



FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE AMONG INTERNATIONAL MEDICAL STUDENTS IN RUSSIAN AS A FOREIGN LANGUAGE CLASSES

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Abstract

This article focuses on the development of professional communicative competence among international medical students studying Russian as a foreign language. The study examines several teaching approaches aimed at improving students' communication skills in professional medical contexts, including the study of medical terminology, role-playing activities, simulation of clinical situations, and work with professionally oriented texts. The findings suggest that professionally focused language instruction supports students' adaptation to the academic environment of medical universities and helps prepare them for future interaction in medical practice.

Keywords: Russian as a foreign language, communicative competence, international medical students, medical education, medical terminology, professional communication.

Introduction

In recent years, the internationalization of higher education has led to a noticeable increase in the number of foreign students enrolled in medical universities. For many of these students, Russian functions not only as the language of instruction but also as an important tool for professional communication.

Communication plays a central role in medical practice. A physician is expected to interact effectively with patients, collect medical histories, explain diagnoses and treatment plans, and cooperate with other healthcare professionals.



Therefore, language proficiency becomes an essential component of medical training for international students.

Within this context, teaching Russian as a foreign language acquires particular importance in medical education. Russian language classes help students develop the communication skills necessary for academic study and future professional interaction. In addition, students learn to use medical terminology appropriately and participate in professional dialogue in clinical settings.

The purpose of this article is to examine the development of professional communicative competence among international medical students during the process of learning Russian as a foreign language.

Methods

The study was based on the analysis of methodological literature, observation of the educational process, and the practical teaching experience of Russian as a foreign language in medical universities.

Several teaching methods were used to support the development of professional communicative competence among international students.

Medical Terminology

One of the key components of professional language training is the acquisition of medical vocabulary. Students worked with specialized terminology through lexical exercises, professional texts, vocabulary tasks, and oral and written activities aimed at improving the use of medical language in communication.

Simulation of Professional Situations

An important part of the learning process involved the simulation of situations related to real medical practice. Students participated in activities connected with patient interviews, history taking, preliminary diagnosis, and treatment recommendations. Such tasks allowed students to apply language skills in professionally oriented contexts.

Role-Playing Activities

Role-playing activities were widely used during the lessons because they encouraged active communication and helped students improve their dialogic



speech. Different scenarios included doctor–patient interaction, communication between colleagues, and conversations with patients’ relatives.

Professionally Oriented Texts

Students also worked with medical texts in order to develop reading comprehension and professional vocabulary. Tasks included identifying key information, discussing medical topics, summarizing texts, and answering comprehension questions. This type of work contributed to the development of both language and professional communication skills.

Results

The use of professionally oriented teaching methods produced positive results in the development of students’ communicative competence.

During the learning process, students demonstrated:

- improved knowledge of medical terminology;
- better professional communication skills;
- increased understanding of medical texts;
- stronger oral and written communication abilities;
- greater confidence in professional interaction.

Role-playing activities and simulation-based tasks appeared to be especially effective because they created conditions close to real clinical communication. Students became more confident in using professional vocabulary and participating in medical dialogue.

In addition, work with professionally oriented texts contributed to the development of analytical thinking and helped students better understand the structure of medical communication.

Discussion

The development of professional communicative competence is one of the major objectives of teaching Russian as a foreign language in medical education. Language instruction in medical universities should focus not only on general language acquisition but also on preparing students for communication in professional settings.



The findings of the study confirm the effectiveness of professionally oriented teaching methods. Activities involving medical terminology, role-playing, and simulation of professional situations create opportunities for meaningful language use and help students adapt to future clinical practice.

Furthermore, the development of communication skills positively influences both academic performance and students' adaptation to the educational environment of medical universities.

Thus, communicative and professionally oriented approaches remain essential elements in the preparation of future medical professionals.

Conclusion

The formation of professional communicative competence among international medical students is an important aspect of teaching Russian as a foreign language. Professionally oriented teaching methods contribute to the development of communication skills necessary for successful academic study and future medical practice.

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