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Torkina K. Criterion approach to the formation of teamwork skills of high school students

The article considers the criterion approach to the formation of teamwork skills of high school students. It is noted that the formed teamwork skills are key for socialization, educational process and future professional activity of high school students. Based on the analysis of scientific sources, it is found that the criterion is considered as a set of basic indicators that reveal the norm, the highest level of development of the relevant quality, and the indicator, as a component of the criterion, is a typical and specific manifestation of one of the essential aspects, on the basis of which it is possible to determine the presence of quality, to draw a conclusion about the level of its development, and the concept of «indicator» in the reference literature is interpreted as evidence, proof, a sign of something, visual data on the result of work or process, data on the result of something. Also, it was found that the concept of «level» is used to determine the degree of quality of the phenomenon of the magnitude of achievements in a particular field of activity, in particular, in education. In our study, we select the components of teamwork skills by criteria, namely: value-motivational, understood as: the ability to direct oneself to setting and achieving goals and the ability to inspire others to set and achieve goals, cognitive-creative is the ability to produce effective and original approaches to solving problems and the ability to make rational decisions, socio-emotional is the ability to empathize and self-development, reflexive-analytical is the ability to self-knowledge, and the ability to The selection of criteria and indicators made it possible to distinguish four levels of formation of team interaction skills of high school students, in particular, high, sufficient, satisfactory and low.

Key words: *team interaction of senior pupils, components, criterion approach, criteria, team interaction skills of senior pupils, indicators, levels, structure of team interaction skills of senior pupils.*

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ENHANCING FOREIGN LANGUAGE COMPETENCE IN PHYSICIANS: INTERDISCIPLINARY STRATEGIES AND FUTURE DEVELOPMENT OPPORTUNITIES

Achieving proficiency in foreign languages is crucial for the professional development of physicians. It enables them to communicate effectively with a diverse patient population, collaborate with international colleagues, and participate in the global exchange of medical knowledge. This article discusses ways to improve language training for medical professionals and optimize the use of medical terminology. It emphasizes the importance of aligning medical terminology with international standards and addressing the challenges of translating complex terms. This is particularly vital in multilingual settings, where precise communication is essential for patient care.

The study highlights the importance of collaboration between linguistics, psychology, and medicine to develop comprehensive training programs. It also advocates for interactive teaching methods, such as clinical scenario simulations, which enable medical professionals to practice language skills in realistic contexts. These approaches enhance not only the understanding of technical terminology but also important soft skills, such as empathy and cultural sensitivity.

Key recommendations for improving medical communication include:

1. Developing bilingual glossaries and terminology databases.

2. Implementing consistent language proficiency assessments for physicians.

3. Establishing a national medical terminology database for standardized translations.

4. Creating specialized training programs for different educational levels.

Integrating language standards is essential for better patient care and international collaboration.

By focusing on these areas, the study highlights the importance of language proficiency in creating inclusive and effective healthcare systems, as well as in enhancing global collaboration among medical professionals.

Key words: *foreign language competence, medical definitions, interdisciplinary approach, language training, professional growth, bilingual dictionaries, medical education, international collaboration, clinical simulations, language proficiency.*

(стаття подана мовою оригіналу)

Civil society's modern development necessitates enhancing healthcare systems [2, p. 180], recognizing them as a cornerstone for unlocking human potential and fostering overall progress. A nation's health level directly correlates with its social and economic development, highlighting the urgent need for strong, efficient, and innovative healthcare systems. As a priority sector, the healthcare system's ability to support and maintain public well-being relies heavily on the expertise, adaptability, and continuous professional development of its workforce. Medical professionals are at the forefront of this effort, and their capacity to embrace advancements, update their knowledge, and enhance their skills is crucial.

One crucial dimension of healthcare professionals' qualifications in the globalized world is their bilingual or multilingual competence. The ability to communicate effectively across languages is increasingly vital for physicians due to the growing necessity for international collaboration. This encompasses exchanging clinical expertise, research findings, and standardized approaches to diagnosis, treatment, and patient care. Moreover, the globalization of medical science has increased the demand for professionals who can effectively manage medical documentation in multiple languages and navigate the diverse languages spoken by patient populations. Proficiency in foreign languages is now essential for physicians, as it improves interactions with patients, facilitates professional communication, and strengthens engagement with the global scientific community.

The promotion and preservation of health today require an interdisciplinary approach that integrates insights from fields such as language, psychology, and medicine. Within this framework, the mastery of professional medical terminology, as well as its translation and practical application, emerges as a fundamental component of a physician's skill set. Effective communication, both within the clinical environment and the broader scientific discourse, relies heavily on a precise and standardized terminological framework. This underscores the need to align medical terminology with international standards and apply effective methods for teaching and sharing medical language.

The emergence of health preservation technologies has introduced new complexities, requiring a comprehensive understanding across various fields and the ability to adapt language tools for specialized medical contexts. By addressing these challenges, healthcare professionals can better prepare themselves to meet the demands of a dynamic and interconnected world, while also contributing to the advancement of medical science and patient care on a global scale.

In this evolving landscape, combining language proficiency and medical expertise is essential for raising healthcare standards and creating a more inclusive and effective system that benefits everyone.

The improvement of physicians' professional competence through enhanced language training has received considerable attention in both academic and practical research. This trend reflects the increasing connection between language proficiency and medical excellence. Numerous studies emphasize the vital role of foreign language skills in promoting international collaboration, adopting innovative practices, and facilitating the exchange of professional experiences.

Language competence goes beyond simple communication; it serves as an essential tool for navigating the complex psychophysiological interactions between healthcare providers and their patients. This competence fosters a deeper understanding of clinical and cultural nuances.

A key area of prior research has been the relationship between physicians' professional training and their understanding of specialized medical terminology. Studies consistently show that the effectiveness of medical communication [1, p. 415] – both among professionals and with patients – depends on the accurate understanding and use of medical terms. This knowledge is crucial for making correct diagnoses, developing treatment plans, and maintaining clear records in a globalized healthcare environment. Effective communication in medical terminology reduces misunderstandings and enhances patient care by fostering trust and clarity.

Further research highlights the importance of including language training in medical curricula as a means of bridging the gap between theory and practice. Language education for healthcare professionals should be tailored to meet real-world needs, such as translating medical documents, interpreting during consultations, and collaborating with international colleagues. Studies indicate that physicians who receive specialized training in medical language exhibit better performance in cross-border settings, especially when adopting evidence-based practices and participating in multidisciplinary projects.

Recent studies have highlighted the importance of language competence in fostering cultural competence within healthcare. As healthcare systems become more diverse, it is essential for physicians to communicate effectively with patients from various language and cultural backgrounds. This effective communication has been linked to improved patient outcomes, including increased patient satisfaction [4, p. 292], adherence to treatment, and overall trust in the healthcare system. Researchers suggest that integrating cultural sensitivity training with

language education is crucial for preparing physicians to navigate the complexities of multicultural clinical environments.

Scholars have examined how language training influences professional development beyond clinical practice. Proficiency in foreign languages allows physicians to participate in scientific discussions, access international research, and contribute to global health initiatives. Strong language skills enhance opportunities for publishing in leading journals, presenting at international conferences, and engaging in collaborative research projects. This underscores the idea that language training is not just a supplementary skill, but a fundamental aspect of modern medical education and practice.

Research highlights the numerous advantages of language training for physicians. It enhances communication with patients, strengthens professional knowledge, and promotes international collaboration. Language proficiency is essential in today’s medical practice. Future research and educational programs should prioritize the creation of comprehensive language training tailored to the specific needs of medical professionals, ensuring they are adequately prepared to face the challenges of a globalized healthcare environment.

Objectives.

To enhance physicians’ language skills and the use of specialized medical terminology by exploring innovative teaching methods, addressing challenges, and promoting global standards in medical communication.

Diagnostic Objective

1. Identify gaps in training for medical terminology and bilingual communication:
– Evaluate the effectiveness of current medical education curricula and teaching practices.
– Analyze how traditional methods meet the needs of multilingual physicians and students.
– Highlight disparities between academic language training and real-world communication demands.
2. Critically assess current educational paradigms in medical language training:
– Review the strengths and weaknesses of lecture-based teaching, case studies, and self-study materials.
– Examine the adaptability of these approaches to different cultural and linguistic contexts.
– Evaluate the role of technological tools, such as language learning apps and virtual simulations, in medical education.

Methodological Objective

1. Develop innovative, evidence-based strategies for integrating:
– Interactive learning techniques: Promote the use of role-playing, peer-to-peer teaching, and group discussions to simulate real-life medical communication scenarios.
– Interdisciplinary educational approaches: Combine language training with practical knowledge in anatomy, pharmacology, and patient care to create a holistic learning environment.
– Simulation-based training methods: Leverage technology such as virtual reality (VR) and high-fidelity simulations to immerse students in realistic patient interactions and medical emergencies.
2. Create a comprehensive framework for enhancing language skills in medical educational contexts:
– Define clear competency goals aligned with international medical communication standards.
– Integrate continuous assessment tools to monitor progress and tailor learning interventions.
– Incorporate cultural sensitivity training to prepare learners for effective cross-cultural communication in diverse healthcare environments.

Evaluative Objective

1. Empirically assess the direct and indirect impacts of advanced language training on:
– Quality of medical communication: Examine how improved language competence influences the clarity, precision, and empathy of physician-patient interactions.
– Patient care outcomes: Investigate whether enhanced communication skills lead to better patient understanding, compliance, and satisfaction.
– Potential for international professional collaboration: Measure how language skills facilitate joint research projects, global knowledge-sharing, and participation in international medical conferences.
2. Measure quantitative and qualitative improvements in physicians’ communicative competencies:
– Design and administer surveys, interviews, and practical tests to evaluate progress in technical terminology usage and conversational fluency.
– Collect feedback from patients, colleagues, and educators to assess real-world application and perception of language skills.

Exploratory Objective

1. Investigate the strategic significance of advanced language competence in:
– Addressing global healthcare challenges: Study the role of multilingual physicians in tackling issues such as pandemics, medical humanitarian efforts, and international disaster response.
– Facilitating cross-cultural medical interactions: Explore how advanced language training bridges communication gaps between physicians and diverse patient populations, improving equity in healthcare delivery.
– Supporting international medical knowledge exchange: Analyze the impact of language skills on accessing and contributing to global research, publications, and training programs.

Transformative Objective

1. Propose a replicable, adaptable model for medical language education:

– Design a flexible curriculum that can be tailored to the linguistic, cultural, and professional needs of diverse medical education systems.

– Include guidelines for integrating this model into undergraduate, graduate, and continuing medical education programs.

– Ensure scalability and sustainability for institutions with varying resources and technological access.

2. Provide actionable recommendations for curriculum developers and medical educators:

– Offer specific strategies for embedding language training into existing medical curricula.

– Suggest methods for evaluating and updating educational content to align with evolving healthcare challenges and technological advancements.

– Highlight the importance of collaboration between linguists, medical professionals, and education experts in developing comprehensive training programs.

Research Methods

This study employs a mixed methods approach to analyze and enhance physicians' language competence. It addresses challenges, evaluates interventions, and proposes innovative strategies.

1. Literature Review.

This section establishes a theoretical framework by examining studies on language competence, medical terminology, and interdisciplinary education. Scholarly works were analyzed to identify gaps in bilingual medical education and to highlight effective teaching approaches.

2. Surveys and Questionnaires

The purpose of the surveys and questionnaires is to evaluate language competence and identify the challenges encountered by medical students and practitioners. These structured questionnaires included Likert-scale questions and open-ended questions focused on proficiency, terminology usage, and teaching preferences. Statistical methods were used to identify trends, while qualitative insights were obtained through thematic coding.

3. Experimental studies investigate how different teaching methods impact language competence. The experimental groups used interactive tools, such as simulations and glossaries [5, p. 827], while the control groups adhered to traditional teaching methods. Pre- and post-training assessments measured vocabulary acquisition, fluency, and confidence.

4. Case Studies provide insights into the practical application of language skills. Data collected from interviews and documentation analysis focused on communication barriers and terminology accuracy.

5. Psycholinguistic experiments examine how cognitive processes influence the learning and application of medical terminology. Factors such as retention, recall speed, and cognitive load were evaluated using tools like eye tracking and reaction time assessments.

6. Statistical analysis quantifies findings using descriptive and inferential statistics, such as t-tests and ANOVA, to evaluate the relationship between training interventions and language competence.

7. Creating educational resources generates bilingual glossaries, interactive modules, and simulation scenarios tailored to medical specialties, to enhance language learning and application.

8. Feedback from educators and surveys post-intervention confirmed the practical applicability of the tools and methods developed. This comprehensive strategy integrates linguistic, psychological, and medical insights to improve professional communication skills among physicians.

This research is novel because it takes an interdisciplinary approach, combining insights from language studies, psychology, and medicine to tackle the complexities of professional communication in the healthcare sector. Unlike traditional studies that concentrate only on language or medical aspects, this research emphasizes the connections between these fields, offering a more comprehensive framework for improving professional language competence.

Key Novel Contributions:

Interdisciplinary Methodologies:

The study combines insights from linguistics, psycholinguistics, and medicine to create tailored educational methodologies.

It incorporates psychological principles to address the cognitive challenges [8, p. 236] of acquiring and applying specialized medical vocabulary in multilingual environments.

Emphasizing Terminology Standardization: this research highlights the necessity of aligning medical terminology training with international standards, an area that has received less attention within medical education. It offers practical strategies to reduce translation errors and enhance cross-cultural medical communication.

Innovative Teaching Techniques:

Novel methods such as simulation-based clinical scenarios [3, p. 48], development of bilingual glossaries, and interactive learning tools are analyzed and proposed.

The study investigates the psychological and linguistic aspects of memory retention and vocabulary acquisition in medical environments.

Empirical Validation:

The findings are backed by surveys and results from control sessions involving students and practicing physicians, demonstrating the practical effectiveness of the proposed methodologies.

Professional Application:

This research highlights the importance of language competence for physicians in accurately translating medical documents, collaborating internationally, and providing high-quality patient care. It incorporates training methods that focus on real-world challenges encountered in multilingual and multicultural medical settings. By merging empirical evidence with theoretical insights, the article addresses a significant gap in medical education and presents an innovative roadmap for improving language competence among healthcare professionals.

Conclusions. Developing language competence is a prerequisite for the professional growth of physicians. Physicians cannot effectively communicate at the international level without sufficient proficiency in professional terminology.

Streamlining the terminological database [7, p. 115], including the translation and standardization of terms, facilitates learning, improves the accuracy of professional communication, and reduces the likelihood of misunderstandings in medical practice.

Preparing high-quality educational materials, such as bilingual dictionaries and glossaries, enables students and practicing physicians to master the necessary terminology more quickly and effectively.

Introducing interactive teaching methods, such as clinical scenario simulations, reinforces knowledge in practice, which is particularly crucial for medical professionals.

The integration of languages, medicine, and psychology through an interdisciplinary approach [6, p. 570] enhances professional training and fosters the development of innovative teaching methods.

The establishment of language standards in medical practice enhances the consistency of international documentation and improves patient care quality.

Prospects for Further Research

1. Create a national database of professional medical terminology along with their English equivalents.
2. Develop specialized training programs for physicians, including advanced courses.
3. Regularly assess the language proficiency of medical professionals through tests and surveys.
4. Investigate the impact of language training on clinical practice, focusing on treatment success and patient interactions.

Creating an interdisciplinary approach to enhance physicians’ language skills opens new opportunities for medical education and practice.

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Уваркина О. В., Личман Л. Ю., Кононець О. М. Підвищення рівня володіння лікарями іноземними мовами: міждисциплінарні стратегії й можливості майбутнього розвитку.

Володіння іноземними мовами має вирішальне значення для професійного розвитку лікарів. Це дає їм змогу ефективно спілкуватися з різними пацієнтами, співпрацювати з міжнародними колегами і брати участь у глобальному обміні медичними знаннями. У цій статті розглядаються шляхи покращення мовної підготовки медичних працівників й оптимізації використання медичної термінології. Підкреслено важливість узгодження медичної термінології з міжнародними стандартами і вирішення проблем перекладу складних термінів. Це особливо важливо в багатомовних умовах, в яких точне спілкування є важливим для догляду за пацієнтами.

Дослідження підкреслює важливість зв'язків між лінгвістикою, психологією і медициною для розробки комплексних навчальних програм.

Проаналізовано інтерактивні методи навчання, такі як моделювання клінічних сценаріїв, що дає можливість медичним працівникам практикувати мовні навички в реалістичних контекстах. Такі підходи не лише покращують розуміння технічної термінології, але й допомагають виробляти важливі навички спілкування, такі як емпатія і культурна чутливість.

Основні рекомендації щодо покращення медичного спілкування передбачають: розроблення двомовних глосаріїв і термінологічних баз даних; впровадження послідовного оцінювання володіння мовою для лікарів; створення національної бази даних медичної термінології для стандартизованих перекладів; створення спеціалізованих навчальних програм для різних освітніх рівнів.

Інтеграція мовних стандартів є важливою для кращого догляду за пацієнтами і міжнародної співпраці.

Зосереджуючись на цих сферах, дослідження підкреслює важливість володіння мовою для створення інклюзивних й ефективних систем охорони здоров'я, а також для посилення глобальної співпраці між медичними працівниками.

Ключові слова: *іншомовна компетентність, медичні визначення, міждисциплінарний підхід, мовна підготовка, професійне зростання, двомовні словники, медична освіта, міжнародна співпраця, клінічне моделювання, володіння мовою.*

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Шуляков І. М.

КОМПЕТЕНТНІСНИЙ ПІДХІД У ПРОФЕСІЙНІЙ ПІДГОТОВЦІ СТУДЕНТІВ ВИЩОЇ ШКОЛИ: ФОРМУВАННЯ SOFT SKILLS І HARD SKILLS

У статті розглянуто компетентнісний підхід як спрямованість навчально-виховного процесу на формування та розвиток загальних і фахових компетентностей особистості. Професійна підготовка студентів вищої школи передбачає використання відповідних форм і методів навчання, узгодження навчально-виховної діяльності з метою формування цінностей, конкурентоспроможності фахівців на сучасному ринку праці, їх адаптації до актуальних умов професійної діяльності, готовності до вирішення реальних завдань. Головна особливість компетентнісної освітньої парадигми полягає в орієнтації на цільову спрямованість вищої освіти, значущості ціннісних орієнтирів учасників освітнього процесу та досягненні очікуваних результатів у професійній підготовці майбутніх фахівців.

Навички – це конкретні набуті здібності, необхідні для виконання певної діяльності. Hard skills і soft skills формують широкий рівень ерудиції та сприятливі умови для досягнення професійних цілей і самореалізації. Hard skills охоплюють технічні або практичні здібності, такі як програмування, інженерія, бухгалтерія, тоді як soft skills – це міжособистісні здібності, зокрема спілкування, вирішення проблем та емоційний інтелект. Розвиток м'яких навичок має здійснюватися паралельно з процесом предметного навчання або через потенціал конкретної дисципліни.

Освітні технології, як-от проєктна технологія та методи розвитку критичного мислення, сприяють активізації пізнавальної діяльності та самостійної роботи студентів. Вони забезпечують впровадження навчання, заснованого на дослідженнях, і дають змогу ефективно реалізовувати компетентнісний підхід. Опановуючи ці навички, студенти вдосконалюють свою компетентність, що позитивно впливає на їх інтелектуальний і культурний розвиток. Це також формує здатність швидко адаптуватися до вимог сучасного часу та суспільства.

Ключові слова: *soft skills, hard skills, компетентнісний підхід, професійна підготовка, освітні технології, освітнє середовище, вища школа, студент.*

Сучасний ринок потребує спеціалістів, які вміють ефективно вирішувати як життєві, так і професійні завдання. Основною метою закладів вищої освіти полягає у http://dspace.tnpu.edu.ua/jspui/bitstream/123456789/29065/1/Konf_Aktual_problem_tex.pdf – page=95 створенні власного освітнього середовища, яке забезпечить високий рівень підготовки майбутніх фахівців. Це досягається через застосування