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## Training Organization Features for Foreign Residents According to the Educational Model 'The Russian Language - Scientific Speech - MedicTest'

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**Abstract:** The article is devoted to the issue of organizing training for foreign residents according to the educational model named 'The Russian language – Scientific speech – MedicTest'. The article analyzes modern approaches to the methods of teaching the Russian language and the scientific style of speech, characterizes the methodological principles that form the basis of professional communication. The author describes the ways of expressing scientific thought using various typical models of the scientific style of speech, considers the features of the development of productive and receptive grammatical skills used in speech activity, and gives examples of lexico-grammatical tasks. The author focuses particular attention on the specifics of educational work on the study of MedicTest, necessary for admission to residency. Within the framework of this work, great importance is attached to the explanation of medical terminology in Russian, the ability of medical terms to enter into various paradigmatic and syntagmatic relations in the Russian language and to form synonymic terms, terms-antonyms and homonymic terms, are characterized, the features of the formation and use of active and passive constructions in medical texts.

**Keywords:** Russian language; scientific style of speech; MedicTest; communicative competence; professional communication; medical terminology.

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### INTRODUCTION

As the globalization process is ongoing, the expansion and strengthening of international relations between universities, the active integration of science and education, an important and urgent issue remain the development of a modern education system, which includes professional and communicative training of foreign specialists in the field of medicine. Medicine is traditionally the most popular area of vocational training for foreign applicants at the university and postgraduate stages of education (like residency, master's degree, postgraduate studies).

The training of foreign residents, in comparison with students of medical faculties, has distinctive features, since by the beginning of their studies at the preparatory faculty they already have an established **professional competence**, which includes motivational, ethical, and social components, which makes it possible to link the student's competence with his future medical activity, update professional and activity aspects. In this regard, the priority task of training foreign residents at the preparatory faculty is the formation of their **communicative competence**, which includes linguistic, speech, socio-cultural and subject competencies, as well as the formation of professional communication skills. 'A future doctor, a competitive specialist, must have not only professional skills and high moral qualities but also linguistic competencies, the ability to organize his verbal and non-verbal behavior adequately to the tasks of professional communication' (Mirzoeva and Kuznetsova, 2014).

The globalization of science and education provides for the active introduction of modern technologies in the educational process. The methodological, theoretical, and methodological potential of modern Russian pedagogy, the theory, and practice of teaching Russian as a foreign language provides great opportunities for ensuring quality, meaningful renewal, technological modernization of professional and communicative training of foreign doctors.

### LITERATURE REVIEW

Based on the fundamental principles of classical domestic science in the field of teaching Russian as a foreign language (E. I. Motina (1988), A. N. Shchukin (2012), L. P. Klobukova (1987), etc.), modern methodologists

continue to develop a system of educational skills and the relationship of the Russian language as a foreign language and a scientific style of speech.

A lot of research in recent years has been devoted to general issues of methods of teaching foreign students to professional communication (T. M. Balykhina, E. E. Zhukovskaya et al. (1984), L. P. Klobukova (1987), V. B. Kurylenko (2017), N. M. Lariohina (1989), A. I. Shchukin (2012), etc.).

The analysis of scientific literature also shows that several methodological works are devoted to the problems of training foreign doctors in professional communication. For example, the problems of the formation of the linguistic (terminological) competence of foreign doctors of otorhinolaryngologists are described in the dissertation work of E. A. Volkova (2011). The issues of teaching communication in the professional (educational and professional) sphere, in particular, preparation for clinical practice, are studied in the works of S. G. Borzenko (1983), L. I. Vasetskaya (2008), O. L. Koroleva (2000), S. V. Matalova (2012), A. B. Khojayan et al. (2010). The article by V. M. Mirzoeva and A. A. Kuznetsova (2014). In some scientific works, the features of teaching the Russian language in the specialty of foreign residents of narrow specialization are characterized as psychiatrists (Pavlova et al., 2020), dentists (Nikitina, 2013).

A number of interesting methodological techniques for teaching foreign doctors are presented in modern textbooks and teaching aids 'Russian for future doctors. Medical Russian' (Kurylenko et al., 2018), 'Dialogue between a doctor and a patient', 'Preparing for clinical practice' (Dyakova, 2002; 2009), 'Taking anamnesis and making a medical history' (Orlova, 2012), 'A guide to language training to clinical practice for foreign medical students' (Khojayan et al., 2010), 'Russian language for foreign medical students' (Lukyanova, 2001), etc.

Foreign linguists analyze the results of teaching the Russian language and the existing competencies of students (Brockmann, 2007; Bingham, 1999; Kennedy et al., 2009), consider the actual problems of bilingualism and its cognitive functioning (Cenoz and Genesee, 1998; Cummins, 1984), highlight the semantics and pragmatics of functional coherence in scientific discourse (van Dijk, 1980), describe the process of preparation for educational purposes (Mager, 1984) and the perception by medical students of factors affecting their academic performance (Todres et al., 2012), touch on the urgent problem of thematic control and personal control for foreign doctors in interaction with American patients (Erickson and Rittenberg, 1987).

Despite the many scientific works, the study of the problems associated with teaching the scientific language used in the medical field continues to be relevant. At present, it seems promising to create a theory of teaching the language of a specialty in Russian to foreign medical residents, developed based on studying their communication needs.

A special role in teaching foreign residents the scientific style of speech is given to preparation for passing the MedicTest (medical test), which they need to enter the residency ('MedicTest is a test that is designed to train all medical personnel in need of accreditation, medical students, residents, secondary students. The tests of the 'General Medicine' block include questions for doctors with higher education such as a general practitioner). In solving this problem, we proceed from the position that teaching the language of a specialty in medicine must be carried out taking into account the educational material and types of speech activities that are relevant for classes in the scientific style of speech. If there are clear goals and objectives of training sessions in a specialty, it is possible to resolve the issue of the place of speech activity in them, to determine the specifics and role of its types, the nature of the language material, and the sources of its selection.

**The article's purpose** is to consider the peculiarities of organizing educational work with foreign residents according to the educational model 'The Russian language – Scientific speech – MedicTest'.

Based on a review of available research, the **following provisions are formulated**:

1. The key point in educational work with foreign residents in the formation of their communicative competence, taking into account the already established professional competence.
2. A close relationship between knowledge of the grammatical norms of the Russian language and the basics of the scientific style of speech will improve the level of language training and professional qualifications of foreign students.
3. Knowledge of scientific concepts and medical terminology in Russian will allow residents not only to successfully pass the MedicTest for admission to residency but also to communicate effectively in the professional field with the scientific advisor, colleagues, and patients.

## **METHODS**

**The research methodology** includes general logical and generally scientific methods of scientific knowledge:

- The method of complex theoretical analysis of the problem (i.e. the analysis of modern scientific literature on the organization of educational work with foreign residents in the practice of higher education);
- Pedagogical modeling of the educational process to train foreign doctors in professional communication;
- Descriptive method (when considering the productive models of word-formation used in the medical field, when giving examples of various lexical and grammatical tasks);

– Axiological methods (in the study of lexical and grammatical content and language constructions of MedicTest).

## RESULTS

Teaching the scientific style of speech plays an important role in the process of teaching Russian as a foreign language, since the Russian language for foreign residents is, first of all, a means of mastering professional skills within the framework of the chosen specialty. 'The problems faced by foreign residents in the Russian educational environment are due to the specific characteristics of foreign graduate students as a target audience. In a short time, they must master the basic grammar and vocabulary for everyday communication, as well as the professional vocabulary necessary to communicate with colleagues in Russia' (Kunovski et al., 2019). In this regard, at the initial stage, residents should have laid the foundations of a scientific style of speech, both in general and with an orientation towards the profile of further residency training, in particular.

In the process of teaching the Russian language and the scientific style of speech in the vocational training system, it is necessary to provide each resident with motivation for self-education and the possibility of individual self-realization. To fulfill the task of self-education and self-realization of the individual, it is necessary to observe a number of the most important educational and methodological conditions:

- Provide residents with special teaching aids and reference materials aimed at developing general language, communicative and professional competencies;
- Building an algorithm for educational interaction with foreign students, rely on the key **methodological principles** that form the basis of **professional communication**, the principles of individualization, functionality, situational awareness, mastering foreign language education through communication, professional orientation, variability, and complexity.

From the standpoint of the practical methods of teaching Russian as a foreign language and the scientific style of speech, the harmonious combination of complex principles and aspects is the real basis for high-quality language training, which is necessary for foreign residents to receive further special education at the medical faculty. 'The process of acquiring the communicative competence of the second culture in this area is difficult. It includes learning to recognize patterns that are invisible for reflection in normal practice' (Erickson and Rittenberg, 1987).

The formation and development of foreign language communicative competence in the process of teaching Russian as a foreign language is associated with the need to master all the components that make up it: grammatical, sociolinguistic, discursive, and strategic competence. The implementation of this learning goal has a direct impact on the content of education and the choice of educational technologies that contribute to increasing the effectiveness of teaching Russian as a foreign and scientific style of speech.

Grammar plays a special role in the formation of the **language competence** of foreign students, since without knowledge of the rules of word formation, morphology and syntax, it is impossible to understand the system of the Russian language and be an active participant in the communicative process. 'The grammatical aspects of teaching the scientific style of speech include morphological, syntactic and derivational features of words, phrases and grammatical structures used in various scientific texts and dialogues on medical topics' (Dinevich, 2019). It is in these materials that the lexical and grammatical units of the language of the future specialty are contained, thanks to the study of which students see the prospects for the use of the studied forms in professional activities.

The grammatical aspects of teaching the scientific style of speech play an important role not only in the successful development of this academic discipline but also in the formation of the communicative and educational and professional competence of foreign residents. According to V. B. Kurylenko et al. (2018, p. 5), the formation of lexical and grammatical skills and abilities among foreign students involves '... mastering the mechanisms that ensure the correspondence of communicative units to the main goals, communication conditions and communicative attitudes of the speaker'.

At the preparatory faculty, within the framework of the scientific style of speech, foreign residents study various topics ('Structural levels of the body', 'Organ systems', 'The chemical composition of the cell', 'Tissues of the internal environment', etc.), read medical texts, analyze dialogues in which presents personal data and questions related to patient complaints. The linguistic material introduced into the system of texts and various tasks contains lexical units' characteristic of professional communication of medical specialists. Most of the educational work is devoted to the study of MedicTest issues, in the process of working on which teachers of the scientific style expand the vocabulary of students in the field of the Russian language and practice lexical and grammatical skills, including the features of word formation, the use of morphological forms and syntactic constructions.

When studying the grammatical norms of the Russian language, the teacher of the scientific style of speech pays special attention to the **features of word-formation**. In practical classes on the scientific style of speech, productive word-formation models are considered, which are frequent in MedicTest and are actively used in the medical field. Such models include the formation of verbal nouns using suffixes, by truncating the stem, as well as the formation of complex words by adding two stems or two words:

- **-tion, -ment:** *infection - infect, treatment, appointment, prescription, assignment, etc.;*
- **-tion, -er, -ise/-ize:** *registration - register, hospitalization - hospitalize, etc.;*
- **-ity, -ness:** *portability, stiffness, etc.;*
- **-tion, -ate:** *evaluation - to evaluate, etc.;*
- **contracted forms:** *analysis - analyze, inhale, etc.;*
- **root addition** (*at a time, esophageal*) or two words (*airborne droplets, neuromuscular damage*), etc.

The introduction of new word-formation models is inextricably linked with the explanation of the morphological categories of the Russian language (gender, number, case in nominal parts of speech; type, tense, transitivity/intransitivity in verb forms) and types of syntactic connection in a word combination (coordination, control). Knowledge of the parts of speech of the Russian language, understanding of derivational processes, and the ability to form word-formation chains allows residents to determine the grammatical class of words and highlight word-formation affixes by the end of the first semester of study at the preparatory faculty.

In the process of teaching the scientific style of speech and preparing for the delivery of the MedicTest, it is especially important to pay special attention to the study of **medical terminology** (Medical terminology is a collection of words and phrases used by specialists to denote scientific concepts in the field of medicine and health care. Medical terminology is in direct connection with the structure of science itself, but unlike the words of common vocabulary, the meanings of which correspond to everyday concepts, the meanings of the terms constitute scientific concepts.) in Russian, which is the lexical basis for successful professional communication. 'Teaching the language of a specialty begins with the mastering by a foreign resident of the terminology necessary for communication at a professional level. This will help in the future to correctly record the medical history, to communicate with colleagues and teachers' (Mirzoeva and Kuznetsova, 2014).

The task of the teacher of the scientific style of speech is to explain the medical term from the point of view of its semantic unambiguity and relevance to the sphere of professional communication and at the same time in its connection with the general language system of the Russian language. To solve this problem, a **conceptual approach** is advisable, which can be effectively used for the practical purposes of teaching Russian as a foreign language and the development of special manuals for teaching the language of a specialty.

When studying medical terminology, it is advisable to determine the structural type of the term, its place in the specialty block, and the relationship with other terms and general scientific words. An interesting and important point is the consideration of syntagmatic and paradigmatic connections of medical vocabulary, its ability to form terms-antonyms, terms-synonyms, and terms-homonyms. So, the lexical opposition of adjectives included in the structure of the term leads to antonyms, as a result of which **terms-antonyms** arise: *acute / chronic disease, local/general anesthesia; dry/wet wheezing.*

A large layer of medical vocabulary is made up of **synonymous terms**, which can be divided into two groups. The first group is synonyms that have passed from traditional medicine and are common in colloquial speech such as *lumbago* is a synonym for the clinical term *lumbago* ('acute severe pain in the lower back); *firecracker - anthrax* ('anthrax'); *nervous weakness, nervous exhaustion - neurasthenia*. The second group consists of synonymous terms used directly in professional speech such as *candidiasis, luteoma, and hyperlipidemia*. This also includes variants of the names of diseases used in various spheres of communication like *tonsillitis* (prof.) - *angina* (colloquial), *candidiasis* (prof.) - *thrush* (colloquial), *mumps infection* (prof.) - *mumps* (colloquial).

A particular difficulty for foreign residents is presented by the **terms-homonyms** of common literary words. Unlike native speakers who are well aware of the semantic boundaries of the use of lexical units, foreign students make many mistakes associated with the difference in meaning, in the forms of syntactic compatibility of homonyms, with the peculiarities of their word-formation models. For example, *Interphalangeal joints have a block* (instead of *block*) *shape*. Functioning in a scientific context, homonymic terms enter into complex semantic-syntactic relations with other words, exhibit specific, limited combining capabilities, and therefore need detailed systematization in the process of teaching the scientific style of speech to foreign residents.

When studying medical terminology, special attention should be paid to the specifics of the word-formation capabilities of the Russian language, which are revealed in the structure and form of terms. The place of each term in the system is indicated by an affix, for which a strictly definite meaning is assigned in medical terminology, in connection with which the choice of one or another lexeme is determined by its semantic content. Systematic development of word-formation affixes in the classroom on the scientific style of speech contributes to their rapid memorization and productive use in professional communication. In scientific texts on medical topics, the frequency affixes are the suffixes such as *gist* (*cardiologist, psychologist*), -*cal* (*cardiological, embryological*), -*is* (*psychosis, neurosis*), -*isy, - Latin endings* (*pleurisy, otitis media*).

To consolidate medical terminology in the lessons on the scientific style of speech, various lexical and grammatical tasks are used. For example, a task involving the connection of adjectives with nouns reinforces the knowledge of the lexical collocation of words in the Russian language.

**Table 1: Examples of nouns and adjectives**

Nouns	Adjectives
system, mechanisms, organs, substances, bone, processes, skull, brain, vessels, contractions, exchange, development	hormonal, biochemical, nervous, immune, wedge-shaped, cerebral, mental, metabolic, circulatory, head, cardiac, sexual, carbohydrate, fatty, protein

The next important aspect of studying the scientific style of speech is the formation and development of skills for the correct construction of **grammatical structures** in order to further use them in scientific and professional activities.

That is why, from the first days of training residents at the preparatory faculty, it is necessary to introduce typical distributors of models of the scientific style of speech and their main modifications, relying on the principle of sequence, in which grammatical models are presented from simple to complex what is a what, *that is called a what*.

**Table 2: Examples of sentences on grammatical patterns**

what is a what	what is a what	what is a what	what is a what
The placenta is not a key organ for the endocrine system.	The placenta is an organ that is not a key of the endocrine system.	The placenta is not a key organ for the endocrine system.	The placenta is an organ that is not a key of the endocrine system.

When studying grammatical constructions, it is necessary to focus the attention of residents on the fact that the same thought can be expressed by synonymous models, using various morphological forms of parts of speech, for example: *what is a characteristic of a what, a what is characterized by a what, a what characterizes a what*.

In the second semester, in the Russian language lessons, within the framework of the scientific style of speech, residents study the grammatical topic '**Active and passive constructions in the Russian language**' and get acquainted with possible ways of realizing the expression of active and passive constructions in Russian, thus expanding their linguistic competence. The teacher's task is to explain to students that thought in an active or passive form is expressed in a predicate (P), and information in a subject (S). The predicate is usually expressed by a verb, a short participle, less often by a noun or adjective. If the writer or speaker wants to present information more objectively ('obscure' the subject), then the passive form, which is more characteristic of the scientific style of speech, is preferable. For instance, *Bisoprolol and its analogs **are used** by doctors for coronary artery disease / (Ischemic heart disease)*. The active construct allows you to convey information about the subject who acted (*Bisoprolol and its analogs **are used** by doctors for Ischemic heart disease*).

When studying various texts on medical topics, the teacher of the scientific style of speech works out the lexical and grammatical skills of using active and passive constructions and their possible transformations. For example, in one of the tasks, residents must name scientific models, transform active structures into passive ones and characterize changes in morphological forms of words (*1. The manifestations of type 1 diabetes mellitus include weakness, thirst, and polyuria. 2. The most typical complaints of patients with chronic heart failure include shortness of breath*).

It should be noted that the process of teaching grammar involves not only the development of simple grammatical skills but also their active production in speech activity to form the skills of professional communication. A. A. Leontyev wrote that the formation of a foreign language speech activity should be the development of its structural components by their subsequent unification into an integral system of activity. This unification is associated with a gradual transition from the conscious execution of individual operations to their complete automation (Leontiev, 2006). Mastering the skills of the correct use of grammatical forms is a necessary condition for the development of skills and abilities in all types of speech activity in any foreign language. This is the last stage of work on them, which is built on top of their theoretical assimilation.

Leading methodologists in Russian as a foreign language or RFL distinguish two types of grammatical skills, productive and receptive, based on the types of speech activity. Productive grammatical skills are the speaker's ability to choose a model that is adequate for a speech task (communicative intention to communicate something, convince something, express an opinion, etc.), and arrange it following the norms of the given language. Receptive grammatical skills are automated actions associated with recognizing and understanding grammatical information, establishing connections between words, determining morphological forms and syntactic structures in written and oral texts.

Receptive-active grammatical skills are manifested when reading and listening to the text and are based on the connections of the auditory-speech-motor images of grammatical phenomena and their meanings. 'These connections are manifested in the automation of the process of perception and understanding of the read text and the grammatical information contained in it, conditioned by the level of development of individual speech experience in these receptive types of speech activity, i.e. experience in reading and listening' (Petru, 2014).

Passive-receptive skills include skills associated with recognizing and understanding grammatical phenomena in the text based on those available in visual memory or created during the formation and development of the reading experience. In this case, elements of the analysis of grammatical phenomena (words, case endings, word order in a sentence) can be used both in individual sentences and in separate fragments of the text. The task of the teacher of the scientific style of speech is to work out all kinds of productive and receptive grammatical skills before their automated application in the oral and written speech of foreign students.

During training sessions and practical training in medical institutions, foreign residents must comply with the principles of deontology and bioethics, norms and rules of social and status relationships and be able to implement communication tasks in various situations of professional communication: with a patient suffering from a disease corresponding to the specialization of the resident; with a specialist doctor; with junior medical personnel; with relatives of the patient, etc.

The topics of oral professional communication are the pathological state of a person, the practical activity of a doctor, medical care for a patient, the organization of the work of junior medical personnel, and management in health care. For effective professional interaction, residents can choose various speech strategies: information strategy; diagnosing strategy; argumentative strategy; speech impact strategies (recommendation, persuasion); strategies for harmonizing discursive interaction, etc. (Kurylenko, 2017).

Practicing literate writing skills is an equally important aspect in the training of foreign residents since during the internship in medical institutions, students need to be able to fill out various medical documents: a medical card of an outpatient/inpatient patient; diary of the doctor on duty; medical prescription; an extract from the medical history; referral for clinical examination, etc.

Making records of a productive nature (case histories, medical records of the patient, etc.) and reproductive nature (powers of attorney, statements, etc.), residents must skillfully use special language means (words, phrases, grammatical constructions), medical terminology, be able to apply logical-semantic and compositional schemes for the design of various options for records in the history of the disease, depending on the nature of the disease, as well as to carry out inter style linguistic transformations (colloquial speech – book speech).

## CONCLUSION

Summing up the above, we note that the organization of educational work with foreign residents according to the educational model 'The Russian language – Scientific speech – MedicTest' should include a set of activities aimed at the formation of key competencies for the preparation of a specialist in the field of medicine: professional and communicative competence and language competence, including grammatical competence.

When mastering new grammatical material and medical terminology in Russian, physicians-residents not only memorize new terms in a foreign language but also learn to understand the linguistic connections between them and operate with these concepts in various types of speech activity: listening, speaking, reading, and writing, which contributes to effective communication in the educational and professional sphere.

The close relationship between knowledge of the grammatical norms of the Russian language and knowledge of scientific concepts and medical terminology in Russian will allow residents not only to improve the level of language training and improve their professional qualifications but also to successfully pass the MedicTest for admission to residency and effectively communicate in the professional field.

Thus, the formation of professional-communicative and linguistic competencies allows foreign residents to successfully apply knowledge, skills, and abilities in the educational and professional field of activity during further training in residency and internship in various medical institutions, provides the opportunity for successful communication in oral and written forms with the scientific leader, colleagues, and patients in various situations of communication, and also significantly increases their competitiveness in the international market of medical services.

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