

THEORY AND METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Development of a valuable attitude towards the Russian language as a means of influence and healing (based on the example of online course for foreign medical students)

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Importance. The research describes the content of an online course on Russian as a foreign language, developed for medical students based on the axiological approach. The relevance of the study is due to the role of professional values in the development of future doctors. Among the value orientations of a doctor, an important place is occupied by the attitude to the word as a means of influencing the patient, since in Russian culture there is still an idea of the healing power of the word. The purpose of this study is to describe the online course “The Art of Communicating with a Patient in Russian” for foreign medical students, developed based on the axiological approach.

Materials and Methods. The study is conducted using the following methods: analysis, generalization, observation, and pedagogical experiment. A total of 92 foreign 2nd-year students studying in the fields of “General Medicine” and “Dentistry” from near and far abroad countries took part. The pedagogical experiment was conducted at the Russian Language Department No. 5 of the Russian Language Institute of the Patrice Lumumba Peoples' Friendship University of Russia during the spring semester of the 2023/2024 academic year. The work is based on an axiological approach, which involves the selection of didactic material taking into account the value criterion – a word as a means of healing.

Results and Discussion. It has been proven that the selected didactic materials on Russian as a foreign language for students of medical specialties based on the axiological approach contribute to the development of a value-based attitude towards language as a means of healing and influence, which ensures high-quality professional training of students and promotes the development of communication in Russian.

Conclusion. The online course “The Art of Communicating with a Patient in Russian” for foreign medical students described in the study, selected using the value criterion, allows for the implementation of didactic tasks and the achievement of educational goals, namely: to form in students a system of value orientations, attitudes, and beliefs aimed at developing professional communication.

Keywords: Russian as a foreign language, online course, foreign medical students, professional values, axiological approach

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ТЕОРИЯ И МЕТОДИКА ОБУЧЕНИЯ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ

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Формирование ценностного отношения к русскому языку как средству воздействия и исцеления (на примере онлайн-курса для иностранных студентов-медиков)

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Актуальность. Описано содержание онлайн-курса по русскому языку как иностранному, разработанного для студентов-медиков на основе аксиологического подхода. Актуальность исследования обусловлена ролью профессиональных ценностей в становлении будущих медиков. Среди ценностных ориентаций врача важное место занимает отношение к слову как средству воздействия на пациента, поскольку в российской культуре до сих пор существует представление об исцеляющей силе слова. Цель исследования – описание онлайн-курса «Искусство общения с пациентом на русском языке» для иностранных студентов-медиков, разработанного на основе аксиологического подхода.

Материалы и методы. Исследование проводилось с применением следующих методов: анализ, обобщение, наблюдение, педагогический эксперимент. Всего приняло участие 92 иностранных студента 2 курса, обучающихся по направлениям «Лечебное дело» и «Стоматология» из стран ближнего и дальнего зарубежья. Педагогический эксперимент проводился на кафедре русского языка № 5 Института русского языка Российского университета дружбы народов имени Патриса Лумумбы в течение весеннего семестра 2023/2024 учебного года. Основу работы составил аксиологический подход, предполагающий отбор дидактического материала с учетом ценностного критерия – слово как средство исцеления.

Результаты исследования. Доказано, что отобранные дидактические материалы по русскому языку как иностранному для студентов медицинских специальностей на основе аксиологического подхода способствуют формированию ценностного отношения к языку как средству исцеления и воздействия, что обеспечивает качественную профессиональную подготовку обучающихся и способствует развитию коммуникации на русском языке.

Выводы. Описанный онлайн-курс «Искусство общения с пациентом на русском языке» для иностранных студентов-медиков, отобранный посредством ценностного критерия, позволяет реализовывать дидактические задачи и достигать воспитательных целей, а именно: формировать у обучающихся систему ценностных ориентаций, установок, убеждений, направленных на развитие профессиональной коммуникации.

Ключевые слова: русский язык как иностранный, онлайн-курс, иностранные студенты-медики, профессиональные ценности, аксиологический подход

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Вклад в статью: Е.Н. Стрельчук – научное консультирование, написание части текста статьи, редактирование, окончательное одобрение рукописи. К.С. Безрукова – анализ литературы, выполнение эксперимента, написание части текста статьи, оформление статьи.

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IMPORTANCE

At the meeting with RAE President O.Y. Vasilieva, V.M. Filippov, Chairman of the VAC of the Russian Federation under the Ministry of Science and Higher Education of the Russian Federation, noted that the loss of values at the end of the 20th century directly affected the quality of domestic education. In this regard, Russian educational policy is currently focused on ensuring decent professional training of students at all levels, which is possible in the formation of spiritual and moral, social, family, professional and other values. Thus, the introduction of the Federal State Educational Standard of the new generation has led to a wide spread of the axiological approach in school and university practice.

The need to stabilise the system of value orientations as the basis of students' consciousness has led to the use of the axiological approach as a methodological basis for pedagogy, linguistics, psychology, sociology, and many other sciences. As a result of the active interaction of axiology, a philosophical discipline that studies the category of values as “meaning-forming bases of hu-

man existence, setting the direction and motivation of human life” [1, p. 21] with the category of “values” with other scientific disciplines, the emergence and development of such interdisciplinary scientific fields as the following fields of research have emerged: language axiology (V.I. Karasik), axiological language method (A.D. Deykin), pedagogical axiology (V.A. Slastenin), and others. In this regard, there are many definitions of the term “axiological approach” because each scientific discipline interprets it differently.

We use A.D. Deikina's definition, according to which the axiological approach is “an approach to education on the basis of universal human values and self-value of the individual” [2, p. 102]. In his monograph, the researcher described the idea of spiritual and moral education of students with Russian as their native language. This idea also has application in the method of teaching Russian as a foreign language.

However, it should be stated that there are few scientific studies in this area. Only published works are an exception. Let us list the following: the role of Russian as a foreign language in the development of stu-

dents' axiological background [3], the principles of material selection through the prism of the value field of Russian language culture [4], and the creation of an axiologically oriented textbook on Russian as a foreign language [5]. Although, if we turn to G.E. Sokolova's dissertation, we can find out that the axiological approach has long been realised in the method of teaching Russian as a foreign language, but only indirectly, for example, in the study of fiction in classes with foreigners or the formation of speech culture, when the aesthetic function of language is revealed.

The axiological approach is especially relevant in classes with foreign students of medical specialties. The formation of young specialists (future doctors) is carried out with the realisation of increased responsibility for the future of human society, which is possible in the formation of professional values. Thus, in the few scientific studies devoted to the values of a doctor [6–8], the following significant components were identified: professional competence, duty, diligence, responsibility, salvation, assertiveness, self-development, communicative competence, love of humanity, care for the patient, tolerance, equality, empathy and honesty. A study also notes that "the Russian culture still retains the notion that a doctor can cure with words" [7, p. 163]. However, students do not usually realise this fact.

Taking into account the above factors, we developed and tested an online course "The Art of Communication with Patient in Russian" for foreign medical students. Didactic material was selected considering the criterion-the value of the word as a means of healing. Consequently, the goal of this study is to describe the didactic material in the online course "The Art of Communication with the Patient in Russian" for foreign

medical students based on the axiological approach.

MATERIALS AND METHODS

The pedagogical experiment was conducted at the Department of Russian Language No. 5 of the Institute of Russian Language of the Peoples' Friendship University of Russia named after Patrice Lumumba (hereinafter – PFUR) during the spring semester of the academic year 2023/2024.

A total of 92 2nd year international students studying in "Medicine" and "Dentistry" from such near and far abroad countries as Mauritania, Palestine, Syria, Iran, Turkmenistan, Mozambique, Turkey, China, Zambia, Sri Lanka, Nigeria, Tajikistan, Uzbekistan, Jordan, Lebanon, Abkhazia, Gabon, Mongolia, Afghanistan, Azerbaijan took part in the study.

The issue of creating an online course "The Art of Communication with Patients in Russian" was actualized in the context of the limited number of hours (72 ac. hours.) allocated to the course for Russian as a foreign language at PFUR Medical Institute.

In addition, "active inclusion of modern online technologies and tools in the method allows to increase the level of formation of speech skills" [9]. Thus, the decision to create a course on a digital educational platform was made due to the need to offer students a variety of educational materials (hypertexts, interactive objectives, video, audio, etc.) that could be completed at a convenient time for future doctors.

RESULTS AND DISCUSSION

Before describing the organization of didactic material in an online course, let us turn to the definition of the term itself. We are close to the scholar's point of view, who

understands an online course as “a digital educational product created with the use of e-learning technologies, placed in the distance learning system (hereinafter – DLS) of an educational organization and intended for asynchronous passage by students” [10, p. 8].

In our case, the online course “The art of communication with the patient in Russian” was developed in the iSpring constructor, “which is an add-on to Power Point, allowing you to create a course in the format of a presentation with interactive exercises, which can be subsequently converted into a format supported by a distance learning system” [10, p. 17]. Thus, in the process of creating a digital educational product, it looks like a regular PowerPoint presentation, including interactive exercises with automatic checking, deferred checking by the teacher, or deferred self-checking (tests, essays, etc.), which function when clicking on the iSpring tab only on the developer’s computer if there is a license for the program. After conversion into the required format, the presentation “The Art of Communicating with Patients in Russian” became a full-fledged online course posted on the educational platform of the Department of Russian Language No. 5 of the Institute of Russian Language of PFUR.

It should be noted that the developed online course only involves practical objectives.

Structure of the online course “The Art of Communication with Patients”

The developed course was created taking into account the State Educational Standard for Russian as a Foreign Language (B2), which provides a foreigner with a high level of communicative competence in the professional sphere of activity. In addition, the requirements for level B2 emphasise the ability to express an evaluative position, including verbal realisation of regulatory,

evaluative speech intensions [11; 12]. These intents are, in turn, associated with the formation of a value picture of the world, which implies not only universal values but also professional values, which are “a system of norms regulating professional activities, acting as the main mechanism of translation between sociocultural norms in the field of specific professional activities and activities of a specialist” [6, p. 45]. Since foreign students (and not only them) do not always realise the role of communicative competence in the professional activity of a doctor, the goal of the course was to form a valuable attitude towards the Russian language as a means of influencing the patient in order to heal him.

In this regard, the online course “The Art of Communicating with the Patient in Russian” consists of three sections: 1. “The doctor’s word is therapeutic”; 2. “The patient is different”; 3. “Difficult Conversation”.

The structure of the course becomes more complex due to the transition from receptive types of speech activity to perceptive ones. Thus, the first two sections present work with texts and video materials, which allows to activate receptive processes of speech activity (reading, listening), during which “not only perception, but also comprehension and processing of incoming information in internal speech in the form of internal pronunciation of individual phrases and subsequent formation of an inference, formalized by linguistic and speech means in external oral or written speech takes place” [13, p. 92]. The third section includes objectives for solving professional situations, which through dramatization allow to bring the learning process closer to the real communication between a doctor and a patient.

Didactic material

In our opinion, didactic material on the Russian language for foreign medics should include some features related to the value characteristic of the word as a means of healing. For example, teaching materials should illustrate samples of speech influence of the doctor (in the form of explanation, persuasion, suggestion), as a result of which the patient gets better.

In this regard, first of all, we selected various texts about the significance of the doctor's words in the process of treating the patient. As a result, we compiled several author's texts, including "A doctor's kind word is the best medicine", "Trusting relations between doctor and patient", "Word as an influencing factor" and others. The developed materials contain cognitive professional materials, have educational and developmental potential, and presuppose subsequent classroom discussions.

Since "values we cannot learn-values we have to experience" [14], in addition to creating texts for reading and discussion, we used modelling of realistic professional situations. In our case, these situations were excerpts from feature films and documentaries about doctors. They provide visualisation and immersion in authentic professional speech in Russian. After analyzing the selected films and TV series for the dialogues between doctors and patients, we singled out episodes from such Russian films as "Doctor Liza", "Challenge" and TV series "Doctor Zhivago", "Patient Zero", "Ask the Nurse", "Doctor Preobrazhensky". They present situations when a doctor's words affect a patient.

System of tasks and exercises

Each lesson in the first and second sections begins with pre-textual tasks, which are grouped into an interactive test with an automated check (an average lesson in-

cludes 1–2 tests, each containing 10 questions). Pre-text tasks are aimed at removing semantic comprehension difficulties in reading and listening. After that, students are given the task of reading the text (in the first section) or watching a video clip (in the second section) and performing post-text tasks that involve a detailed answer to a problematic question.

Thus, the first lesson of the first section presents the text "A doctor's kind word is the best medicine", in which the key lexis units for understanding (trust, success, knowledge, representation, representation, peculiarity, approach, behavior, skill, tact) are highlighted. Not all selected lexis units are familiar to foreign learners. To eliminate semantic difficulties, we offer students a task in which it is necessary to match the concept to the presented definition before reading the text. The screenshot shows an example of one of the test questions.

Fig. 1 shows an example of a correctly completed task, which is indicated by a dialog box with the inscription "You answered correctly!" at the bottom of the screen. If you select an incorrect answer, a dialog box appears that says "Your answer was not correct" and prompts you to think about and answer the question again.

In the second lesson of the first section in the text "Trust relationship between a doctor and a patient" the words unfamiliar to students ("deserve", "for", "treasure", "suffering", etc.) are highlighted. When you click on them, an animation is triggered – a synonym for the lexis unit familiar to students is written in the cloud.

The highlighted word is indicated by an icon with a book located in the lower right corner of the page. When you click on the icon, an information window appears with a commentary on the slide's features. After reading the text, students are asked to

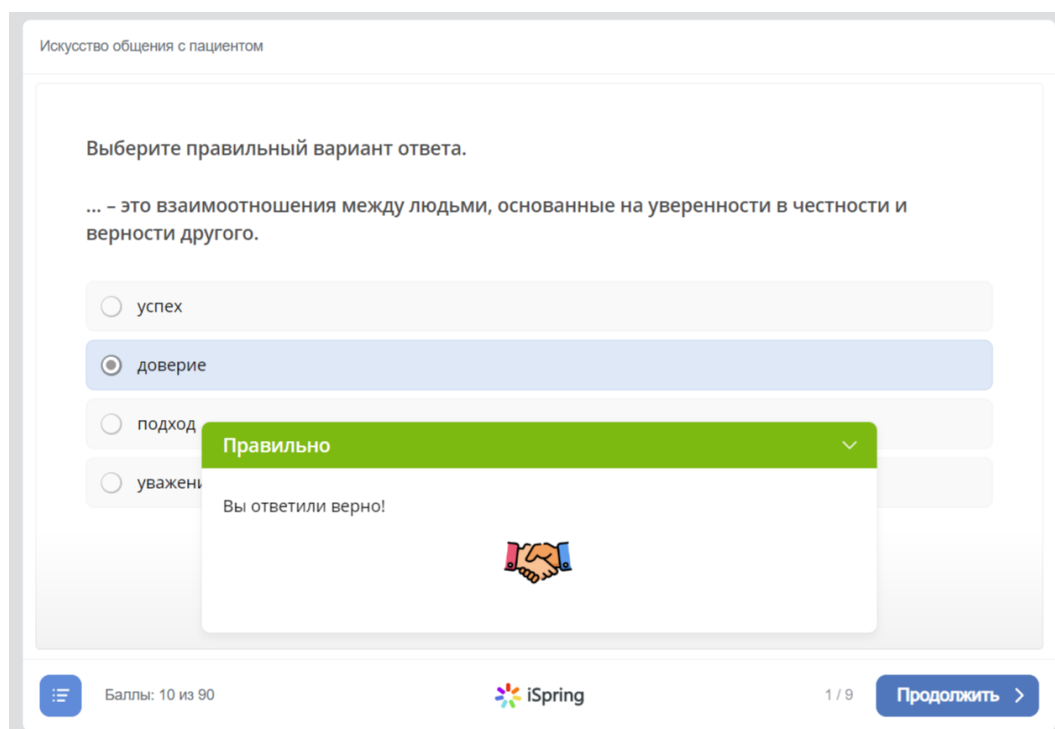


Fig. 1. Lesson 1.1 “A doctor’s kind word – the best cure”

Source: screenshot of the section test is taken by the authors.



Fig. 2. Lesson 1.3 “Informing a patient”

Source: screenshot from the movie is taken by the authors.



Fig. 3. Lesson 2.2 “The talk with a patient (based on “Doctor Zhivago” TV series materials)”

Source: screenshot from the TV series is taken by the authors.

perform a post-text exercise aimed at reading comprehension. The students should give a detailed answer to the question: “How can I earn the trust of a patient?”

In the third lesson of Unit 1, students are presented with the text “The Word as an Influencing Factor” about the tragic death of the famous Russian theater and film actor Yevgeny Yevstigneev, who died before heart surgery after doctors told him about possible complications that could occur as a result of the surgery. Next, students watch a fragment from the movie “Dog’s Heart”, based on the novel of the same name by M. Bulgakov, in which Filipp Filippovich says that man and animal can only be influenced by suggestion. Then the students answer the question: “What is the main advice that Philip Preobrazhensky gives?” The movie episode for the assignment is shown in Figure 2.

After reading the text and watching the movie episode, students give a detailed writ-

ten answer to the question, “Should a patient be told the whole truth about his or her illness?”.

The video materials of the second section demonstrate various situations of professional communication in which the doctor’s speech behaviour depends on the sex, age, and condition of the patient, as well as the circumstances in which the conversation takes place. For example, a doctor’s communication with a woman in her 50s will be different from that with a military man. Thus, students are asked to compare two episodes from the film “Doctor Zhivago”, based on the novel of the same name by B. Pasternak. Pasternak (a conversation between Yuri Zhivago and Anna Ivanovna; a conversation between Yuri Zhivago and Pavel Ferapontovich Antipov).

In the first case, the patient was a woman of about 40–45 years old with a lung disease, experiencing the fear of approaching death. In his dialogue with her, Yuri initially

understands that she is looking for support, so he sets forth his reasoning about death, asking questions about resurrection and birth. As a result, his sermon comforts the sick woman: “You know, for some reason I really believe you.” The next chapter of the novel ends with the words, “The next day Anna Ivanovna felt better.” An episode of the movie is presented as a screenshot.

In the second episode, the sick person is a railway worker who took an active part in the 1905 revolution, sick with “chain disease”. In a dialogue with him, Yuri, stern, serious, cold-blooded, asks direct questions. At the end of the episode, Pavel Ferapontovich thanks Yuri for his help. The movie episodes are presented in Fig. 4.

Thus, the lessons are based on the analysis of the doctor’s speech behaviour in various professional situations, as well as their comparison. Students are asked to characterise the participants’ communication, circumstances and subject of conversation, as well as to critically evaluate the strategies of

the doctor’s speech behaviour and methods of resolving the situation, noting the advantages and disadvantages. After that, students should express their opinions about the problem raised in the episode, agree with the variant of conversation proposed in the passage, or propose their own. Here is an example of a video assignment.

The third section of the course includes three lessons focused on the development of verbal communication through problem solving in three professional situations: a conversation with an athlete who has suffered a serious injury; a conversation with the mother of a patient about her diagnosis; a conversation with the father of a deceased patient. Trainees are asked to find mistakes made by physicians during conversations with patients and describe how it is appropriate to act in this situation. The answers in the exercises are based on the material encountered in the first and second sections. Let us consider an example of an exercise to solve a professional situation.



Fig. 4. Lesson 2.2 “The talk with a patient (based on “Doctor Zhivago” TV series materials)”

Source: screenshot from the TV series is taken by the authors.

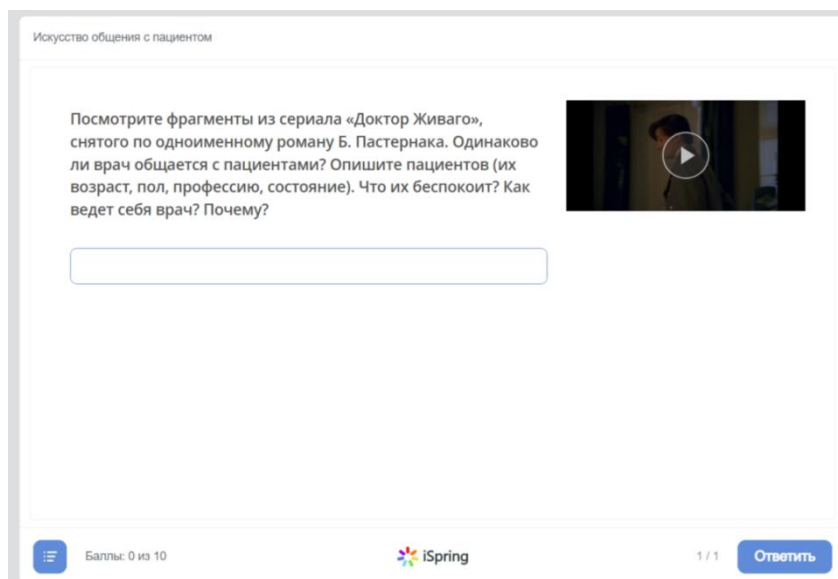


Fig. 5. Lesson 2.2 “The talk with a patient (based on “Doctor Zhivago” TV series materials)”

Source: screenshot of the online course assignment made by the authors.

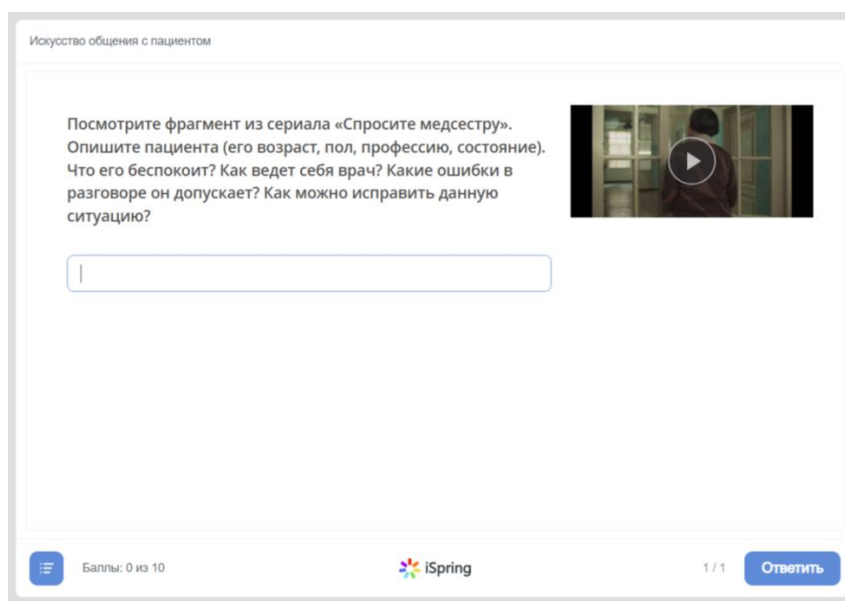


Рис. 6. Урок 3.1 «Разговор с пациентом (на материале сериала «Спросите медсестру»)»
Fig. 6. Lesson 3.1 “The talk with a patient (based on “Ask a nurse” TV series materials)”

Источник: скриншот задания онлайн-курса сделан авторами в конструкторе iSpring.
Source: screenshot of the online course assignment made by the authors.

The dramatization of a doctor's conversation with a patient, described by students in the process of performing the objectives of this section, is realized in face-to-face classes within the discipline "Russian as a foreign language" after taking the online course.

Thus, through the proposed organization of didactic material, future doctors form a value attitude to the Russian language as a means of influencing the patient. At first, after reading texts and watching video materials acting as visual aids, foreign students begin to realize the significance of the doctor's words for the patient. Then, in the process of performing written assignments involving detailed answers to problematic questions, future doctors form an opinion about the place of communicative competence of a doctor in his professional activity. Further, in the process of performing tasks of the final section by means of staging realistic professional situations in face-to-face classes, beliefs in the importance of communicative competence of the doctor are developed, the consequence of which is the formation of a valuable attitude to the Russian language as a means of influence on the patient.

CONCLUSION

Thus, the didactic material, selected by means of the value criterion, allows to realise didactic objectives and educational goals, namely, to form in students a system of value orientations, attitudes, and beliefs, which in turn provides quality professional training for students.

The result of teaching medical students Russian as a foreign language on the basis of the online course "The Art of Communicating with Patients in Russian" is the formed value attitude to the Russian language as a means of influencing the patient in order to heal him, which further contributes to the development of a high level of communicative competence in the professional activity of a doctor.

The organisation of didactic material in digital format described in the article on the example of the online course "The Art of Communicating with Patients in Russian" is also relevant for the formation of other professional values of a doctor, such as professional competence, duty, diligence, responsibility and others.

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