

DEVELOPING PROFESSIONALLY ORIENTED SPEECH COMPETENCE OF INTERNATIONAL MEDICAL STUDENTS: PRACTICAL EXPERIENCE AND METHODOLOGICAL SOLUTIONS

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Abstract

This article addresses the issue of developing professionally oriented speech competence among international medical students in the process of learning Russian as a foreign language. The study focuses on students with minimal language proficiency (A0–A1). The relevance is determined by the increasing number of international students and the need for effective linguistic and professional adaptation within medical education.

Based on practical teaching experience, the main challenges faced by students in acquiring professional speech are identified, and effective methodological solutions are presented. The article includes a practical section with exercises and tasks designed for A0–A1 students, emphasizing situational-communicative approaches, speech patterns, and integration of language and professional training. The results confirm the effectiveness of these methods in enhancing students' readiness for professional communication in medical contexts.

Keywords

Russian as a foreign language; professionally oriented teaching; speech competence; medical education; international students; professional communication; ESP; A0–A1 level.

Introduction

The ability to communicate professionally in a target language is a crucial competence for medical students studying abroad. Russian as a foreign language (RFL) serves as a primary tool for academic learning, clinical practice, and patient communication. Students with minimal proficiency (A0–A1) face significant challenges in understanding professional speech, using medical terminology, and constructing coherent utterances in professional contexts.

This study focuses on practical methods to develop basic professional speech competence among international medical students with minimal language skills. Integrating professional language use from the earliest stages of learning is essential for accelerating adaptation and ensuring effective participation in medical education.

Methodology

Research Design: A practical, applied approach was used to analyze how professional speech competence develops among A0–A1 students in medical RFL classes.

Participants: International medical students with A0–A1 proficiency levels, representing diverse linguistic and cultural backgrounds.

Procedure:

Diagnostic stage: Identification of difficulties in understanding professional speech, using medical terminology, and constructing oral statements.

Formative stage: Implementation of professionally oriented exercises and materials, including situational dialogues and speech patterns adapted to A0–A1 students.

Control stage: Assessment of students' ability to participate in professional communication and use Russian in real medical contexts.

Data Collection: Classroom observation, oral dialogues, mini-tests, and student reflections.

Assessment Criteria:

Understanding oral professional information
 Using basic medical vocabulary and speech patterns
 Participation in standard professional communicative situations
 Coherence and clarity of oral utterances
 Practical Exercises for A0–A1 Students

Objective: Develop basic professional speech competence for students with minimal Russian proficiency.

1. Listening and Repetition

Flashcards with organs, symptoms, and instruments.

Key terms: боль (pain), голова (head), температура (temperature), кашель (cough), таблетка (pill).

Students listen, match cards, and repeat phrases.

Sample question: “Где у вас боль?” → “У меня болит ...”

2. Role-Play Dialogues

Scenario “Doctor–Patient”:

Doctor: “Что у вас болит?”

Patient: “У меня болит голова”

Doctor: “Сколько дней?”

Patient: “Два дня”

Students practice in pairs using cards; 2–3 dialogues per session.

3. Mini Production Exercises

Match phrase to image: “кашель” → “У меня кашель”

Short monologue: “У меня болит голова. Я принимаю таблетку. Мне два дня плохо.”

Variations: answer 2–3 standard teacher questions.

4. Audio/Video Support

Short 30–60 sec recordings of doctor–patient dialogues.

Students listen, repeat, and create their own responses.

5. Assessment

Teacher observation, mini-tests, role-play dialogues.

Criteria: comprehension, vocabulary use, participation, coherence.

Effectiveness for A0–A1 Students:

Visual support and short phrases reduce language barriers.

Stepwise speech development: perception → repetition → production.

Role-play reduces anxiety and increases confidence.

Early exposure to professional language prepares students for real medical interactions.

Results and Discussion

Diagnostic stage: Students struggled to understand professional speech and use medical terminology.

Formative stage: Structured exercises, role-play, and speech models increased confidence, speech activity, and accuracy of professional terminology use.

Control stage: Students were able to participate in basic professional situations, comprehend oral instructions, and respond adequately, demonstrating foundational professional speech competence.

Practical exercises proved particularly effective for A0–A1 students, allowing a gradual transition from reproductive to productive language use in professional contexts. Integration of language and professional practice accelerated adaptation to the educational and clinical environment.

Conclusion

The study confirms that professionally oriented speech competence can be effectively developed in A0–A1 international medical students through structured, practical exercises.

Students who participated in professionally oriented RFL classes:

Understood and responded to basic oral instructions.

Used core medical vocabulary and speech patterns in dialogues.

Produced coherent and understandable utterances.

Participated confidently in practical educational and clinical situations.

Practical significance: The methodology can be applied by RFL instructors in medical universities to improve students' motivation, adaptation, and professional communication. Integration of situational exercises and speech models ensures effective preparation for patient and colleague interactions in Russian.

Future research: expanding professionally oriented methodologies and integrating digital learning tools to further develop professional speech competence in medical contexts.

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