

INTEGRATION OF PROCESSES IN PEDAGOGICS AND LINGUISTIC SCIENCES

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Abstract: The article presents the survey of social and methodological preconditions, improving the appearance and the improvement of the standards of interdisciplinary combination in the arrangement of advanced education.

Keywords: integration processes, social order, habits of written professional speech, oral questioning of patients, interdisciplinary integration.

Introduction

Globalization which is relevant in the 21st century, as the process of forming an integral world economy, and regional integration, as the creation of a single regional complex, are mutually related phenomena. The term “integration” in a broad sense refers to the emergence of a new community from previously disparate parts. Integration is a process of unification, merging of parts into some integrity. Integration unions are formalized in various forms, types and structures of international organizations, covering the economic and social spheres of society, education and science. In the case of social and political integration, we can talk about both regional and international, connected not by territory or state, but by a common culture, formal and informal norms, customs, morals and values, sometimes language (European Union) [1, p. 6-7].

The functioning of language in a society with a developed political and social structure is also subject to changes of an integration nature, manifested at all levels, but primarily at the lexical level - in changes in the lexical composition [2, p. 208]. For example, modern philologists propose using the term “integration” to denote the method of forming complex words-neologisms: “Integration is the formation of a new word based on a phrase or a whole sentence by eliminating the spaces between words” [3, p. 109]. The new word differs from the original ones in a continuous spelling, for example, X-ray electrocardiographic.

Materials and methods

Considering the multilateral, multidimensional reflection of world integration processes, one cannot fail to recognize the connection, interdependence and mutual influence of politics, economics, science and education; one cannot fail to note not only the integration of sciences within the framework of applied aspects, but also their differentiation. In modern conditions of knowledge differentiation, more and more academic disciplines are appearing that are necessary for mastering a specialty - the formation of deep knowledge, the acquisition of strong practical skills.

An effective educational system needs to cooperate the efforts of many teachers working with students of a given specialty, and find common ground, and, if possible, carry out interdisciplinary integration, ensuring the most effective training in a particular specialty. Thus, internal integration processes connected clinical disciplines with Russian as a foreign language (RFL). This connection at a deep level is due to the influence of international integration processes, as a result of which the influx of foreign students to Russian universities has increased. “Medical education received by foreign citizens in Russia is considered the most prestigious and in demand. This imposes special responsibility for the quality of educational services provided on the host country and higher education institution. Accordingly, the level of requirements for the system and teaching methods in medical universities is extremely high. At a medical university, interdisciplinary integration of the Russian language and specialized disciplines is an urgent need, allowing the formation and

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implementation of not only general cultural, but also professional competencies of the future doctor” [4]. The implementation of interdisciplinary connections between the Department of Russian Language and Speech Culture and clinical departments has already become traditional, as evidenced by many years of cooperation, including participation in scientific conferences.

The purpose of this study is to analyze the influence of global integration processes on modern education, to consider and describe the principles and concepts of the formation of integrated relationships using the example of interdisciplinary connections carried out by clinical departments and the department of Russian language and speech culture of a medical university. To implement it, a complex of the following methods was used: analysis and generalization of theoretical data from economics, didactics, techniques and linguistics; observation of the educational activities of foreign students in RFL classes in the process of developing their communicative, pragmatic and professional competence; pedagogical experiment; statistical and mathematical methods for processing the obtained data.

Table-1

Interdisciplinary connections		
Department of Russian Language and Speech Culture		Department of ENT
↓		↓
Service offer		Needs, ordering services
1. Colloquial speech		1. Oral questioning of the patient
2. Book speech, medical terminology		2. Writing a medical history
3. Communication skills in Russian		3. Communication with teachers and medical staff
	Dictionary of Common Vocabulary	
	Terminological dictionary	
	Methodology teaching language for specific purposes	
	Technical training aids	

A modern education quality system presupposes the presence of a “customer” and a “performer”, who are united by “consumer”, “subject of the order”, goals, motives, which can be presented in a systematized form in a diagram (see table 1).

Thus, when solving various communicative problems, a foreign student must be able to verbally implement “speech intentions, navigate and implement their main communicative intentions in various

communication situations, in oral and written forms within the framework of topics relevant for a given level” [5, p. 8].

In the educational programs in the disciplines and elective courses “Russian language in natural science”, “Russian language in medicine”, “Etiquette of communication between doctor and patient”, the following are considered as the target setting: professionally oriented teaching of the Russian language to future doctors as a means of intercultural communication, development of communicative competence, allowing a medical specialist to effectively participate in situations of a professional, business and sociocultural nature with patients and colleagues - representatives of other cultures.

Accordingly, the entire system of work with foreign students is organized in such a way that by the 3rd year and before graduation, in the process of acquiring and expanding professional experience and practical skills, professional communication skills are formed, developed and improved, in particular - conducting dialogue-questioning in Russian. At the end of the examination, it is necessary to correctly document its results using a chart for writing a medical history. Consequently, writing a medical history takes second place in the complex of needs and orders for services: the ability to formalize and write a medical history in Russian for foreign students is no less difficult type of work than conducting an oral interview [6, p. 49-50].

But the range of tasks presented in the complex of needs and orders for services is not limited to knowledge, skills and abilities to communicate with patients and fill out their medical history. The communication ties of a medical trainee are much broader, although they are limited to the professional sphere of communication within the walls of a medical institution. Thus, due to professional activity, a foreign student enters into communication with the teacher and medical staff (not always fluent in the intermediary language - English). Therefore, the social order of the clinical department includes “communication with the teacher, medical staff” in the complex of needs and orders for services. It is precisely such knowledge, skills and abilities that are expected to be formed during the implementation of the following tasks of the educational programs of the disciplines “Russian Language in Medicine”, “Etiquette of Communication between Doctor and Patient”: preparing students for clinical practice, teaching the ability to conduct dialogues with various options for their deployment: doctor - patient, doctor - doctor, student trainee - practice manager, doctor - nurse.

Conclusion

With the existing subject-block education system, the optimal form of interdisciplinary connections can be integrated courses or cycles in various disciplines. The principles and methods of their development and construction may be different depending on goal setting, the degree of inclusion of integrated disciplines, and the nature of interdisciplinary connections.

Thus, international and internal integration processes in the field of higher education are reflected at all levels: from international to intra-university, from interdisciplinary to lexical. An example of effective, creative and fruitful integration activities can be considered the developed and tested educational and methodological aids of an interdisciplinary nature, in which the requirements of State Standards of various levels were implemented.

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