

COMPETENCY-BASED APPROACH TO THE FORMATION OF LANGUAGE CULTURE IN STUDENTS OF THE FIELD OF KNOWLEDGE «HEALTHCARE AND SOCIAL WELFARE»

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The modern education system in Ukraine is focused on training competitive specialists capable of operating effectively in conditions of professional communication, rapid development of medical science, and high public expectations for the quality of services in healthcare and social welfare. Particular importance is attached to developing students' language culture, since the professional activities of medical and social workers involve interpersonal communication, adherence to ethical standards, documentation management, and the ability to convey information accurately and appropriately.

The competence-based approach is one of the leading directions in the modernization of education, as it focuses the educational process not only on the acquisition of knowledge but also on the development of practical skills, communicative abilities, professional values, and the capacity to apply them in real life and professional situations. Language culture serves as an important component of the professional competence of future specialists.

Analysis of Recent Research and Publications. The attention of many researchers of the competency-based approach has been focused mainly on the theoretical foundations of the problem (O. Ovcharuk, O. Savchenko, N. Kichuk and others). The issues of developing students' professional competence in the process of studying at higher education institutions were investigated by I. Bondarenko, O. Vozniuk, L. Holovanchuk, N. Saienko, S. Sysoieva, and others; the ways of modernizing education on a competency-based basis were developed by N. Kuzmina, A. Markova, and others.

Research objective is to investigate the features of the competency-based approach to the formation of language culture among students in the fields of healthcare and social welfare and to determine effective methods for developing the professional communicative competence of future specialists.

Research tasks:

- to analyze the essence of competency-based approach in modern education;
- to characterize the importance of language culture in the professional activities of healthcare and social welfare workers;
- to substantiate the effectiveness of practice-oriented learning technologies in the formation of the language culture of future specialists.

Materials and methods. To achieve the set goal of the study, a set of theoretical methods was used – analysis of scientific and methodological, psychological and pedagogical literature, study of regulatory and program documentation on the topic of the study

Results of the research. The training of competent specialists who possess knowledge in various spheres of modern life is one of the essential needs of society. Modern education is focused on the creativity, initiative, independence and mobility of future professionals, and require a new approach to the development of specialist's competence. Communicative competence, as a component of professional competence is necessary for realization of student's personality in any field of professional activity within the modern labor market. Communicative competence manifests itself in a wide range of activities, and its significance increases under conditions of growing and complex information as well as the expansion of sociocultural connections.

L. Kaidalova characterizes communicative competence as a set of knowledge, abilities, skills, and capacities, as well as internal personal resources and qualities; a certain level of developed experience in interaction with patients, doctors, and colleagues that is necessary for successful professional activity [2, p. 156 –157].

I. Bekh defines communicative competence as a set of knowledge about the norms and rules of conducting natural communication — dialogue, discussion, and negotiations. [1, p. 107].

Communicative competence is a necessary condition for the effective performance of a doctor's professional duties. A doctor must possess not only a set of theoretical knowledge and practical skills, but also the ability to empathize, a desire to help and alleviate suffering, and the capacity to recognize each patient's emotional state and character. [3].

Today the main task of language learning for future specialists is the formation and development of language and speech competencies that serve as the representative's characteristics of their professional competence. For students in the field of healthcare, language culture is an integral component of professional training, since the quality of communication directly affects the patient's psychological state and the effectiveness of treatment. The main components of language culture: normative speech (adherence to lexical, grammatical and stylistic norms of the language); communicative appropriateness (ability to select language means according to professional situation); ethics of communication (tolerance, tactfulness and

observance of professional ethics); culture of professional dialogue (ability to communicate with patients and colleagues) [4].

Special attention in the formation of the professional speech culture of medical workers in higher education institutions should be paid to the study of medical terminology. It is necessary to familiarize students with the basic concepts, develop skills in distinguishing words and differentiating the meanings of words and term definitions, teach them to use medical terms correctly and appropriately in professional texts, and train them to work with medical dictionaries.

Conclusions. Therefore, the competency-based approach to the formation of language culture among students in the field of knowledge “Healthcare and Social Welfare” is a necessary condition for training a modern highly qualified specialist. It ensures the integration of theoretical knowledge with practical communicative skills and promotes the development of professional speech, ethical behavior, and a culture of communication.

The formation of language culture should be carried out systematically, in close connection with professional training and the real needs of future professional activity. Only under such conditions is it possible to prepare a specialist capable of effective interaction with people, adherence to professional ethics, and ensuring a high level of healthcare and social services

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DEVELOPING LOGICAL AND CRITICAL THINKING IN MIDDLE SCHOOL: THE INTEGRATION OF "VISIBLE THINKING" TECHNOLOGIES AND LOCAL METHODOICAL SYSTEMS

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Introduction. The modern paradigm of global education requires a significant shift from reproductive knowledge acquisition to the development of higher-order cognitive functions—namely analytical, logical, and critical thinking. During basic secondary education, a radical restructuring of mental activity occurs. According to Jean Piaget's classical theory, this period marks the ontogenetic transition from