МОТИВАЦИЯ СТУДЕНТОВ МЕДИЦИНСКОГО ВУЗА К МЕЖКУЛЬТУРНОМУ ВЗАИМОДЕЙСТВИЮ

STUDENTS' MOTIVATION TO CROSS-CULTURAL INTERACTION IN HIGH
MEDICAL SCHOOL

Илюшина А.В.,

Царева Л.М.

Рязанский государственный медицинский
университет имени академика
И.П. Павлова

Ilyushina A.V.,

Tsareva L.M.

Ryazan State Medical University named
after academician I.P. Pavlov

Аннотация:

В статье рассматриваются вопросы определения мотивации студентов медицинского вуза к осуществлению межкультурного взаимодействия в профессиональной сфере. Необходимость подготовки студентов-медиков к межкультурной коммуникации продиктована современными условиями развития общества, а именно, интенсификацией интеграционных процессов в области медицины, которые требуют от будущих специалистов особых навыков общения с представителями разных лингвосоциумов.

В работе представлены критерии готовности студентов к межкультурному взаимодействию, среди которых знание иностранного языка играет особую роль, так как язык выступает посредником или каналом связи между представителями разных культур. В результате проведённого анкетирования было выявлено, что обучающиеся осознают важность изучения иностранного языка и необходимость межкультурного взаимодействия. При этом наблюдается недостаточный уровень мотивации к получению знаний в данной области. Обнаружена связь между уровнем мотивации студентов и уровнем базового владения иностранным языком.

Abstract:

The article deals with the questions of motivation to cross-cultural interaction in the professional sphere of high medical school students. The need of training medical practitioners for cross-cultural communication is dictated by modern conditions of society development, namely, by the intensification of integration processes in the field of medicine which demand special skills of communication with representatives of different lingual environment.

The paper presents the criteria of students' readiness for cross-cultural interaction among which knowledge of a foreign language plays a special role as language serves as a mediator or a communication channel between representatives of different cultures. As a result of the conducted research it was revealed that students realize the importance of learning a foreign language and the need of cross-cultural interaction, but at the same time the insufficient level of motivation to knowledge acquisition is observed. The link between the level of students' motivation and the level of foreign language knowledge is found.

Thus the conclusion was drawn that there is a need to create the conditions for broadening

По итогам работы был сделан вывод о необходимости создания условий для расширения культурного кругозора студентов, приобретения навыков плодотворного межкультурного взаимодействия в профессиональной сфере. Был предложен ряд мер по повышению мотивации студентов к приобретению знаний, умений и навыков в области межкультурного взаимодействия на занятиях по иностранному языку в медицинском вузе. В частности, это формирование умения построить диалог, наладить контакт с коллегами, совместно найти правильное решение и выбрать метод лечения; ознакомление студентов с речевым этикетом и особенностями межкультурной коммуникации на иностранном языке в медицинской среде; акцентирование внимания обучающихся на невербальных и паравербальных проявлениях речевого поведения носителей иностранного языка. При этом необходимо использование аутентичных аудио- и видеоматериалов, а также применение активных и интерактивных методов и технологий обучения.

Ключевые слова:

межкультурная коммуникация, мотивация, студенты медицинского вуза, обучение иностранному языку.

students' cultural outlook, developing their skills of fruitful cross-cultural interaction in the professional sphere. A number of measures was offered to elevate the students' motivation to knowledge acquisition, to develop skills in the field of cross-cultural interaction in the foreign language classroom in high medical school, in particular, to train the ability to construct a dialogue, to come into contact with colleagues, to find the correct solution and to choose a treatment method together. It is important to acquaint the students with speech etiquette and some features of cross-cultural communication in the medical environment, to pay more attention to nonverbal and paraverbal manifestations of speech behavior of foreign language speakers. At the same time the use of authentic audio-and video records and application of active and interactive training methods and technologies is of great necessity.

Keywords:

cross-cultural communication, motivation, students of high medical school, foreign language training and learning.

Introduction

Modern social and economic development is characterized by scientists as unstable, changeable, uncertain. Intensification of integration processes as well as expansion of information communicative space and cross-cultural interaction demand special skills of communication with representatives of different lingual and cultural environment. In other words, training of qualified specialists has to be focused on the development of readiness for cross-cultural communication. It is necessary to emphasize that future health care workers need similar skills. Tolerance and flexibility, openness and impartiality in the process of cross cultural contacts are necessary qualities of future doctor. Language training at the same time performs special function. The importance of foreign language for medical students is defined by the need for studying foreign-language scientific research, developing skills of the public presentation in a foreign language, participating in academic mobility programs.

The concept “cross-cultural communication” can be synonymously described as multicultural or interethnic. In the second half of the 20th century the American scientists J. Gardner, R. Porter, L. Samovar, G. Treyger, E. Hall were the first who described conditions and the principles of cross-cultural interaction. The authors emphasize that the ability to effective cross-cultural communication with representatives of different cultures is the key to adaptability to the world around. In 1962 J. Gardner introduced the term “universal communicant”, marking out such key qualities of the “ready to cross-cultural interaction” personality as integrity, stability, self-development in consent with universal values [1].

In domestic literature such authors as A.G. Asmolov, E.N. Vereshchagin, V.G. Kostomarov, A.A. Leontyev, O.A. Leontovich, L.V. Makar, A.S. Sadokhin, A.V. Soboleva, S.G. Ter-Minasova, I.I. Haleeva, V.P. Furmanova, E.I. Shevarshinova, etc. also paid much attention to the development of the concept “cross-cultural communication”. According to the definition of O.A. Leontovich, cross-cultural communication is “the direct or mediated exchange of information between representatives of different cultures” [2, p. 351].

Among the most important criteria of readiness for cross-cultural interaction many scientists distinguish:

- preservation of own language and culture as the most important condition of maintaining national identity;
- refusal of violation of cultural norms of the personality representing other culture;
- tolerance to the manifestations of other culture;
- readiness to accept a variety of cultures and pluralism of opinions on various cultures;
- attention to other people opinion on the culture;
- knowledge of a foreign language [3, p. 129].

It is necessary to emphasize that knowledge of a foreign language plays a special role as language serves as a mediator or a communication channel between representatives of different cultures. In this regard, foreign language classes create necessary conditions and offer the adequate platform for developing the skills of cross-cultural interaction. Along with training a foreign language, they allow to carry out the comparative analysis of cultures, to cultivate the respect for representatives of other lingual societies through studying cultural and linguistic world view [4]. In particular, training of the medical specialist has to be aimed at the development of the ability to construct a dialogue, to come into contact with colleagues, to find the correct solution and to choose a treatment method working together. Many doctors devote their life to such international organizations as Doctors Without Borders, “the Red Cross” where knowledge of a foreign language and skills of cross-cultural interaction are of great necessity for productive professional activity.

It is important to single out one more characteristics of readiness for cross-cultural interaction. That is the motivation or the desire to study, analyze, compare and accept another language, another culture. Before starting training process, it is expedient to understand whether the students are ready to the activity offered, interested in a studying subject, understand the importance of a learning of foreign language in general and want to develop skills of communication in the multicultural environment.

The objective of this research is to determine the level of high medical school students' motivation to cross-cultural interaction in the professional sphere and to define possible ways of elevating the students' motivation.

Materials and methods

To check the level of motivation to knowledge acquisition about aspects of cross-cultural communication among students of medical school (General Medicine) the interviewing of 45 participants (30 female, 15 male; mean age – 19) was carried out. The task of students was to express the consent or disagreement with the given statements. The questionnaire contained ten questions, on each question three possible answers were offered: agree, do not agree, partially agree. The questions were formulated so that to estimate the level of understanding the value of intercultural knowledge, taking into account such indicators as: 1) understanding of the importance of cross-cultural interaction (for example: “Do you agree that foreign students have to study separately from students of the host country?”); 2) understanding the value of foreign language learning and knowledge about foreign culture (for example: “Do you agree that knowledge of a foreign language is necessary for any medical specialist irrespectively of his sphere of activity?”); 3) motivation level to knowledge acquisition abroad (for example: “Do you agree that the training abroad is extremely necessary for the development of professional skills?”).

Figure 1.

The level of high medical school students' motivation to cross cultural interaction

Results

The results of the research show (Fig. 1) that students realize the importance of foreign language learning and the need of cross-cultural interaction, but at the same time they demonstrate the insufficient level of motivation to knowledge acquisition. So, answering the question "Do you agree that knowledge of a foreign language is necessary for any medical specialist irrespectively of his or her sphere of activity?" most of the students gave a negative answer. It should be mentioned that half of the questions was formulated in a way the negative answer to be correct (For example: "Do you agree that the Russian health care system has to develop irrespectively of foreign standards?"). Many students found it difficult to give the positive answer that testifies whether their low interest or insufficient reaction flexibility to changeable conditions and tasks.

At the same time, the low level of motivation is observed in students showing further medium and low level of basic foreign language knowledge and it gives hope that in the process of foreign language learning for the special professional purposes their scores can improve. It should be noted that the obtained data are consistent with other research conducted in the field [5-7].

Discussion

The results of the conducted research indicate the need of creating the conditions for students' cultural outlook broadening, obtaining skills of effective cross-cultural and professional interaction by means of developing their cultural identity awareness and motivation elevation that, in turn, has to promote their ability to act in the conditions of the changing scientific and professional environment.

The need to emphasize the students' attention to norms and traditions of foreign language speakers assumes a certain structure of a foreign language lesson and a system of certain exercises to be created which would help the students to get acquainted with features of verbal behavior and cross-cultural communication in the medical environment. It should be noted that the culture of communication and speech etiquette possesses various rules, depending on the country and peoples' culture. These rules and formulas of speech etiquette are implemented in certain situations, that is, in internal reactions of a person and extralinguistic conditions of communication. At the same time the purpose of the communicative act in the medical environment irrespectively of the country foreign language speaker belongs to is expressed in the achievement of mutual understanding between the health care specialist and the patient as well as the improvement of moral and physical condition of the latter. But to achieve these objectives, it is necessary to use speech etiquette rules of the health care worker [8].

On the basis of three stages division of the process of foreign-language skills

developing that includes acquaintance, training and application, a system of technologies and methods of cross-cultural communication training in a foreign language classroom was developed taking into account specifics of communication in the health care sphere.

On the basis of video and audio materials the students get acquainted with the ways the doctor speaks to the patient as well as grammatical and syntactic rules of polite requests. When viewing video records within cross-cultural communication training it is necessary to draw students' attention to paraverbal components, first of all, to intonation, speed and a rhythm of the native speakers' speech. Nonverbal manifestations of communicative competence, such as gestures, mimicry of speakers are very important parts of speech behavior. It is important to teach students to mark out these aspects when viewing video. Basic phrases and vocabulary together with other lingual and cultural aspects (even the most typical gestures of native speakers) can be fixed by students by means of mind and association maps.

To consolidate the skills of correct intonation and using polite forms of addressing and requesting it is efficient to use exercises where students can estimate "the extent of politeness" using the scale from 1 to 5, after listening to several phrases typical for a communicative situation in the medical environment. Students often make mistakes in such exercises as English language is typical for more frequent use of modal verbs. In particular, examination of the patient and case history taking are carried out with the use of modal verbs "could", "can", "may". Students' attention should be drawn to the fact that in Russian we often use requests without modal verbs.

The use of video records at a stage of acquaintance seems to be effective as in this case there the models of stereotypic communicative behavior are activated, or if they are absent in consciousness, the person acquires them at the subconscious level. The situational model of a discourse presented in video records can meet the students' demand for a pattern of professional verbal and nonverbal behavior necessary for mastering new knowledge, skills and abilities of cross cultural communication in the medical sphere [9].

At the stage of practicing and training mastered speech behavior patterns of native speakers it is expedient to use the basic text which represents the dialogue repeating literally the content of the video record or reflecting similar, but a little modified situation of professional communication. This text material has to contain the maximum quantity of speech patterns and vocabulary reflecting the specifics of professional health worker speech behavior and being necessary for students to perform further communicative tasks. The next is to train the use of necessary grammatical and lexical constructions by means of speaking exercises and tasks [10,11].

The training of students to cross-cultural communication is aimed at students being able to speak fluently by means of special exercises and technologies (a role play,

a scenario method) when students create the dialogue (polylogue) on the basis of a communicative task which is a little changed in comparison with the source text provided. At this stage it is important to control students' use of the verbal, paraverbal and nonverbal speech patterns typical for behavior and etiquette of professional communication of a native language speaker [12].

Conclusion

Thus, in the conditions of medical school, training of students for cross-cultural interaction in the professional sphere has to be assigned, first of all, to elevate students' motivation to learning a foreign language as a means of cross-cultural and professional interaction. Achievement of this purpose is possible by expansion of students' cultural outlook, by application of interactive methods and technologies of training in a foreign language classroom with the use of professionally oriented authentic materials.

There is no conflict of interests.

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СВЕДЕНИЯ ОБ АВТОРАХ:

Илюшина Анна Владимировна — преподаватель кафедры иностранных языков Рязанского государственного медицинского университета имени академика И.П. Павлова; 3900266 г. Рязань, ул. Высоковольтная, д. 9. email: annailushina@mail.ru

Царева Лилия Михайловна — кандидат педагогических наук, доцент кафедры иностранных языков Рязанского государственного медицинского университета имени академика И.П. Павлова; 3900266 г. Рязань, ул. Высоковольтная, д. 9. email: zarevalilija@yandex.ru

ДАТА ПОСТУПЛЕНИЯ: 18.06.2019

ДАТА ПРИНЯТИЯ В ПЕЧАТЬ: 22.08.2019

ССЫЛКА ДЛЯ ЦИТИРОВАНИЯ:

Илюшина А.В., Царева Л.М. Мотивация студентов медицинского вуза к межкультурному взаимодействию // Личность в меняющемся мире: здоровье, адаптация, развитие: сетевой журн. 2019. Т. 7, № 3 (26). Доступно по ссылке: <http://humjournal.rzgmu.ru/art&id=388>. Ссылка активна на чч.мм.гггг. doi: 10.23888/humJ20193469-478

2019. V. 7. No. 1 (24). Available at: <http://humjournal.rzgmu.ru/art&id=361>. Accessed: 25 August 2019. (In Russ).

INFORMATION ABOUT AUTHORS:

Ilyushina Anna V. – Lecturer, Department of Foreign Languages, Ryazan State Medical University named after academician I.P. Pavlov; 390026, Ryazan, 9 Vysokovolttnaya street. email: annailushina@mail.ru

Tsareva Liliya M. – PhD (Pedagogics), Associate Professor, Department of Foreign Languages, Ryazan State Medical University named after academician I.P. Pavlov; 390026, Ryazan, 9 Vysokovolttnaya street. email: zarevalilija@yandex.ru

PAPER RECEIVED: 18.06.2019

PAPER ACCEPTED: 22.08.2019

REFERENCE FOR CITING:

Ilyushina AV, Tsareva LM. Students' motivation to cross-cultural interaction in high medical school. Personality in a changing world: health, adaptation, development: a network journ. 2019; 7 (3). Available at: <http://humjournal.rzgmu.ru/art&id=388>. Accessed: dd Month yyyy. doi: 10.23888/humJ20193469-478