

## BASIC PRINCIPLES IN THE FORMATION OF COMMUNICATIVE COMPETENCE OF MEDICINE SPECIALISTS

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**Abstract.** *Purposeful formation of language competence as a fundamental form of communicative competence of specialists in the field of medicine enhances the effectiveness of foreign language learning in the whole system of postgraduate education. Foreign language researcher's teaching, focused on practical needs related to their professional activities, is possible in case of the content training of the language competence basic principles. This paper presents basic premises of English language training employed at the department of foreign languages of the 'North-Western State Mechnikov Medical University' in Saint-Petersburg, Russian Federation.*

**Key words:** *language competence, researchers training, English language, teaching adults, field of medicine, scientific workers*

### 1. INTRODUCTION

Extensive modern international relations initiated the need for a new language policy, necessary for the English language training of medical specialists so that they would be able to communicate and successfully implement various innovations in the field of medicine when in contact with foreign experts. Medical experts training in the field of English language follows theory and methods of adult foreign language education, a special branch of ELT methodology that emerged as a result of studying the needs of people of different professions, of different age, gender, etc. This approach is also influenced by the very structure and goals of the educational process at the level of basic and higher or specialist professional education of adults.

The basic premises of teaching English to medical professionals, a form of teaching English for Specific Purposes (ESP), are:

- practical orientation and integrative approach, implemented in the selection of the content material and learning technologies;
- continuity of the educational activities of adults;
- its nonlinearity and variability;
- autonomy and cooperativeness (Zmeyev, 2002; Knowls, 1970).

Specialist's learning of foreign language in the field of medicine is constructed taking into account relevant knowledge and skills that they are to use later in practice. For this highly important aspect of education of future medical specialists who are to function in a truly international surrounding, *defining the principles* of content selection of relevant, up to date teaching material, development and implementation of organizational forms of training, for the purpose of adequate formation of language competence is of topmost priority.

- *The first principle* underlying the selection of the content of training is the requirement of compliance of the training content with the scientific concept of modernization of Russian higher education in general, and the modernization of language education in particular.

- *The second principle* for selecting learning content is the principle of relevant features of the adult audience of students, that is the issue of including psychopedagogical characteristics of scientists; namely, to construct a process of learning focused on the characteristics of their memory, attention, way of reasoning. In adult education the most important goal is the realization of the need of students to use the acquired theoretical knowledge they have mastered during the studying process later in their future practice work.

- *The third principle* is that the content of the training must meet the requirements of the educational and training programs. This reflects the requirement for proficiency in mastering a foreign language in various types of educational institutions.

- *The fourth principle* is the need to provide the ability to predict final and immediate results of learning a foreign language through the development of goals and objectives in learning English for medicine. Precisely defined learning goals allow ESP practitioners to simulate, implement and evaluate strategies and tactics of training and apply specific educational actions and special learning materials and techniques.

- *The fifth principle* is the principle of reliance on the knowledge gained during the high school education of a foreign language.

- *The sixth principle* is the principle of conformity of the content training with the language competence formation stage: corrective - where correction is supposed and improving the understanding of language and speech standards needed for professionally-oriented foreign language communication and basic language skills which are formed in different types of speech activity (both receptive and expressive) and ability to communicate in a foreign language on medical topics, in speech situations requiring a solution of different professional tasks.

- *The seventh principle* is the requirement of using authentic teaching material.

The above mentioned premises and principles in the selection of learning content are necessary for the efficient formation of language competence of health care professionals. Therefore, it has to be stressed that the technique of language competence formation of future scientists in the field of medicine in terms of postgraduate education should be developed taking into account their professional and age characteristics and motivation. Furthermore, the objectives in teaching English of specialists at courses in the system of postgraduate medical education is focused on practical needs of their future professional activity. Meeting those objectives is only possible if the principle of science-based learning content is applied.

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