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ИНТЕРАКТИВНЫЕ МЕТОДЫ ОБУЧЕНИЯ НА ЗАНЯТИЯХ ПО ЛАТИНСКОМУ ЯЗЫКУ В МЕДИЦИНСКОМ УНИВЕРСИТЕТЕ: ПРАКТИЧЕСКИЙ ОПЫТ ИСПОЛЬЗОВАНИЯ

Аннотация

Статья посвящена вопросам организации образовательного процесса по дисциплине «Латинский язык» с использованием интерактивных методов обучения в ФГБОУ ВО «Кемеровский государственный медицинский университет» Минздрава России. Объектом исследования является комплекс интерактивных методик, используемых при изучении латинского языка как языка профессиональной коммуникации. Целью статьи является описание плана проведения практического занятия по латинскому языку с использованием интерактивных технологий обучения. Методы исследования, использованные в работе: анализ научной литературы и моделирование. Результаты исследования представлены подробным описанием интерактивного тренинга по теме «Обобщение пройденного материала по разделу «Клиническая терминология» с указанием ролей, выполняемых преподавателем и студентами в рамках нескольких интерактивных технологий (интерак-

тивная мини-лекция (экспертное консультирование), работа в парах, работа в малых группах, дискуссия); дидактическими материалами по теме интерактивного тренинга, разработанными авторами работы. В результате исследования авторы приходят к выводу о том, что смещение фокуса активности от преподавателя к студентам, осуществляемое в ходе использования интерактивных методик на практических занятиях по латинскому языку, способствует формированию необходимых лингвистических и экстралингвистических коммуникативных компетенций будущих медицинских работников.

Ключевые слова: латинский язык, медицинский вуз, интерактивные методы обучения, интерактивное занятие, интерактивная лекция, работа в парах, работа в малых группах, геймификация, обратная связь, роль педагогов.

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PEDAGOGY

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USING INTERACTIVE LEARNING ACTIVITIES AT A MEDICAL UNIVERSITY: LATIN LANGUAGE TRAINING SESSION EXPERIENCE

Abstract

The article is devoted to the organization of the educational process in the discipline «The Latin language» in Kemerovo State Medical University. The object of the study is a set of interactive methods used while studying Latin as a language of professional communication. The article aims to present a step-by-step plan for conducting a training session in the Latin language with the usage of interactive learning technolo-

gies. Research methods include analysis of scientific literature and modeling. The results of the study are presented with a detailed description of the interactive training session on the topic «Revision of Greek-Latin clinical terminology», indicating the roles performed by the educator and students in the framework of several interactive technologies (interactive mini-lecture (expert consulting), pair work, small group work, discussion); didactic materials on the topic of interactive training session, developed by the authors of the paper. As a result of the

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study, the authors come to the conclusion that the shift in the focus of activity from the educator to the students, carried out during the use of interactive techniques in Latin training sessions, contributes to the formation of the necessary linguistic and extralinguistic communicative competencies of future medical professionals.

Introduction

The new model of Russian education challenged changes in three basic areas of focus: roles of educators and students played as well as learning techniques used. Within the traditional education model academicians were just new knowledge «translators» while students acted as passive listeners sometimes hardly assimilating this new knowledge. Nowadays the main function of educators is shifting from «translator» to an organizer of students' productive activities, as well as a moderator, a facilitator, or an assistant of students' self-study work. Students move from the position of passive listeners to dynamic participants of the learning flow. New roles of all members of the educational process determine their professional and learning functions and the new quality of education in general [11].

These functional changes are carried out in close relationship with the search for new methods of organizing cognitive activity aimed at training competent specialists. Making the educational process of learning any discipline more interesting and productive is one of the main challenges for educators. Highly professional educators are constantly in search of doing «something ginger» to motivate students for being fully engaged in out-class and in-class learning activities, mastering their universal and professional competences, as well as in developing students' self-study abilities. Interactive learning technologies are one of the tools to reach targets mentioned [1].

The terms interactive methods, interactive pedagogy, interactive pedagogical process have been widely used in the theory and practice of education. All of them have the leading characteristic of the concept of «interaction» [10], i. e. «mutual or reciprocal action or influence» [8]. The terms interactive and active have much in common and are often used as synonyms, because the cognitive activity of the students is carried out in the form of intensive dealings in groups [4, 6].

Many scientists and researchers (Novikova N. G. [9], Strelkova A. E. [12], Zhirkova O. G., et al. [13], Zhurbenko V. A. [14], et cetera) devote their works to interactive learning methods used in the process of training personnel for a medical sphere. They think that application of interactive methods into the educational process is one of the most important issues of pedagogical teaching methods. With this

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in mind, interactive methods do not replace the traditional form of material supply, they help to master material more successfully as well as they form opinions, habits and behavior.

Quite a lot of scientific works (Bragova A. M. [2], Danilina N. I. [3], Dmitrieva O. N. [4], et cetera) have been devoted to the study of the Latin language through using interactive techniques. However most of them are rather theoretical in nature and/or propose only some ideas of practical interactive tasks. The relevance of this study lies in the fact that the authors offer a full-time interactive session lay-out for the first-year students of a medical university studying Latin as a language of professional communication.

The purpose of this article is to present a step-by-step plan for conducting a training session in the Latin language at a medical university with the usage of interactive learning technologies.

The tasks of the research are as follow:

— To describe the course of an interactive training session on the topic «Revision of Greek-Latin clinical terminology» held for the 1st year students of Kemerovo State Medical University (KemSMU);

— To outline the roles of an educator and students at the session described above.

The subject of the work is the educational process in the discipline «The Latin language» at Kemerovo State Medical University.

The object is interactive techniques used in Latin learning.

Analysis of scientific literature and modeling are used as scientific research methods.

Results and Discussion

Interactive learning technology is a method based on educational interaction of students with each other but not with the educator. Being engaged in interactive activities, students are trained to develop universal skills of identifying problems; analyzing information; getting ready to set decision; being tolerant for others' opinions. Besides they are mastering speech abilities in the native language and in a foreign language to the extent required by future professional activity.

The types of interactive tasks are numerous. Though their choice can be limited both by linguistic and extralinguistic factors. In case of Latin learning it is limited by the nature of the language itself. Being a dead language, it is used only as

the language of terminology. Thus students are to master basic theoretical knowledge and practical skills of using medical terminology of Greek-Latin origin in the study of theoretical and clinical disciplines, as well as in further practical activities. Some educators argue that this aim doesn't expect to use any interactive techniques. But the professional experience of the teaching staff of the department of the Latin language and medical terminology of KemSMU proves the opposite.

Being forms of interactive technology, brainstorming, case studies, interactive gamified tasks, projects, elements of interactive lecture, discussions and small group activities are widely used by our teaching staff at training sessions on the Latin language. Interactive activities are employed as a form of an in-process review or an assessment check.

In this article we are going to describe one training session with the usage of an expert consultancy and a small group activity as interactive learning technologies. The model scheme of the interactive training session described is presented in Table 1.

So, the lesson under our focus consists of four sections with two backup and two main parts. The main parts are conducted through interactive technologies. Let's look at each one in detail.

Lead-in

The Lead-in section is aimed at informing students about the goal, objectives and the lay-out of the training session. It lasts not more than 5 minutes.

The educator's role is a moderator. The students' role is active listeners.

Self-study work: interactive session

The target of the section is revising the word-formation models used for clinical terms producing along with overlearning practical skills of their bilingual translation.

The section starts with an **interactive mini-lecture** given by an expert – a student chosen by an educator at a previous lesson. He/she explains the main word-formation models and gives examples from the homework. The rest of the students ask him questions, including those terms, the translation of

which caused them difficulties during self-study work at home. The educator acts as a corrector in case of mistakes if any.

The section continues with **pair work** on Greek-Latin clinical terms bilingual translation followed by an expert check. The educator acts as a corrector in case of mistakes if any.

Here are some examples of tasks possible.

– Make up the Latin equivalent of the clinical term denoting the method of endoscopic examination of the stomach using a special instrument.

– Make up the Latin equivalent of the clinical term denoting liver enlargement: ...*megalia*. Write the full form of the term.

– Explain the meaning of the Latin clinical term *hyperglykaemia*.

– Use the prefix to make up a clinical term defined: ... *is a term used when at least five joints are affected with arthritis*.

Group work: interactive session

Interactive tasks of the section are carried out in the form of **small group work**. The type of small groups (Buzz groups, Think-pair-share, Circle of Voices, Jigsaw, etc.) «depends on the number of students in an academic group, the length of time you have available, the physical features of the classroom, and the nature of the group task» [7]. The advisable number of students in one group for the training session described is four as in one of the tasks the students are to work in pairs.

At the beginning of this session students choose experts. There are two obligatory principles of choice. On the one hand, they should be two people whom other students trust progress check. On the other hand, candidates of experts are approved by the educator as students having excellent practical skills of word-formation models application as well as skills of clinical terms two-way translation. Then the academic group divides into small interactive groups. During 40 minutes they are to fulfill a warming up and three main tasks. The aim is to revise as many Greek term elements used for clinical terms producing as they can.

Table 1 – Model scheme of the interactive training session on the discipline «The Latin language»

Type of lesson	Training session
Target, audience	First-year students of KemSMU
Topic	Revision of Greek-Latin clinical terminology
Relevance of the topic	Revising the material covered will allow systematizing knowledge and practical skills of using the term elements and word-formation models in the process of clinical terms bilingual translation.
Purpose of the lesson	Overlearning of Greek-Latin clinical terms bilingual translation.
Task of the lesson	Mastering the universal competence «Able to use modern communication technologies, including in (a) foreign language(s), for academic and professional interaction»
Plan of the lesson	1. Lead-in (5 min) 2. Self-study work: interactive session (40 min) 3. Group work: interactive session (40 min) 4. Feedback – 5 min

So, the roles of students in this session are experts and active learners.

The educator acts as a methodist, when developing didactic hand-out material before the training session, and as a coordinator, corrector, facilitator when taking part in Group work: interactive session.

Here are the tasks for the training session «Revision of Greek-Latin clinical terminology».

Warming up

Find seven Greek term elements denoting colours: white, red, dark blue, yellow, green, grey, black. For each correct answer you will get one point. Your time limit is 2 minutes!

l	e	u	c	o	s	n	i	u	w	h	x	h
u	y	e	a	l	a	t	e	r	a	l	a	s
s	t	i	m	e	l	a	n	o	r	a	n	a
t	f	r	s	n	a	u	a	v	t	d	t	e
j	d	h	k	l	z	s	c	z	i	o	h	m
g	o	t	h	o	r	a	c	i	c	u	o	e
z	y	g	o	m	a	t	i	c	u	s	l	r
p	o	l	i	o	f	c	o	v	l	l	p	y
x	q	a	a	i	z	k	a	b	a	b	f	t
c	x	n	o	s	c	h	l	o	r	o	x	h
c	y	a	n	o	f	t	e	r	i	o	r	r
x	f	d	o	l	a	n	x	i	s	q	n	o

Task № 1

Write the term elements denoting organs and tissues of a human being. Give their meaning and an example of a clinical term. The first one is done for you as an example. For each correct line you will get one point. Your time limit is 10 minutes!

Greek term element	Meaning	Clinical term	Points
spleno-	селезенка	splenitis	1
		Total:	

Task № 2

Write the term elements denoting surgical methods of treatment. Give their meaning and an example of a clinical term. The first one is done for you as an example. For each correct line you will get one point. Your time limit is 8 minutes!

Greek term element	Meaning	Clinical term	Points
-ectomy	удаление	nephrectomia	1
		Total:	

Task № 3

1. Divide into pairs.

2. Write one clinical term containing one of the final term elements given in each chamomile petal. You can't use initials twice! Each pair fulfills its own chamomile.

3. Change your chamomiles. Check the spelling and write the Russian equivalents next to each clinical term composed.

4. Give your chamomiles to the experts for a final check.

For each correct term you will get one point. Your time limit is 8 minutes!

Pair 1: -rhapsia, -ectomia, -itis

Pair 2: -tomia, -ptosis, -oma

The experts check the terms written in the groups' worksheets while the small interactive groups are working with the next task. The educator looks through the worksheets checked to verify results. During the Task № 3 checking the students practice two-way translation of clinical terms orally using additional cards. The experts count the total results of the competition and identify the group-winner.

Feedback

In this section, each group of participants has its own goal. The educator should receive feedback from students regarding the (non)success of using the described interactive techniques in the process of studying the discipline and suggestions for improving tasks and/or methods used. The experts should hear from the participants and the educator how effectively they performed their function. All students of the academic group should carry out a self-assessment of the skills of clinical terms two-way translation, as well as receive an objective assessment from the educator.

All the students of one small group get the same mark for the training session. Possible marks are given as follow: the first place – very good, the second place – good, the third and subsequent places – satisfactory. The marks can be changed after the discussion with the academic group.

An alternative variant of assessment can be based on the local normative act regulating assessment process. As in case of KemSMU the progress scale includes four stages: 100-80% – very good, 79-70 % – good, 69-60 % – satisfactory, below 60 % – unsatisfactory. To use this scale the educator should define the maximum number of points for each task.

Conclusion

Interactive leaning technologies have become a new educational pattern. They involve the joint work of students carried out during the performance of educational tasks (learning new material, doing practical exercises, skills control, etc.). Co-working promotes development of universal and general professional competencies, as along with professional tasks students learn to perform communicative tasks: exchange opinions, (dis) agree with

others' point of view, overcome conflicts between participants of the group, find a compromise and so on. They cease to be passive listeners at lectures and performers of monotonous tasks at seminars. Their habitually passive role is changed by more productive roles of active learners, partners, experts, etc., thus contributing to better educational results.

Educator also changes his focus. Instead of being a «speaking tube», he is to coordinate, facilitate, consult, and motivate students for achieving educational goals. He is to do his best to make students proactive learners.

Training sessions worked out by an interaction-oriented educator can be held with the usage of different interactive technologies that are chosen according to linguistic and

extralinguistic factors existed. Here we have presented a lay-out of one interactive training session for the first-year students of KemSMU studying Latin as a language of professional communication. The plan of the session along with the educational roles of an educator and students is presented in Table 2.

Being in search for «something ginger», interesting, innovative and productive for educational process realization, an educator avoids professional stagnation. He is to develop himself rain or shine to be modern for students. His lessons will be attended with pleasure and interest; students' motivation to master the discipline will be growing constantly. So, interactive technologies are a great key to become a new-time educator.

Table 2 – The lay-out of an interactive training session on the discipline «The Latin language» (topic «Revision of Greek-Latin clinical terminology»)

Stage	Contents	Roles of educator	Roles of students
Before-session	Preparing for the session	<i>Methodist</i> (working out the lay-out and didactic materials); <i>Facilitator</i> (consulting an Expert)	One student – <i>Expert</i> (preparing to interactive mini-lecture); Other students – <i>Active learners</i> (doing homework)
Lead-in	Informing students about the goal, objectives and the lay-out	<i>Moderator</i>	All students – <i>Active listeners</i>
Self-study work: interactive session	Interactive mini-lecture	<i>Corrector</i> (adjusting mistakes)	One student – <i>Expert</i> (giving interactive mini-lecture); Other students – <i>Active listeners</i>
	Pair work	<i>Corrector</i> (adjusting mistakes)	All students – <i>Active learners</i>
Group work: interactive session	Small group work (warming up + 3 main tasks)	<i>Corrector</i> (adjusting mistakes); <i>Coordinator</i> (explaining the task); <i>Facilitator</i> (consulting the Expert)	Two students – <i>Experts</i> (checking groups' worksheets); Other students – <i>Active learners</i> (fulfilling tasks).
Feedback	Discussion on the results of the session.	<i>Methodist</i> (getting the feedback on the lay-out and didactic materials developed)	All students – <i>Active discussors</i> , <i>Self-assessors</i>

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