Training of veterinary faculty students in the process of learning foreign languages

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Abstract. The article considers the potential within the socio-cultural sphere when studying foreign languages by students of the veterinary faculty. Of course, knowledge of the culture of another country, as well as its features and the language itself, not only helps to remove language restrictions, but also increases the overall effectiveness of training and the level of professional skills obtained in general. This article analyzes various ways of implementing professional skills in the process of teaching a foreign language. Along with this, language learning also involves the formation of prerequisites for the effective assimilation of elements-terms of various linguistic origin. This contributes to the training and improvement of professional and terminological competencies of veterinarians. And a foreign language should be considered as a mandatory (profile) part of specialized scientific disciplines in the programs of modern medical universities. We are not talking about traditional language acquisition. Therefore, it is important to clarify that the fundamental task is the analysis of medical terminology. In modern society, there is an expansion of the communication environment. This, in turn, is the reason for the growing need for specialists who are able to establish and effectively develop international relations.

1 Introduction

In modern education, various integration aspects are actively investigated by science. The acute problem of integration during the entire training is considered in the works of N.N. Berulava, G.E. Grebenyuk, S.V. Goncharenko, R.S. Gurevich, Ya.M. Kmita, S.F. Klepka, V.S. Lednev and other scientists. In medical universities, the question of integrating the content of the Latin language was raised by A.M. Belyaeva, V.F. Novodranova and A.A. Kachalkin. Nevertheless, in the complex system of training veterinarians, the complex problem of interdisciplinary connections of the Latin language as a scientific discipline has not yet been an independent subject of research.

The main purpose of this article is to analyze various ways of implementing professional skills in the development of foreign languages.
2 The specifics of studying foreign languages by students of the veterinary Faculty

Today, due to the level of requirements put forward directly to the training of future students in the profession of veterinarian, high demands are placed not only on professional competencies, but also on personal qualities, communication skills and the appropriate level of empathy. Knowledge of a foreign language is a mandatory block directly in the field of training highly qualified students, and also plays an equally significant role in the development of an appropriate level of empathy among students. In the process of obtaining professional skills, the general level of awareness and personal development of students is growing. In this case, personal growth should be understood as the general process of student development, according to which a change in thinking, attitude to various life situations, the formation of new skills, the transformation of the general level of awareness within the framework of training is carried out. The formation of personal potential, in turn, directly influences the creation of a full-fledged personality, as well as the nature of manifestation in the surrounding world and the relationship with it. Meanwhile, the student in the process of becoming learns to know himself and understand his own emotions and feelings, as well as analyze his potential and apply relative to the available opportunities. So, there is a formation of skills for competent decision-making in life situations, as well as when communicating with other people.

One of the key indicators of a person's personal growth should also include the level of empathy, without which it is impossible to achieve full self-realization of a person. The development of this skill is especially relevant in the professional training of students of so-called "helping" professions, including veterinary medicine. A wide range of opportunities in the process of developing empathy among students is directly learning a foreign language, which is an integral part of the general educational process in obtaining professional skills and abilities, as well as in order to increase the level of interethnic communication. Thus, learning a foreign language as part of obtaining a profession at the veterinary faculty, for its part, allows you to form a high level of general professional knowledge and skills, increase the level of communication, including intercultural. Competent application of the acquired knowledge in practical professional activity, as well as in communication, influences empathy directly to the interlocutor, which, in turn, allows you to understand the emotions and feelings of the latter, as well as to realize them due to the presence of cultural differences in order to find suitable solutions and effective further communication.

The manifestation of empathy, in our opinion, is primarily due to the characteristics of each individual student, and also directly reflects the self-esteem of the individual, his attitude to other people. The level of self-worth and self-esteem, in turn, ensures the effectiveness of interpersonal communication with other people, including in the framework of joint activities directly between the teacher and the student. For students of the veterinary faculty, the process of developing empathy seems to be one of the key areas that forms the overall empathic potential of the individual, which, in turn, entails a highly humanistic level of tolerant professional preparedness of students. Thus, the training of future veterinarians is based not only on the formation of key skills necessary in the profession, as well as relevant personal skills focused on the formation of effective relationships with other people.
countries, as well as the general level of socialization of a specialist is based on an understanding of the culture and characteristics of another country. The formation of skills in the process of learning a foreign language is also influenced by reading special texts. The texts are selected in such a way that they correspond to the level of knowledge of a foreign language of students, as well as having a certain thematic focus. This method serves not only to develop cognitive interest, but also allows you to form a different perception of the world.

In the process of discussing the content of texts, students conduct an active discussion, expressing their opinion "for" or "against" due to specific arguments. For example, the use of animals as experimental subjects in various medical research. In addition, in such discussions, the overall level of emotional intelligence increases, as students communicate with each other, listen to other people's opinions and arguments on the issue under discussion. Such classes, formed on the basis of texts, the purpose of which is to make you empathize with another person, understand his thoughts and feelings, allow you to emotionally engage in problems in the future when various professional and life situations arise, working as a veterinarian. Thus, students develop an appropriate level of empathy and communication in relation to the surrounding world as a whole, which are important and necessary qualities within this profession. Quite often, the overall level of productivity and quality of work depends on the work of the whole team, which, in turn, depends, among other things, on the level of communication and empathy of each individual student.

The most important component of the training of modern veterinarians is the study of foreign languages. The main purpose of this course is to provide training in the field of veterinary Latin terminology, support in the development of the skill of using foreign concepts in production and research activities. Along with the above, training includes the formation of prerequisites for the effective assimilation of concepts of other linguistic origin, which are sub-languages of sciences such as chemistry, biology and medicine. Successful implementation of these tasks contributes to the improvement of the terminological competence of veterinarians.

According to Viktorova L.V., professional terminological competence is not only the ability, but also the willingness to demonstrate the necessary qualities in various communications in a professional environment. Students are required to mobilize knowledge obtained from the acquired professional terminology, the ability to use terms in oral and written speech, in accordance with the established norms of the language [1].

We will highlight a number of competencies included in the structure of professional and terminological competence:

1. speech competence (realization of terminological knowledge through listening, writing, etc.);
2. communicative competence (knowledge of the basics of business etiquette, awareness of oneself as an element of a social group);
3. linguistic competence (successful application of the rules of terminology education, knowledge of language laws, spelling, stylistic, orthoepic and lexical norms);
4. pragmatic competence (use of concepts in accordance with specific speech conditions);
5. Information competence (information retrieval) [2].

Krupchenko A.K. defined integrativity as a key linguodidactic principle, inextricably linked with another principle that reveals the essence of language learning as an integrative and at the same time complex process of development of a linguistic personality possessing the necessary competencies in a foreign language communicative environment [3].

This process is implemented through the integration of professional and linguistic skills based on the complementarity of interdisciplinary data.
From the point of view of A.A. Kachalkin, there are 2 independent directions in teaching Latin. Learning a language means getting to know its grammatical system. The analysis of various historical and cultural aspects forms students' understanding of the significant role of the heritage of antiquity in the process of formation and development of complex cultural systems.

In our opinion, it is advisable to consider a foreign language as a profile discipline or an element of specialized disciplines included in the current programs of modern medical institutions. We are not referring to the traditional process of language acquisition. For example, attention should be focused on the fact that the study of special medical terminology is a primary task [4].

Belyaeva A.M. reveals the essence of the learning process as follows: the professional direction of the three-component structure for med by linguistic (cultural-linguistic) skills [3].

Today, society is characterized by the diversification of the communicative environment. This leads to an increase in demand for not only specialists who speak a variety of foreign languages, but also those who are able to successfully develop international relations [4].

Today it is impossible to single out any field of activity that does not need specialists (experts) with knowledge of languages. An active and successful educational activity can be motivated by a person's desire for personal and professional development in society. Free access to various data and intercultural interaction helps to overcome cognitive-language barriers, increasing the level of motivation of students [5].

The main components of the education system today: communication (communications), reading literature in foreign languages, the use of foreign-language Internet resources.

The training of veterinarians recently included only the development of professional vocabulary and grammar of foreign languages. At the same time, competencies that are associated with activity in a multicultural society play an equally important role [6].

The key role in the development of language education today is given to the use of the potential of other languages. The potential is a multicomponent nature of knowledge of the cultural heritage of one's own ethnic group and the peoples of foreign languages, respect for the values, traditions and customs of other ethnic groups [7].

Key components of successful social-oriented training:
- development of consciousness;
- preservation of identity;
- language learning.

Therefore, it is important for a modern student to develop a systematic understanding of a multidimensional (large-scale) global "knowledge system" that is influenced by the process of learning languages.

Among the aspects of the learning process, the following are distinguished:
- lexical;
- phonetic;
- grammatical.

Phonetic competence includes a number of the following competencies:
- spelling (the ability to recognize symbols and use them);
- phonological (reproduction (perception) of phonemes);
- orthoepic (the ability to write, read and use a dictionary correctly) [7].

When teaching, the emphasis is placed on vocabulary. Effective study from the position of semantic accuracy of language vocabulary is aimed at the development of both oral and written forms of communication.

3 The main components of the education system today
Difficulties in mastering foreign lexical systems are caused by a large volume of lexemes that are not identical to traditional lexemes that relate to the native language, high semantic accuracy and synonymy. Consequently, by mastering the lexical richness of the language he studies, a person learns the whole picture of the world, characteristic of representatives of another people. In various anthroponyms, such as surnames, nicknames, names, phraseological units, toponyms, etc., national peculiarities of languages are reflected. I.M. Kobozeva lists the components of the meanings of words:

- significative (the relationship between the token and the signifier);
- semantic-syntactic (various relations (connections) between words in the text);
- denotative (the signifier is the thinking (language) of a person, and the denotant is the reality surrounding him);
- pragmatic (the relationship between the person perceiving speech (speaking) and the word itself).

The process of learning language vocabulary is based on the assimilation of situational (social) rules and social specifics of another language community. In the conditions of modern socio-directional training, language acquisition affects the adaptation of students with cultural and ethnic knowledge in society. During the implementation of various communicative actions, students need to control them and correct them if necessary. They should learn to use foreign speech in practice.

In a modern university, phraseological units, the results of the analysis of customs, the study of state history, etc. are distinguished as socially oriented material. In addition, the role of natural communication and the creation of the necessary conditions for relaxed communication during training (problem, game and other situations) should be taken into account.

The socially orientation of the student's sociolinguistic competence formation should be understood as the degree of mastery of various linguistic markers of social relations (a reflection of the social interrelations of different cultures, transformed according to the register (status) of communication of the communicants).

Among the linguistic markers, it is customary to distinguish the following:

- accents;
- dialects;
- folk wisdom;
- communication registers;
- norms of politeness (etiquette).

The first of these linguistic markers are distinguished in phonetics and vocabulary, in communication manners (at the non-verbal level). Folk wisdom reflects a wide range of value-cultural, moral and aesthetic norms. On the basis of knowledge about the peculiarities of the culture of the people, systematic mastery of the norms of politeness (for example, the norms of greeting) is carried out.

The development of communication registers occurs in the process of natural communication and reading of various foreign-language works of art. Actions such as gestures and sounds, diagrams (tables, graphs, etc.) extend to nonverbal communication. Mastering the basics of foreign speech not only emotionally enriches communicative activity, but also emphasizes the diversity of intercultural features of nonverbal communications. This contributes to the growth of the quality level of verbal speech.

Nonverbal communications include gestures expressing emotions such as joy and surprise, dissatisfaction and approval, reactions (objection, consent, etc.).
As a rule, familiarization with these means of communication takes place outside of training sessions, in the process of natural communication. Students receive the most important socially oriented skills during their daily life. 

Ethnic characteristics should be taken into account, for example, etiquette norms, clothing details, etc. Also, in the course of teaching a foreign language, students get acquainted with the values of its native speakers (literature, art, religion).

4 Research results

The mental identity of the language community is formed by combining the distinctive features of behavioral stereotypes and cognitions. In order to successfully master the language, it is important to study the features of the social development of the state of this language and, in general, the world community.

References

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