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АНГЛИЙСКИЙ ЯЗЫК В ОБУЧЕНИИ ВРАЧЕЙ

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*Санкт-Петербургский институт усовершенствования врачей-экспертов***TEACHING ENGLISH FOR MEDICAL STUDENTS**

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В статье обсуждается вопрос необходимости обучения английскому языку студентов медицинских вузов России. Авторы утверждают, что знание английского необходимо не только для целей образования, но также для включения Российской медицины в международный контекст. Приводятся определенные языковые и психологические проблемы, которые важно учитывать при обучении английскому языку студентов и ординаторов.

Ключевые слова: Образование, английский язык, английский для врачей, медицинские вузы, врачи, психологические проблемы, ординаторы

Abstract

This article discusses the problem of the necessity of teaching English for medical students in Russia. The authors state that English is crucial not only for education purposes but also for promoting Russian scientific traditions globally. It is reasonably argued that certain linguistic and psychological aspects should be borne in mind while teaching English for housemen and post-graduate students.

Keywords: Education, English, medical students, doctors, Medical English, psychological problems, Russian medical universities.

English as a subject is part and parcel of Russian education system. Surprisingly, the average level of English among common educated Russian citizens is remarkably low. There might be quite a few reasons lying behind this problem, from the lack of English programs, so usual and widespread in any European country, be it Finland or the Netherlands, on Russian TV to the absence of good English study programs in our high schools. As a result, the level of English among those having a high school diploma and specializing in any field but foreign languages in Europe is approximately C1, whereas Russians can boast B1-B2 levels only, never higher than B2. Of course, this gloomy state of facts cannot be improved overnight, however, there are several feasible steps to be taken which could remedy the whole situation.

First and foremost, English for non-linguists, and notably for future medical workers, should become key on their way to success. Without knowing English well enough, it would

be close to impossible to read the bulk of the world renowned and respected medical journals. Moreover, it would be much more difficult to keep abreast of the times without visiting different conferences around the globe. They also lose the opportunity of taking part in different online seminars and conferences. So, English as a subject should be treated by medical students with due respect.

Secondly, this problem should be addressed on the governmental level by providing more working hours for English in Russian universities, because it is close to impossible to master English within a short period of time. As for the level of teaching, it should also be improved by using a wide range of online resources both in class and at home. Here is a short list of such sites which might be of interest for medical students and their teachers: <https://www.ncbi.nlm.nih.gov/pubmed/> (a wonderful site with different scientific articles on medicine), <http://ovid.com/site/index.jsp> (evidence-based medicine reviews from Ovid

Technologies), <https://www.theguardian.com/science/medical-research> (articles on medical research in the Guardian newspaper), <https://www.medicalenglish.com/> (an online resource for Medical English including activities and exercises). One more thing, which is possible according to the recent education regulations and requirements, is making elective courses in English for housemen and post-graduate students. It gives extra hours for teachers and lets them create new programs based on current requirements and students' needs.

Finally, English should be stopped treated as simply one of the subjects, because it is more than just the one. English is a means of communication, this is the reason why medical students should spend more time in class not just reading the articles or doing some written tasks but discussing various medical problems in English. By doing so, they might improve their speaking skills, acquire the needed level of fluency and change their attitude towards English as a subject.

Of course, medical students might face various psychological problems while immersing themselves in English studies. Not having enough knowledge, they might shy away from discussions in English. The task of the teacher in this case is to encourage a vivid conversation by creating a warm and friendly atmosphere in class.

On the other hand, teachers should avoid spoon-feeding their medical students, because one of the main tasks of studying process is to develop independent learners. Teachers, bearing in mind all these potholes, would make the process of studying English efficient and rewarding.

It is not infrequent that modern research and scientific reports differ from what is being lectured in classical courses in medical universities. This creates extra problems in understanding the subject of the discussion for students with poor command of English who may be literally lost in translation. The language barrier could be a serious hindrance for further professional development of future doctors. Conversely, those doctors, who know English well enough, understand modern trends in medicine, feel more self-confident, take active part in the work of international conferences, and can always prove their point promoting values and benefits of the Russian medical school.

To recapitulate, English as an integral part of university curriculum of medical students should be taught in a new innovative way by using various online and offline resources and implementing various psychological techniques.

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