

## **SOCIOCULTURAL COMPONENT IN TEACHING RUSSIAN AS FOREIGN IN THE MEDICAL UNIVERSITY**

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The article deals with the issue of the effective Russian as foreign teaching in the medical university. Much attention is given to importance of the sociocultural component for the development of Russian language learners in the sphere of professional communication. Sociocultural knowledge is seen to be important component for professional communication. It is specially noted that common sociocultural experience with the language carriers in the professional sphere should be developed on the lessons of Russian as foreign. The ways of developing common sociocultural experience in the medical university are based on the experience of the BSMU Department of the Russian language, Linguistics and International Communication and discussed in details.

According to the program of BSMU development for 2021-2030 international students count for almost 43.5 % of all the university contingent. Given to the prognosed increase in this number, discussion of effective ways of adaptation for life in Russia and for professional training on the lessons of Russian as foreign seem to be an important topic.

Learning Russian as foreign is aimed at the mastering of communicative competence which provides the development of ability to interact interculturally. However, it cannot ensure the success of communication. Apart the knowledge of language communicants should have some common social experience i.e. they should know etiquette, culture, history of the language speakers [Krasnykh 2003: 99-100]. Thus, communicative competence cannot be divided from sociocultural competence which is seen as a composite of knowledge about the country of a studied language, national and cultural peculiarities of social and language behavior of language speakers and the ability to use this knowledge in communication following traditions, norms of behavior and etiquette, social conditions and stereotypes of language speakers [Azimov, Shchukin 2009: 286].

The importance of sociocultural component in foreign language learning and teaching is broadly discussed in the works of V.V. Safonova, E.M. Vereshchagin, V.G. Kostomarov, S.G. Ter-Minasova, G.D. Tomakhin, etc.

Sociocultural knowledge is seen as a basic requirement for a full life in the country of studied language. Lack of sociocultural knowledge may prevent adequate communication due to misinterpreting and choosing incorrect language and behavior tactics. Moreover, it may affect the professional communication as well. Individual peculiarities of a patient, national and cultural behavioral traits, mentality and life environment should be taken into consideration [Ter-Minasova 2000:22]. Introducing sociocultural component on the lessons of Russian as foreign helps to raise cultural level of language learners, boost their motivation for learning the language and using it in professional and everyday communication. The volume of studied sociocultural component in the medical university can be narrowed to the developing of common social experience in the professional sphere [Markovina 2010: 40]. Texts and language materials are considered to be a source of sociocultural knowledge.

Sociocultural competence includes:

- knowledge about basic elements of speech culture of a studied language, sources of sociocultural information, potential incompatibility with language carriers in non-verbal behavior, sociocultural portrait of language carriers, equivalence and non-equivalence relation between the units of studied language and native language;
- skills of recognition of sociocultural language units in different types of authentic video and audio materials, translation of sociocultural language units into the native language and

finding native language equivalents, use of sociocultural language units in speech, critical thinking on stereotypes of sociocultural facts of studied language, comparison of native language and studied language facts [Igna 2019: 79-80].

Learning cultural realia is envisaged in the working programs developed at the Department of the Russian Language, Linguistics and International Communication. International students get acquainted with the peculiarities of the Russian healthcare system and types of healthcare centers (hospital, polyclinic, early treatment centers), structure of a medical card of an in-door patient. Apart medical terminology the skills of doctor-patient communication are mastered. Learning of etiquette includes training and mastering etiquette formulas of greeting and farewell, introduction, addressing, proposal, refusal, consent and dissent. The experience of work with Russian language learners shows that personal pronoun “ты” and personal pronoun “Вы” used for polite addressing need special attention and training. Russian names with their three traditional components and short forms can also be confusing.

Non-verbal means of communication as intonation, rhythm, pauses are mastered on the lessons of general Russian at the beginner’s level and further trained together with the other types of verbal and non-verbal means of communication as gestures, poses, distance in the doctor-patient role playing games where students have to collect anamnesis according to the different types of diseases by stages (passport data, complaints, the history of a disease, current condition of patients, suggested diagnosis) and examine a patient.

Apart role-playing communicative games the system of problematic sociocultural tasks include student educational research project. Such type of the project was implemented for fourth year students. In the frame of the project students worked with the authentic material (medical articles) collecting the vocabulary, translating the article, finding the main objectives described in articles and presenting the research to their groupmates. As a result, the project help students to enrich their vocabulary with generally used Russian medical terminology and specific sociocultural language units [Kudryavtseva, Saitova 2020].

Authentic materials such as audio and video recordings, different types of printed texts sparks interest in the studied subject as they contain the fullest information on the sociocultural reality of the country of studied language. Infographics from newspapers and official government institutions like the Ministry of Health are often used on the lessons. Literature is also rich in lexical units with national and cultural components and allows learners “to delve into situational language environment” [Galimova 2022: 112].

Lexical units with national and cultural components are presented by background vocabulary, culture specific words, phraseological units, set phrases (proverbs, sayings, aphorisms). Medical Russian textbooks used on the lessons are also be a source of sociocultural language units. Phraseological units along with euphemisms and metaphors play a special role in the medical terminology and in patient’s speech. It also appears to be crucial to understand the boundaries of their use as synonymic lexemes may belong to different language registers [Oshchepkova, Petrosyan 2021: 218]. For example: *под ложечкой - эпигастральная область, нет мочи - нестерпимо, мушки перед глазами - мелькание перед глазами*. Names of diseases can be also presented by words of different registers: *грудная жаба - стенокардия, зайчья губа - хейлозхизим, Антонов огонь - гангрена*. Acquaintance with such lexical units enables better understanding of patient’s complaints and described medical condition, helps adequate communication in accordance with the communicate (patient, patient’s relatives, colleagues) and situation.

To conclude with, acquiring common social experience with the language carriers appears to be crucial on the lessons of Russian as foreign for the development of future healthcare workers in the professional sphere. Incomplete knowledge of sociocultural information may cause sociocultural barrier in everyday communication and in professional communication as well.

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## **ELECTRONIC EDUCATIONAL TECHNOLOGIES IN THE COURSE OF TRAINING OF FOREIGN STUDENTS FOR DISCIPLINE "OBSTETRICS AND GYNECOLOGY"**

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*Summary:* article is devoted to a question of implementation of electronic technologies in educational process in medical school in the conditions of implementation of competence-based model of training of the expert.

*Keywords:* competence-based approach, the innovation technologies, interactive training, foreign students.

Thousands of foreign students study at medical universities of Russian Federation citizens from near and far abroad. Priority in choosing a university for international students is high quality education. Majority medical universities in Russia provide training for foreign students in Russian and English languages.

BSMU meets all international requirements for the training of international students in the course of mastering the profession of a doctor, using a competency-based approach to obtaining theoretical knowledge and practical skills .

The system of continuous education of students of medical universities, essential to improve the quality of doctor training, the introduction of international standards of education require the optimization of educational processes, improving teaching methods, and applying