development and dissemination of new methods of teaching languages to increase the motivation of learners stating that these methods

should be learner focused, practically oriented and more applied to professional contexts. “Effective communication and cultural awareness are important elements of language teaching, as intercultural competence, ability to work in multilingual and multicultural teams, flexibility and good communication skills are highly demanded by the employers” [10]. As far as motivation in learning EPP is concerned, T. Hutchinson and A. Waters have already asserted that “the clear relevance of the English course to their (learners’) needs would improve learner’s motivation and thereby make learning better and faster” [10].

Foreign language teaching at medical universities takes place primarily in the first and second year of the students’ studies. Medical students also have a 30 hour elective course of Professional English in fifth semester at university. For several years now we have been developing materials and expertise that is relevant and meets the needs of these students. The process of teaching and learning English can be focused mainly on typical grammar and vocabulary necessary for students to understand materials in English concerning their speciality. We try to shift the paradigm to a more communicatively oriented teaching and learning so that science and art are blended in a way that motivates the new generation of learners. Teachers of English are lucky in that the context of globalisation generally enhances most students’ desire for improving their English language knowledge and skills.

Medical students are students with different level of a foreign language proficiency. They are usually divided into two groups A2–B1 level and B1–B2/C1 level. They have one or two contact hours of English per week. That is why we rely on a homework written assignment to allow them to study individually and do some integrated skills preparation autonomously. Learning and consolidating typical collocations such as *umbilical cord*, *amniotic fluid*, *postnatal depression* and *foetal distress* can be achieved by encouraging learners’ creative thinking and helping them to design their own puzzles or wordsearches with the new medical terms. Here are a few activities that help students to be creative and involve them in a more artistic implementation of their knowledge and skills of the English language.

The process of teaching and learning foreign languages, in particular English, has always been an endless source of new knowledge not only for medical students, but also for teachers. Interesting is the availability and possibility of new teaching methods, the search for interesting ideas for learning, teaching

and practicing a foreign language [Ghotlyb, R., Kukharuk, O., Lu, P.].

It is proved that group work is one of the effective methods of encouraging motivation while teaching foreign language for medical students. Group work gradually applied to the teaching of English as a foreign language, is one of the most important performance of medical students for the development of their communicative abilities. It refers to any classroom activity in which the entire group of students is divided into pairs or large groups. Studies have shown that the group work method is useful in learning foreign languages, as it helps students to participate in various types of interaction. It also supports a more favorable psychological and creative atmosphere in the classroom. So, A. Brown noted that “group work provides activities in which people help each other; it is a way to help groups as well as helping individuals; and this method can allow individuals and groups to influence and change personal, group, organizational and social problems” [5].

The methodology of the lesson is active, i.e. no student is left without attention and, in a favorable atmosphere, even passive students tend to be active participants.

An essential feature of the exercises for working in pairs is that they, unlike the exercises of the frontal purpose, can not be focused on an “average” student. Such exercises should be absolutely feasible for all participants of training. If this requirement is not implemented, low-performing students become discreetly nonparticipants in classroom activity or make many mistakes. At the same time, these exercises should not be too easy, i.e. focused on the low-performing students, because in this case they will not ensure the progress of the advanced students [4, 6].

Despite the fact that the language capabilities of groups and individual students are not the same and only the teacher knows their actual level, it is necessary to creatively approach to the proposed exercises and, if necessary, make appropriate adjustments.

The proposed forms of work should be a means of intensive completion of the most important portions of the language material included in the plan. The vast majority of exercises have a grammatical background. They are based on speech patterns (structures). A lot of attention is paid to the so-called service-structural words, which play an important role in sentence structures. Exercises for working in pairs will also contribute to the consolidation of vocabulary and the formation of pronunciation skills. Along with this, part

of the exercises (about 30 %) has a slightly different purpose. They are a means of developing dialogue and monologue speech and are offered as a form of preparation for an independent statement on a topic or for a free conversation on this topic.

As a rule, working in a group, students have improved communication skills, manifested as a team spirit, and the characteristics of a leader of some individuals. Thus, it creates conditions for individual self-expression within the group, the ability to work in a team, develops a competitive spirit, which contributes to the motivation of students that helps medical students to enlarge knowledge and improve communication as well as verbal consolidation of their positions. This method teaches the student to search for an active independent answer, which is one of the main tasks of the Bologna process.

Regarding the EPP motivation, the importance of identifying learners' specific needs is usually emphasized. T. Dudley-Evans and M. Jo St John (1998) argued that EPP motivation of students depends on linking the English language to their main subject courses and the target-profession. Medical and healthcare students have to "grasp technical language of the discipline quickly; need to be able to function effectively in the kinds of communicative situation that recur frequently in medical interaction; and they particularly need advanced communication skills to deal with difficult and stressful situations" [10]. Therefore, to study such a demanding, technical discipline, students will be more motivated when learning in their English language course about topics they can relate to. In 2013, S. Malcom proved that medical students were more motivated when authentic medical texts as well as relevant course materials were used during the course. There are different genres and medical situations with the relevant topics and authentic texts that are learned during the Medical English course, e.g. simulated case conferences, listening and reporting, reading and reporting, preparing and presenting short talks and papers based on a case, or on a medical topic, doctor-patient role plays, writing case reports, learning a large corpus of technical and specialized terms, adopting an academic medical vocabulary, practicing pronunciation of difficult technical and professional words, pair-speaking activities. Teachers' basic roles in a Medical English course are more as "planners, orchestrators and monitors of student activity than as language instructors" [11].

This study aimed at finding out whether the students of medical and healthcare studies were motivated to

learn EPP, and what were their motivational patterns. We found satisfactory construct validity of our three-factor structure motivation towards learning EPP questionnaire with 12 items. The results indicated that the students of medical and healthcare studies were more integratively motivated, which means that students learn EPP in order to integrate in the target language society or to better collaborate with the colleagues of the target language community. These motivational factors should be incorporated into course planning, e.g. cultural contents could be added to the curriculum. Therefore, the course of EPP should be designed in order to meet the purpose of students' learning foreign language. The course should be also planned to keep the motivation of students high, since more motivated students invest more effort in their academic endeavour. Because of the nature of its complexity, motivation variables are difficult to conceptualise and assess. Every student has his/her own motivational drive to attain a goal. Since they have different goals and expectations from language learning, it is very important to recognise their needs. Our study was restricted to investigating only a segment of motivational aspects, and did not take into consideration other important aspects which are unique to each language learner, such as students' age, language anxiety, attitudes towards learning situation (emotional, cognitive, and behavioural), parental encouragement, learning achievements, learning context, aptitudes, etc. These aspects should also be integrated in the future studies because they have a direct effect on the language acquisition. For future studies, however, it would also be desirable to employ qualitative research methods to gather information, such as interviews and field observation, so that participants can freely express their opinion and attitudes towards learning EPP, as well as provide constructive feedback. Nevertheless, considering above mentioned arguments motivation is an important element in foreign language learning, especially for the acquisition of EPP. Students may become discouraged and lose interest in learning EPP unless they are taught effectively, or constructive learning methods are implemented. In our case, to motivate Medical English learners for acquisition complex, career-specific and highly technical professional language rich in colloquialisms, acronyms and abbreviations, the EPP teachers should improve their motivational practices, i.e. identify learners' needs, modernise their teaching methods, use appropriate activities, and relevant, up-to-date materials. Another important element that should

be in focus in the teaching process is learners' roles. Motivated learners will pay attention in the classroom, actively participate, and finally achieve their ultimate goal [8].

In order to motivate medical students we should provide them with meaningful choices as to the topics they can study, the materials they can use, the strategies they can implement, and/or the students with whom they can work. As an example, students were more motivated when they were allowed to choose their collaborative learning partners than when their professor assigned them to groups. One more useful recommendation is to give students some control in developing or implementing class activities. While conducting lessons on EPP, we create an outline of a class presentation with some bullet points and pictures using online "cloud computing" prior to class. During class, we project this outline on a large classroom screen, and students add important points and vocabulary online through their computers in real time. As they do, the information appears on the projector screen and on other students' computers. In this manner, we are responsible for teaching the lesson, but the students help to create the presentation. Students can keep the final presentation in electronic format on their computers for later reference. As a study showed it is also significant to allow students to control the pace of the lesson. For example, instead of assigning 12 specific due dates for each of the 12 online quizzes, an instructor could assign three due dates by which

four quizzes are due. Doing so would allow students more flexibility in deciding when to work on a lesson. It is instructive to provide opportunities for students to express their opinions and carefully listen to and consider their opinions. One way to do this is through discussion, such as a Socratic dialogue, which includes asking probing questions about ideas and issues, asking expansive questions about the relationships among ideas, playing role games, spending time on group maintenance and processes, and taking advantage of positions and roles taken on by others in the discussion.

Conclusions and Prospects for Research. To sum up, teaching creatively and thus meeting the needs of the new generation of learners ultimately has to do with inspiring and allowing them to be imaginative, creative, motivated and involved in their English language learning. Integrating language learning and drawing can turn into a motivating tool even at university level. Preparing power point presentations can challenge students' creativity even further. Using a variety of methods and approaches caters for the students' multiple intelligences and their different styles of learning and hopefully each learner finds something positive and stimulating that boosts his/her motivation to learn English. Teaching and learning English for medical students can be not just hard work but a creative and rewarding experience, a wonderful forum for different generations of teachers and learners to meet and learn from each other.

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